Connectivity
FOUNDATIONS

CONNECTING PEOPLE THROUGH ENGLISH

TEACHER'S BOOK AND LESSON PLANNER

Joan Saslow
Allen Ascher

Connectivity Foundations

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LEARNING OBJECTIVES

Connectivity Foundations is designed for true beginning students or for students needing the support of a very low-level beginning course. No prior knowledge of English is assumed or necessary.

Unit	COMMUNICATION GOALS	VOCABULARY	GRAMMAR
1 **People and Occupations** page 6	• Introduce people • Identify people • Spell names • Describe people	• Subject pronouns • Occupations • The alphabet **VOCABULARY EXPANDER** • More occupations	• Verb be: ○ Singular and plural statements / Contractions ○ Yes / no questions and short answers • Proper nouns and common nouns
2 **Personal Information** page 18	• Describe relationships • Ask for someone's contact information • Find out where people are from • Get to know people	• First and last names • Titles • Contact information • Relationships • Numbers 0–20 • Countries and nationalities **VOCABULARY EXPANDER** • More titles	• Possessive adjectives • Possessive nouns • Be: Information questions with What • Be from / Questions with Where
3 **Neighborhoods** page 30	• Ask about locations • Suggest how to get places • Talk about means of transportation • Describe a neighborhood	• Means of transportation • Places in the neighborhood • Locations • Ways to get places: Imperative verbs • Routine destinations **VOCABULARY EXPANDER** • More places in the neighborhood	• Be: Questions about location with Where • Subject pronoun it • The imperative • By + a means of transportation
4 **Families** page 42	• Comment on family photos • Ask about relatives • Describe appearance • Talk about someone's family	• Family relationships • Adjectives to describe people • Numbers 21–101 • Adjectives to describe hair • The face **VOCABULARY EXPANDER** • More adjectives to describe people	• Be: Questions with Who • Be: With adjectives • Be: Questions with How old • Adverbs very, really, and so • Verb have / has: Affirmative statements • Describing people with be and have
5 **Time and Events** page 54	• Ask about the time of events • Plan to attend an event • Ask about birthdays • Describe a time span	• What time is it? • Late, early, and on time • Events • Days of the week • Ordinal numbers • Months of the year **VOCABULARY EXPANDER** • More events	• Be: Questions with When, What time, What day, and What month • Prepositions in, on, at

CONVERSATION STRATEGIES	LISTENING / PRONUNCIATION	READING / WRITING
• Use "too" to reciprocate a greeting • Use "Excuse me" to introduce a question • Say "Thanks" to acknowledge requested information • Say "Excuse me?" if you don't understand	**Listening Tasks** • Identify the correct occupation • Circle or write the correct letter • Circle or write the correct name **Pronunciation** • Syllables	**Reading Texts** • A magazine feature introducing famous people and their occupations • Simple forms and business cards **Writing Task** • Write affirmative and negative statements about people in pictures **GUIDED WRITING** • Write answers to questions about occupations
• When introducing people, describe relationships • Greet the person you're being introduced to • Repeat part of a question to clarify • Repeat information to confirm understanding • Confirm information with "That's right." • Say "Sure" to provide requested information	**Listening Tasks** • Circle and underline the correct information • Write the person's title • Write the people's relationships • Complete the contact information • Choose correct information to complete statements **Pronunciation** • Stress in two-word pairs	**Reading Texts** • Personal information forms • A contact page from a digital address book • An article with simple descriptions of famous people, their occupations, countries, and nationalities **Writing Task** • Write about yourself **GUIDED WRITING** • Answer a series of questions about your personal information
• Ask for additional information with "And what about ___?" • Say "OK" to agree to follow directions • Ask "What about you?" to show interest in another person	**Listening Tasks** • Circle the vehicle you hear • Write the place you hear • Complete the questions • Identify the instructions • Identify the means of transportation and destinations • Complete statements about the people, their neighborhoods, and relationships **Pronunciation** • Falling intonation for questions with Where	**Reading Texts** • Simple street maps • An email describing places in a neighborhood **Writing Task** • Write about your neighborhood **GUIDED WRITING** • Answer questions about locations of places in your neighborhood
• Shift to a new topic with "And . . ." • Say "Tell me about ___" to invite someone to talk about a topic • Use "Well, . . ." to indicate you are deciding how to respond • Show interest with "Really?" • Soften a negative response with "Sorry"	**Listening Tasks** • Identify the person described • Complete statements about people • Choose the correct photo • Match the conversation to the correct family **Pronunciation** • Clarifying numbers	**Reading Texts** • Descriptions of famous actors and their families **Writing Task** • Write about your relatives **GUIDED WRITING** • Answer questions about two of your relatives
• Express worry with "Uh-oh" • Use "Hey" to get someone's attention • Use "Great!" to show enthusiasm for an idea	**Listening Tasks** • Confirm if the people are late, early, or on time • Identify events and circle the correct times • Complete a chart with events, days, and times • Complete statements about events and store hours **Pronunciation** • Sentence rhythm	**Reading Texts** • A party invitation and a community events website • Announcements of neighborhood events **Writing Task** • Write about events in your city or town **GUIDED WRITING** • Write a list with time and place details about specific events.

Unit	COMMUNICATION GOALS	VOCABULARY	GRAMMAR
6 **Clothes** page 66	• Give and accept a compliment • Ask for sizes and colors • Describe clothes • Shop for clothes	• Colors • Clothes • Verbs like, want, need, and have • Clothing sizes • Opposite adjectives to describe clothes **VOCABULARY EXPANDER** • More clothes	• The simple present tense: like, want, need, and have: ○ Affirmative and negative statements ○ Yes / no questions ○ Information questions • Demonstratives this, that, these, and those • Adjective placement / Intensifier too
7 **Free Time and Chores** page 78	• Discuss who does household chores • Talk about free time • Make plans to get together • Describe activities of a typical day	• Activities at home • Household chores • Free-time activities **VOCABULARY EXPANDER** • More household chores	• The simple present tense: ○ Spelling of third-person singular forms ○ Questions with Who ○ Questions with How often • Other time expressions • Frequency adverbs
8 **Houses and Homes** page 90	• Ask about someone's home • Agree and disagree about styles • Talk about where you live, work, or study • Compare people's tastes in housing	• Rooms, furniture, and appliances • Buildings • Parts of a building • Places in and around cities and towns **VOCABULARY EXPANDER** • More house and apartment vocabulary	• There is and There are • Questions with How many • The simple present tense: Questions with Where • Prepositions of place
9 **Activities and Plans** page 102	• Offer to call back later • Ask about future plans • Catch up with an old friend • Talk about activities and plans	• Weather expressions • Clothes for good and bad weather • Time expressions • Outdoor activities **VOCABULARY EXPANDER** • More weather vocabulary • The four seasons	• The present continuous: ○ Statements ○ Yes / no questions ○ For future plans ○ Information questions
10 **Foods and Drinks** page 114	• Discuss ingredients for a recipe • Offer and ask for foods and drinks • Invite someone for a meal • Describe the food in a restaurant	• Foods and drinks • Places to keep things in a kitchen • Containers • Describing taste **VOCABULARY EXPANDER** • More vegetables and fruits	• Any in questions, negative statements, and negative short answers • Count nouns and non-count nouns • How much / Is there any • The simple present tense and the present continuous

CONVERSATION STRATEGIES	LISTENING / PRONUNCIATION	READING / WRITING
• Ask for confirmation with "Really?" • Acknowledge a compliment with "Thanks!" • Say "I'm sorry" when presenting disappointing information • Express disappointment with "That's too bad." • Ask "What about you?" to ask for someone's opinion • Use "Well, . . ." to soften a strong opinion	**Listening Tasks** • Identify the clothes you hear • Answer questions about what people want, like, or need **Pronunciation** • Plural nouns	**Reading Texts** • Online clothing ads **Writing Task** • Write sentences about the clothes you like, want, need, and have or don't have **GUIDED WRITING** • Answer questions about your clothes and the reasons you want or need new clothes.
• Introduce a conversation topic with "So, . . ." • Begin a surprising statement with "Actually, . . ." • Clarify a question with "I mean, . . ." • Say "Me?" to give yourself time to think of a personal response • Express enthusiasm with "Great idea!" • Respond with "Perfect" to agree to a suggestion	**Listening Tasks** • Identify chores each person does • Answer questions about people's activities **Pronunciation** • Third-person singular verb endings	**Reading Texts** • Online product listings for housekeeping robots **Writing Task** • Write about your typical week **GUIDED WRITING** • Answer questions about your daily and weekly activities
• Begin a question with "And" to indicate you want additional information • Use "Well, . . ." to indicate you are deciding how to answer • Soften a negative response with "Actually, no" • Emphasize a positive response with "Actually, yes" • Soften a contrary opinion with "No offense, but . . ." • Respond positively to a description with "Sounds nice!"	**Listening Tasks** • Confirm whether information about rooms, furniture, and appliances is true or false • Complete statements about people's housing preferences • Correct the statements about people's homes **Pronunciation** • Linking sounds	**Reading Texts** • Descriptions of people and their homes **Writing Task** • Write about where you live **GUIDED WRITING** • Answer questions about your house or apartment
• Answer the phone with "Hello?" • Identify yourself on the phone with "This is ___." • Use "Well, actually, . . ." to politely introduce an excuse • Say "Oh, I'm sorry" to apologize for interrupting someone's activity • End a phone conversation with "Talk to you later!" • Show interest with "No kidding!" • Say "Wow!" to indicate surprise	**Listening Tasks** • Listen for weather and temperatures in a weather report • Complete statements about people's activities • Write people's future plans and when they will do them • Choose the picture that matches what each person is doing right now **Pronunciation** • Intonation of questions	**Reading Texts** • A daily planner • An interview with a marathon runner **Writing Task** • Write about your weekend plans **GUIDED WRITING** • Write a list of activities you plan for the weekend, using the present continuous and time expressions
• Say "I'll check" to indicate you'll get information for someone • Say "uh-oh" to indicate that there may be a problem • Suggest an alternative with "How about ___?" • Say "Yes, please" to accept an offer of food	**Listening Tasks** • Check the foods and drinks you hear • Complete sentences to describe restaurants and food **Pronunciation** • Vowel sounds	**Reading Texts** • Recipe ingredient lists • A weekly chore list • Restaurant reviews **Writing Task** • Write about what you eat on a typical day **GUIDED WRITING** • Answer a series of questions about your eating habits on weekdays and weekends

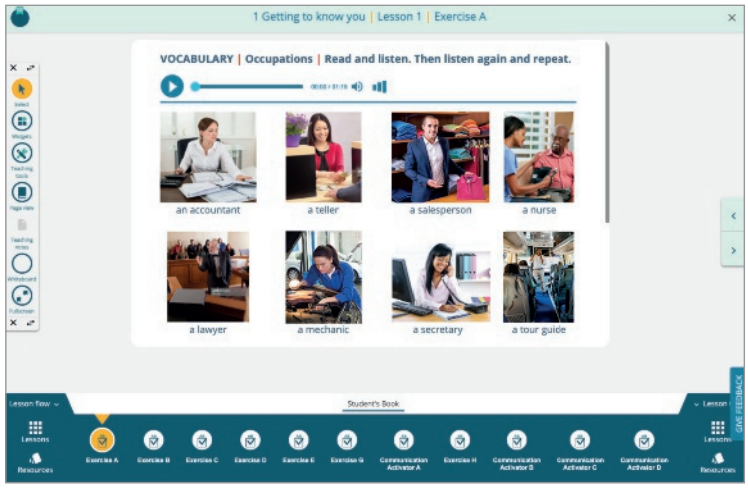
Countries and Nationalities / Numbers 100 to 1,000,000,000 / Pronunciation Table ..... **page 127**
Vocabulary Expander ..... **page 128**
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Unit Reviews ..... **page 139**
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For the Teacher

Connectivity **makes lesson preparation easier with a wide array of time-saving tools for presentation and planning all in one place.**

Presentation Tool

A digital tool for presenting the content of the Student's Book (and optional Workbook) in class, accessible through the Pearson English Portal.



Allows you to:

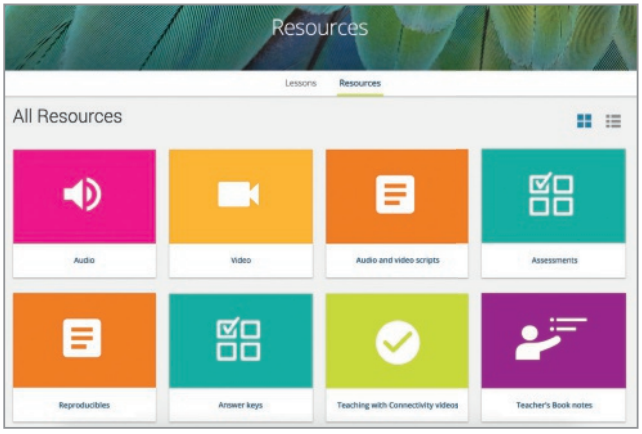
- navigate easily between units, lessons, and activities.
- pop up all activities from the page, for display and to show answers.
- play all the audio files from the page.
- present all the *Connectivity* videos, including *Keep Talking*, the Grammar Coach, the Pronunciation Coach, and the hilarious *Connect TV* sitcom.

The Presentation Tool is also available to download, enabling you to teach offline.

Teacher's Book and Lesson Planner

Detailed interleaved lesson plans, language and culture notes, optional activities, and more. Available in print and as a pdf in the Teacher's Resources on the Portal.

- Ideas for extension activities, differentiated instruction, teaching tips, alternative ways to do activities, advice on dealing with tricky language items, and notes on how to remediate and motivate students.
- Annotated answers on the facing Student's Book pages.



Teacher's Resources

Comprehensive, easy-to-access resources for planning, teaching, and professional development.

Includes:

- a wide choice of downloadable worksheets to enhance and extend each lesson.
- a dedicated *Connectivity* Methods Handbook which highlights *Connectivity*'s course pedagogy and presents best practices for teaching a communicative course.
- *Teaching with Connectivity* videos, for overview, planning, and teacher support.
- answer keys and audio/video scripts.
- Global Scale of English mapping booklets, for efficient planning.
- ready-made achievement tests, with a test generator.

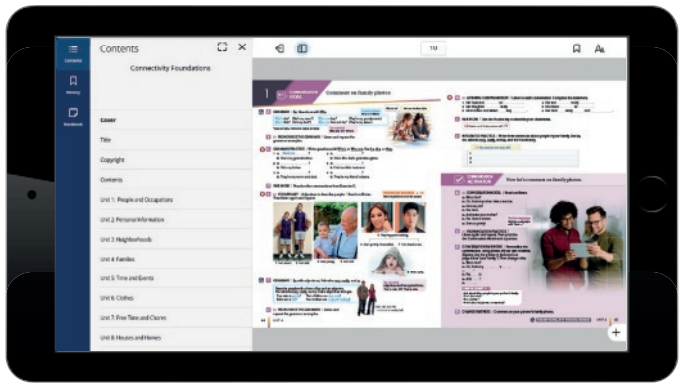
For the Student

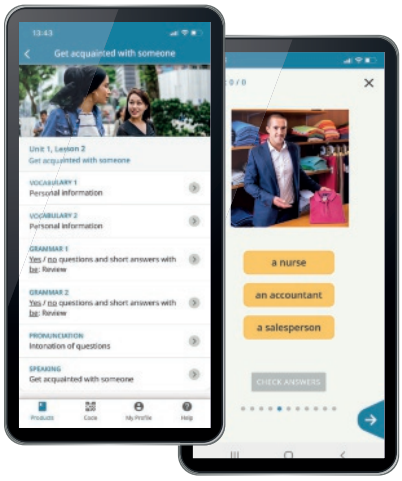
A code gives students access to the digital components: the Student's Interactive eBook, Online Practice, and a student's app. A separate print Workbook is also available.

Student's Interactive eBook

Student's Book in digital format.

The eBook enables students to access their Student's Book materials on their computer and mobile devices, wherever and whenever they want. The digital format enhances student engagement with interactive activities, and audio and video at the point of use.





Student's App

Digital practice that empowers students to take charge of their learning outside of class, online and offline.

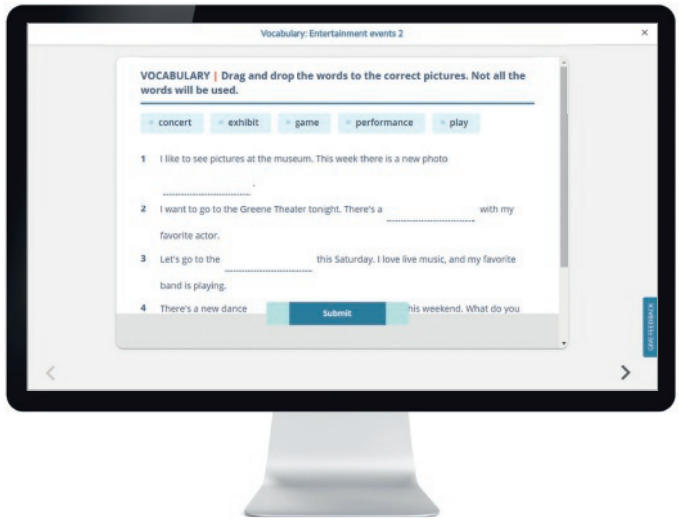
It gives students access anytime, anywhere to the complete *Connectivity* audio and video program as well as hundreds of activities for grammar, vocabulary, pronunciation, listening comprehension, and speaking practice. *Connectivity* app content is available on the Pearson Practice English App.

Online Practice

Lesson-by-lesson exercises to accompany the Student's Book with an abundance of interactive practice activities in all skills.

Offers:

- immediate feedback on wrong answers.
- a listen-and-record feature that allows students to compare their pronunciation to a model.
- extra reading and writing practice.
- a gradebook that allows you to monitor progress and plan future practice.



Workbook

Lesson-by-lesson written practice activities to accompany the Student's Book, providing extra practice for vocabulary, grammar, conversation, social language, reading, and writing.

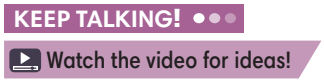
Offers:

- open-ended, personalized activities to increase student engagement.
- full-color design with numerous illustrations and photos.
- additional exercises for Vocabulary Expander and Guided Writing.

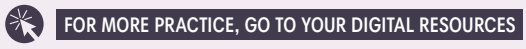
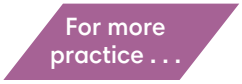
KEY TO ICONS IN THE STUDENT'S BOOK

Digital resources are available on the Pearson English Portal (the access code is provided on the inside front cover). Audio and video are also available in the Student's Interactive eBook and Pearson Practice English App.

CORE MATERIAL

Student's Book icon	What is it?
	Student's Book audio
	Coach videos that extend the content of the Grammar and Pronunciation presentations in each Student's Book unit
	*Keep Talking* videos that provide a dramatized model of how students can expand their Conversation Pair Work

SUPPLEMENTAL MATERIAL

Student's Book icon	What is it?
	An abundance of digital resources comes with every *Connectivity* Student's Book: • Pearson Practice English App: A mobile app that provides additional language practice activities, and gives students quick access to course audio and video • Online Practice: Additional practice activities tied to a gradebook (these activities are different from the ones included on the app)
	End-of-unit review and extension material offered in several formats: • Unit Review: Back-of-the-book exercises for extra listening comprehension and language practice • Practi-Chant: Fun lyrics set to a beat • *Connect TV*: A hilarious sitcom for language consolidation and fun • Test-Taking Skills Booster: Practice for skills typically included in standardized proficiency tests

***Connectivity* is a six-level course for adults and young adults who need to use English fluently and confidently in their life and work, and to interact with people from a variety of language backgrounds and cultures.**

Ideal for students who lack opportunities to observe or practice English outside of class, *Connectivity* creates a highly enriched blended language learning experience by ensuring:

- repeated exposure to natural authentic spoken and written language models.
- thorough coverage of form, meaning, and use.
- dynamic integration, recycling, and activation of new language.
- ongoing confirmation of progress and self-assessment.

With two alternative entry points—*Connectivity Foundations* for true beginners and *Connectivity 1* for false beginners—the course is benchmarked to the Global Scale of English and tightly correlated to the Can-do Statements of the Common European Framework of Reference. All six levels are available in full and split formats.

Each full level of *Connectivity* provides 60–90 hours of instruction and is designed for use in traditional, hybrid, flipped, and blended settings. An unequaled array of printable, digital, and online resources makes it easy to vary and tailor the course to your teaching style, your learners' needs, your available time, or even to extend the hours of instruction to up to 120 hours.

SIGNATURE FEATURES

A Systematic Speaking Pedagogy

Connectivity rigorously develops learners' linguistic, socio-linguistic, and pragmatic competence and fluency. Socially authentic model conversations systematically encourage improvisation and extension, and discussion preparation activities recycle language and build confidence. Soft skills practice—woven throughout—prepares learners for employability in English. Mediation activities ensure students can use English to interact with people from diverse language and culture groups and are able to react to, summarize, and paraphrase spoken and written texts in English. Additionally, an optional Soft Skills Booster (*Levels 1–3*) provides applied language practice of selected skills.

Explicit Grammar and Vocabulary

Connectivity takes the guesswork out of form, meaning, and use. Clear charts illustrate grammar and usage in context and *Notice the Grammar* activities increase learners' grammar awareness. *Pronounce the Grammar* activities promote spoken mastery. Clear captioned picture-dictionary-style vocabulary illustrations with accompanying audio ensure understanding and accurate pronunciation of new words. Interactive digital vocabulary flash cards provide continual practice and recycling for memorability.

Individualized Teaching and Learning

Respecting teachers' individual styles and preferences, as well as their limited time to prepare material, *Connectivity* offers over a thousand extra ready-to-use printable extension activities so that teachers never have to search for or create supplements. A wide choice of extra speaking activities, unit reviews, supplementary pronunciation activities, inductive grammar charts, unit study guides, writing process worksheets, video worksheets, flash cards, extra grammar exercises, test-taking skill builders, and more are available for every unit.

A Multi-faceted Audio and Video Program

Connectivity includes a wealth of audio and video features for the modeling of authentic speech, conversation pair work activation, listening comprehension practice, pronunciation practice, and fun. So that students will be prepared to understand English as an international language, the audio includes a variety of native and non-native accents. *Connectivity's* listening comprehension syllabus builds key skills and strategies to improve listening proficiency. Practi-chants (*Foundations*) develop fluency and confidence with the support of a fun and engaging beat. A video Pronunciation Coach and a Grammar Coach provide additional guidance. The *Keep Talking* video increases oral production and fluency. Finally, *Connect TV*, a hilarious situation comedy, keeps students laughing and learning.

We hope that *Connectivity* maximizes your enjoyment and success!
We wrote it for you.

Joan Saslow and Allen Ascher

Joan Saslow

Joan Saslow is a foreign language teaching specialist and author. She is co-author with Allen Ascher of a number of award-winning* best-selling English-language textbook series for adults and teenagers, most recently Pearson's *Top Notch* and *Summit*.

In addition, Ms. Saslow is author of the *Workplace Plus*, *Ready to Go*, and *Literacy Plus* series, as well as of *English in Context: Reading Comprehension for Science and Technology*. Earlier, she was series director of *True Colors* and *True Voices*.

Ms. Saslow is a frequent speaker at international teachers' conferences and participates in the English Language Specialist Program of the US Department of State's Bureau of Educational and Cultural Affairs. She has lived and taught in Chile and is fluent in Spanish.

Ms. Saslow has a BA and MA in French from the University of Wisconsin, Madison.

Allen Ascher

Allen Ascher has been an ELT teacher, teacher-trainer, program administrator, consultant, and publisher. He is co-author with Joan Saslow of the award-winning* six-level *Top Notch* and *Summit* series for adults and young adults. He also authored the "Teaching Speaking" module of *Teacher Development Interactive*, Pearson's online multimedia teacher-training program. In addition to living and teaching in Beijing, China, he served as academic director of the International English Language Institute at Hunter College and taught in the teaching certificate program at the New School in New York City.

Mr. Ascher has an MA in Applied Linguistics from Ohio University and has been a frequent presenter at professional conferences and teacher training events around the world.

**Top Notch* and *Summit* are both recipients of the Association of Educational Publishers' Distinguished Achievement Award. Additionally, *Top Notch* third edition is the recipient of a Textbook and Academic Authors' Textbook Excellence Award. *Summit* third edition is the winner of the same award.

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Leu**, Soochow University, Taiwan • **Yihui Li (Stella Li)**, Fooyin University, Taiwan • **Chi-Fan Lin**, Shih Hsin University, Taiwan • **Linda Lin**, Tatung Institute of Technology, Taiwan • **Patricio David López Logacho**, Quito, Ecuador • **Patricia Martins**, IBEU, Rio de Janeiro, Brazil • **Patricia McKay**, CEL LEP, São Paulo, Brazil • **María Teresa Meléndez Mantilla**, ICPNA Chiclayo, Peru • **Maria Helena Meyer**, ACEU, Salvador, Brazil • **Johana Melo**, Centro Colombo Americano, Bogotá, Colombia • **José Manuel Mendivil**, CBA, La Paz, Bolivia • **José de Jesús Mendoza Rivas**, Universidad Tecnológica de León, Mexico • **José Minaya Minaya**, CIVIME Language School, Lima, Peru • **Hiroko Miyake**, Tokyo Kasei University, Japan • **Luis Fernando Morales Severiche**, CBA, Santa Cruz Bolivia • **Andy Morera Calzada**, B-able-2 Academy, Quito, Ecuador • **Jason Moser, PhD**, Kanto Gakuin University, Japan • **Adrián Esteban Narváez Pacheco**, Cuenca, Ecuador • **Mónica Nomberto**, ICPNA Chiclayo, Peru • **Jaime Núñez**, Universidad Católica de Honduras, Honduras • **Tania Elizabeth Ortega Santacruz**, Cuenca, Ecuador • **Juan Camilo Ortegón**, Colombo, Cali , Colombia • **Lcdo. 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Schmiedl Cornejo**, CBA, La Paz, Bolivia • **Judith Silva**, Universidad Técnica de Ambato, Ecuador • **Anamarija Skoda**, Pontificia Universidad Católica de Valparaíso, Santiago de Chile, Chile • **Silvia Solares**, CBA, Sucre, Bolivia • **María Julia Suárez**, CBA, Cochabamba, Bolivia • **Mercedes Tapia Avalos**, CIVIME Language School, Lima, Peru • **Prof. Matthew Taylor**, Kinjo Gakuin University, Nagoya, Japan • **Eric Anthony Tejeda Evans**, PROULEX, Guadalajara, Mexico • **Blanca Luz Terrazas Zamora**, ICPNA Cusco, Peru • **Christian Juan Torres Medina**, Guayaquil, Ecuador • **Raquel Torrico**, CBA, Sucre, Bolivia • **Ana María de la Torre Ugarte**, ICPNA Chiclayo, Peru • **Magdalena Ullauri**, Universidad Nacional del Chimborazo, Riobamba, Ecuador • **Universidad Galileo**, Guatemala City, Guatemala • **Juan Omar Valdez**, DR-TESOL, Santo Domingo, Dominican Republic • **Susana Valdivia Marcovich**, URP, CIDUP and Euroidiomas, Lima, Peru • **Erika Valdivia de Souza**, CIVIME Language School, Lima, Peru • **Jay Veenstra**, Toyo University, Japan • **Solange Lopes Vinagre Costa**, SENAC, São Paulo, Brazil • **Magno Alejandro Vivar Hurtado**, Universidad Politécnica Salesiana, Cuenca, Ecuador • **Dr. Wen-hsien Yang**, National Kaohsiung Hospitality College, Kaohsiung, Taiwan • **Holger Zamora**, ICPNA Cuzco, Peru

The *Connectivity* Teacher's Book and Lesson Planner is a rich source of helpful teaching ideas within timed lesson plans. On the inside front cover, you will find your personal access code. Use this code when you first log in to the Pearson Practice English App and the Pearson English Portal.

What's included in the Teacher's Book and Lesson Planner

For each unit of *Connectivity,* the Teacher's Book and Lesson Planner includes the Student's Book pages interleaved with corresponding teacher's notes on the facing pages. Answers to exercises are superimposed onto the Student's Book pages in green ink.

On pages xvi–xxiii you will find information about: Using the **Presentation Tool**, Online Practice, the **Global Scale of English**, the **Pearson English Practice App**, **Assessments**, and **Printable Resources**. There is also a bank of **Warm-Up Activities** that can be selected from at the start of Student's Book units. Beginning on page 164 of the Teacher's Book and Lesson Planner, you will find complete **audio** and **video scripts** for each unit.

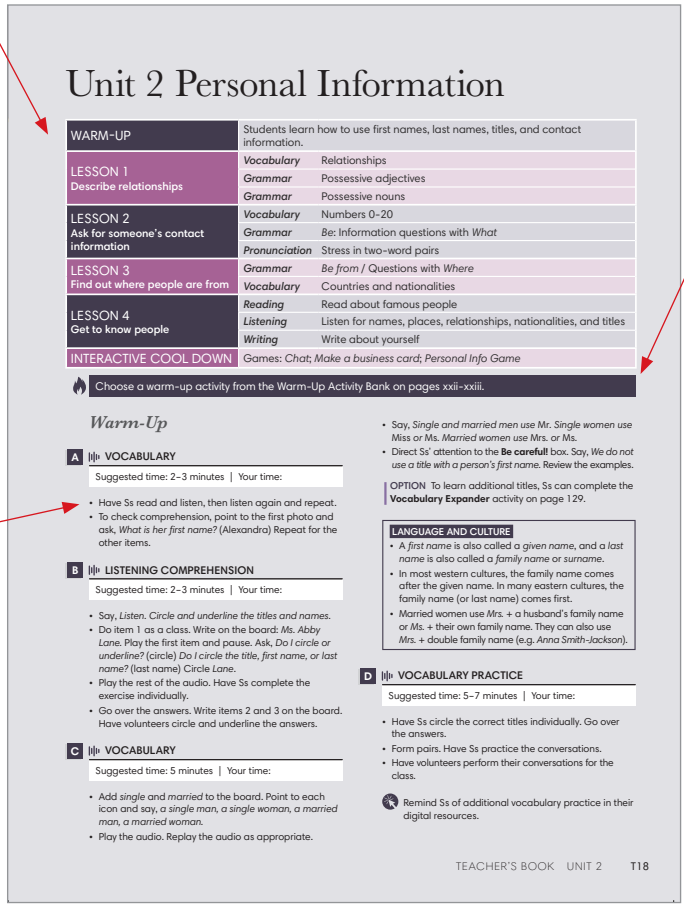
Designed for both new and experienced teachers, the information in the teacher's notes provides ideas and plans for each exercise on each Student's Book page as well as language notes and options and extensions for each class session. Using each of the suggested techniques will create a class of 60 minutes. Activities labeled *Option, Extension, Challenge*, and *Closure Activity* are additional to the 60 minutes.

Since different programs offer classes of different lengths (45 minutes, 60 minutes, 90 minutes, etc.), your "active teaching/learning time" will vary based on your unique situation. The following factors will affect the amount of time you spend on individual activities: the number of students in class, the various ability levels of your students, whether you're teaching online or face to face, etc., so you may wish to adjust the suggested teaching times that appear in the lesson plans. The first time you teach a lesson, record how long it takes you (in the box where it says "Your time"). An abundance of extra teacher resources is available on the Pearson English Portal to use up any remaining minutes in your class session. These resources support students in areas where they need further practice.

Features you will find in the Teacher's Book and Lesson Planner

A **Preview Chart** shows:

- the lesson titles, which are the **Communication Goals** for the lesson,
- the **Vocabulary, Grammar, Pronunciation,** and other skills in each lesson,
- and the title of the **Interactive Cool Down** page.



Unit 2 Personal Information

WARM-UP	Students learn how to use first names, last names, titles, and contact information.	
LESSON 1 Describe relationships	*Vocabulary*	Relationships
	Grammar	Possessive adjectives
	Grammar	Possessive nouns
LESSON 2 Ask for someone's contact information	*Vocabulary*	Numbers 0–20
	Grammar	*Be*: Information questions with *What*
	Pronunciation	Stress in two-word pairs
LESSON 3 Find out where people are from	*Grammar*	*Be from* / Questions with *Where*
	Vocabulary	Countries and nationalities
LESSON 4 Get to know people	*Reading*	Read about famous people
	Listening	Listen for names, places, relationships, nationalities, and titles
	Writing	Write about yourself
INTERACTIVE COOL DOWN	Games: *Chat*; *Make a business card*; *Personal Info Game*	

Choose a warm-up activity from the Warm-Up Activity Bank on pages xxii–xxiii.

Warm-Up

A VOCABULARY
Suggested time: 2–3 minutes | Your time:
- Have Ss read and listen, then listen again and repeat.
- To check comprehension, point to the first photo and ask, *What is her first name?* (Alexandra) Repeat for the other items.

B LISTENING COMPREHENSION
Suggested time: 2–3 minutes | Your time:
- Say, *Listen. Circle and underline the titles and names.*
- Do item 1 as a class. Write on the board: *Ms. Abby Lane.* Play the first item and pause. Ask, *Do I circle or underline?* (circle) *Do I circle the title, first name, or last name?* (last name) Circle *Lane.*
- Play the rest of the audio. Have Ss complete the exercise individually.
- Go over the answers. Write items 2 and 3 on the board. Have volunteers circle and underline the answers.

C VOCABULARY
Suggested time: 5 minutes | Your time:
- Add *single* and *married* to the board. Point to each icon and say, *a single man, a single woman, a married man, a married woman.*
- Play the audio. Replay the audio as appropriate.
- Say, *Single and married men use Mr. Single women use Miss or Ms. Married women use Mrs. or Ms.*
- Direct Ss' attention to the **Be careful!** box. Say, *We do not use a title with a person's first name.* Review the examples.

OPTION To learn additional titles, Ss can complete the **Vocabulary Expander** activity on page 129.

LANGUAGE AND CULTURE
- A *first name* is also called a *given name*, and a *last name* is also called a *family name* or *surname*.
- In most western cultures, the family name comes after the given name. In many eastern cultures, the family name (or last name) comes first.
- Married women use *Mrs.* + a husband's family name or *Ms.* + their own family name. They can also use *Mrs.* + double family name (e.g. *Anna Smith-Jackson*).

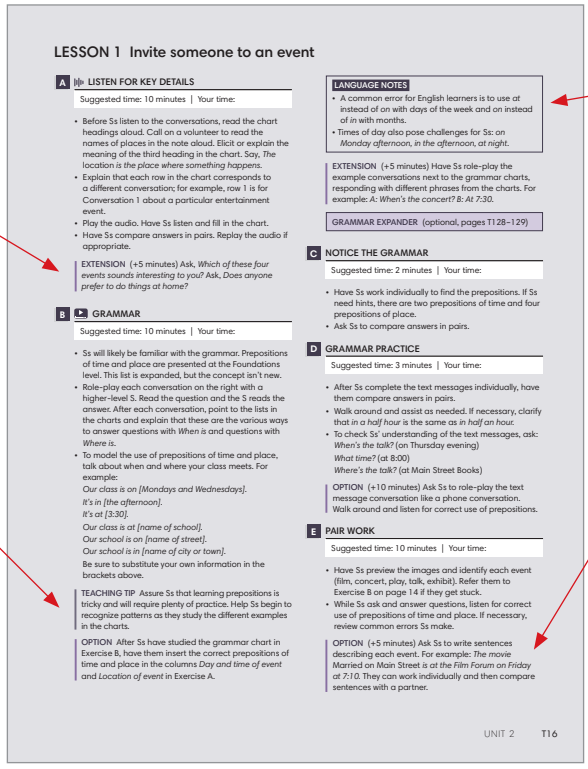
D VOCABULARY PRACTICE
Suggested time: 5–7 minutes | Your time:
- Have Ss circle the correct titles individually. Go over the answers.
- Form pairs. Have Ss practice the conversations.
- Have volunteers perform their conversations for the class.

Remind Ss of additional vocabulary practice in their digital resources.

TEACHER'S BOOK UNIT 2 T18

A **Warm-Up Activity Bank** offers ideas to get your students loosened up and ready to learn (see Warm-Up Activity Bank on pages xxii–xxiii).

Step-by-Step practical teaching notes provide procedures for teaching each presentation or practice activity on the Student's Book page. Each set of procedures has been classroom tested to take the time indicated in the box above, to help you plan your class time. (The notes use "Ss" for *students*.)



LESSON 1 Invite someone to an event

A LISTEN FOR KEY DETAILS

Suggested time: 10 minutes | Your time:

- Before Ss listen to the conversations, read the chart headings aloud. Call on a volunteer to read the names of places in the note aloud. Elicit or explain the meaning of the third heading in the chart. Say, *The location is the place where something happens.*
- Explain that each row in the chart corresponds to a different conversation; for example, row 1 is for Conversation 1 about a particular entertainment event.
- Play the audio. Have Ss listen and fill in the chart.
- Have Ss compare answers in pairs. Replay the audio if appropriate.

EXTENSION (+5 minutes) Ask, *Which of these four events sounds interesting to you?* Ask, *Does anyone prefer to do things at home?*

B GRAMMAR

Suggested time: 10 minutes | Your time:

- Ss will likely be familiar with the grammar. Prepositions of time and place are presented at the Foundations level. This list is expanded, but the concept isn't new.
- Role-play each conversation on the right with a higher-level S. Read the question and the S reads the answer. After each conversation, point to the lists in the charts and explain that these are the various ways to answer questions with *When is* and questions with *Where is*.
- To model the use of prepositions of time and place, talk about when and where your class meets. For example:
  Our class is on [Mondays and Wednesdays].
  It's in [the afternoon].
  It's at [3:30].
  Our class is at [name of school].
  Our school is on [name of street].
  Our school is in [name of city or town].
  Be sure to substitute your own information in the brackets above.

TEACHING TIP Assure Ss that learning prepositions is tricky and will require plenty of practice. Help Ss begin to recognize patterns as they study the different examples in the charts.

OPTION After Ss have studied the grammar chart in Exercise B, have them insert the correct prepositions of time and place in the columns *Day and time of event* and *Location of event* in Exercise A.

LANGUAGE NOTES

- A common error for English learners is to use *at* instead of *on* with days of the week and *on* instead of *in* with months.
- Times of day also pose challenges for Ss: *on Monday afternoon, in the afternoon, at night.*

EXTENSION (+5 minutes) Have Ss role-play the example conversations next to the grammar charts, responding with different phrases from the charts. For example: *A: When's the concert? B: At 7:30.*

GRAMMAR EXPANDER (optional, pages T128–129)

C NOTICE THE GRAMMAR

Suggested time: 2 minutes | Your time:

- Have Ss work individually to find the prepositions. If Ss need hints, there are two prepositions of time and four prepositions of place.
- Ask Ss to compare answers in pairs.

D GRAMMAR PRACTICE

Suggested time: 3 minutes | Your time:

- After Ss complete the text messages individually, have them compare answers in pairs.
- Walk around and assist as needed. If necessary, clarify that *in a half hour* is the same as *in half an hour.*
- To check Ss' understanding of the text messages, ask:
  When's the talk? (on Thursday evening)
  What time? (at 8:00)
  Where's the talk? (at Main Street Books)

OPTION (+10 minutes) Ask Ss to role-play the text message conversation like a phone conversation. Walk around and listen for correct use of prepositions.

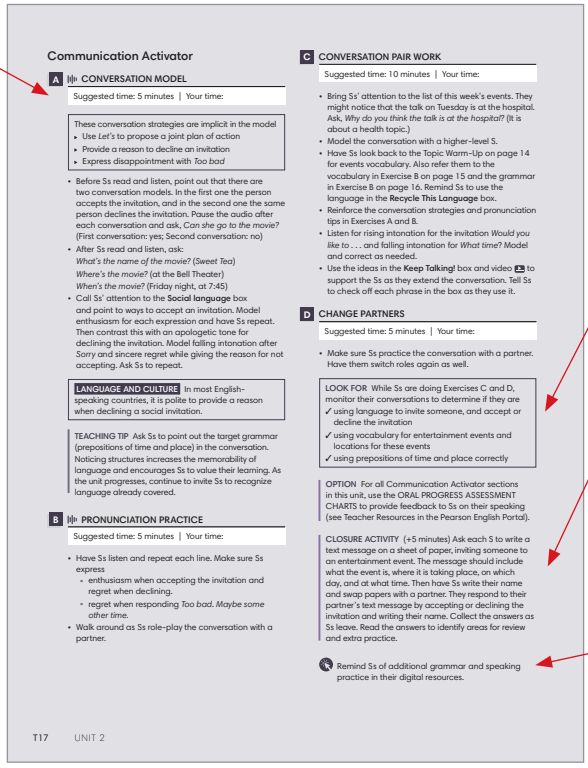
E PAIR WORK

Suggested time: 10 minutes | Your time:

- Have Ss preview the images and identify each event (film, concert, play, talk, exhibit). Refer them to Exercise B on page 14 if they get stuck.
- While Ss ask and answer questions, listen for correct use of prepositions of time and place. If necessary, review common errors Ss make.

OPTION (+5 minutes) Ask Ss to write sentences describing each event. For example: *The movie Married on Main Street is at the Film Forum on Friday at 7:10.* They can work individually and then compare sentences with a partner.

UNIT 2 T16



Communication Activator

A CONVERSATION MODEL

Suggested time: 5 minutes | Your time:

These conversation strategies are implicit in the model
- Use *Let's* to propose a joint plan of action
- Provide a reason to decline an invitation
- Express disappointment with *Too bad*

- Before Ss read and listen, point out that there are two conversation models. In the first one the person accepts the invitation, and in the second one the same person declines the invitation. Pause the audio after each conversation and ask, *Can she go to the movie?* (First conversation: yes; Second conversation: no)
- After Ss read and listen, ask:
  What's the name of the movie? (*Sweet Tea*)
  Where's the movie? (at the Bell Theater)
  When's the movie? (Friday night, at 7:45)
- Call Ss' attention to the **Social language** box and point to ways to accept an invitation. Model enthusiasm for each expression and have Ss repeat. Then contrast this with an apologetic tone for declining the invitation. Model falling intonation after *Sorry* and sincere regret while giving the reason for not accepting. Ask Ss to repeat.

LANGUAGE AND CULTURE In most English-speaking countries, it is polite to provide a reason when declining a social invitation.

TEACHING TIP Ask Ss to point out the target grammar (prepositions of time and place) in the conversation. Noticing structures increases the memorability of language and encourages Ss to value their learning. As the unit progresses, continue to invite Ss to recognize language already covered.

B PRONUNCIATION PRACTICE

Suggested time: 5 minutes | Your time:

- Have Ss listen and repeat each line. Make sure Ss express
  - enthusiasm when accepting the invitation and regret when declining.
  - regret when responding *Too bad. Maybe some other time.*
- Walk around as Ss role-play the conversation with a partner.

C CONVERSATION PAIR WORK

Suggested time: 10 minutes | Your time:

- Bring Ss' attention to the list of this week's events. They might notice that the talk on Tuesday is at the hospital. Ask, *Why do you think the talk is at the hospital?* (It is about a health topic.)
- Model the conversation with a higher-level S.
- Have Ss look back to the Topic Warm-Up on page 14 for events vocabulary. Also refer them to the vocabulary in Exercise B on page 15 and the grammar in Exercise B on page 16. Remind Ss to use the language in the **Recycle This Language** box.
- Reinforce the conversation strategies and pronunciation tips in Exercises A and B.
- Listen for rising intonation for the invitation *Would you like to . . .* and falling intonation for *What time?* Model and correct as needed.
- Use the ideas in the **Keep Talking!** box and video to support the Ss as they extend the conversation. Tell Ss to check off each phrase in the box as they use it.

D CHANGE PARTNERS

Suggested time: 5 minutes | Your time:

- Make sure Ss practice the conversation with a partner. Have them switch roles again as well.

LOOK FOR While Ss are doing Exercises C and D, monitor their conversations to determine if they are
- ✓ using language to invite someone, and accept or decline the invitation
- ✓ using vocabulary for entertainment events and locations for these events
- ✓ using prepositions of time and place correctly

OPTION For all Communication Activator sections in this unit, use the ORAL PROGRESS ASSESSMENT CHARTS to provide feedback to Ss on their speaking (see Teacher Resources in the Pearson English Portal).

CLOSURE ACTIVITY (+5 minutes) Ask each S to write a text message on a sheet of paper, inviting someone to an entertainment event. The message should include what the event is, where it is taking place, on which day, and at what time. Then have Ss write their name and swap papers with a partner. They respond to their partner's text message by accepting or declining the invitation and writing their name. Collect the answers as Ss leave. Read the answers to identify areas for review and extra practice.

Remind Ss of additional grammar and speaking practice in their digital resources.

T17 UNIT 2

Extensions provide more practice beyond the material presented in the lesson.

Teaching Tips provide helpful and timely advice or strategies for error correction, classroom management, time-management, projecting the voice, etc.

Teaching Time recommends how much class time the activity is designed to take within a 60-minute class session. Activities labeled *Option* or *Extension* are outside of this total. You may need to adjust these suggested times based on the length of your class session, your class size and/or level, etc. For future reference, use this space to track your actual teaching time.

Language and Culture Notes provide insightful and helpful information about usage, idiomatic and colloquial expressions, customs, and cultural background.

Options offer an alternative activity that supports the task presented in the lesson. These are at the students' level of proficiency, unless otherwise indicated (optional activities that are labeled **Challenge** provide additional practice above the students' proficiency level).

Look For notes list ways to check whether students have mastered the target language in the lesson.

Closure Activities consolidate students' understanding of or ability to use the lesson's target language and can help you identify which students may need additional practice.

A **reminder** at the end of each lesson points out the skills students should focus on in their outside-of-class practice.

Other *Connectivity* resources

The Pearson English Portal contains resources to enrich your teaching and expand your personal professional development. These include:

- Professional articles by *Connectivity* authors Joan Saslow and Allen Ascher, including "Great Ideas for Teaching with the Presentation Tool," "Making English Unforgettable," and more.
- A *Connectivity* Methods Handbook, also written by Joan Saslow and Allen Ascher; supports the development of effective techniques for teaching in a communicative classroom and for maximizing the success of a *Connectivity* unit.
- *Teaching with Connectivity* videos, which help you get the most out of teaching with *Connectivity*.
- And much more!

USING THE PRESENTATION TOOL

The Presentation Tool, located on the Pearson English Portal, allows you to project a digital representation of the Student's Book and optional Workbook in your class. The tool can be used while you are online or offline.

Why use the Presentation Tool

The Presentation Tool makes it easy for you to take advantage of the richness of *Connectivity*. It allows you to:

- **focus your students' attention** on specific parts of a page by projecting the page and then zooming in on it.
- **play the audio recordings and videos** at the click of a button, and display the audioscripts and video subtitles.
- **pop open all activities** on the page, enlarging the activities for easy display and allowing for the "show answers" feature.
- **plan** and **teach** your lessons from one source (the planning mode includes teacher's notes).
- **use the integrated tools** to annotate the Student's Book, hide parts of the page from your students, time your activities, keep score in team games, and more.

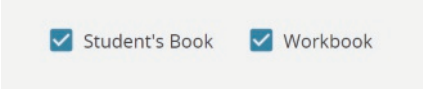
How to use the Presentation Tool

For an in-person classroom, you will need a computer and a projector. (For enhanced user experience and functionality, you can also use the Presentation Tool with an Interactive Whiteboard (IWB). However, the Presentation Tool works with or without an IWB.)

NOTE: To use the Presentation Tool offline, you will need to download the offline version to the computer you will be using in class.

By opening **Lesson Flow** you will have access to all the activities in the lesson, allowing you to navigate the activities in the sequence they appear in the Student's Book and/or Workbook, or in any sequence you wish.

You can deselect the Workbook if you do not plan to review these lessons in class. (To do this, remove the check mark next to "Workbook".)



How to access the Presentation Tool

Once *Connectivity* has been added to your Portal dashboard, follow these three steps:

1. Open your video conferencing platform.
2. Go to the Pearson English Portal and open the Presentation Tool.
3. Go to the relevant page and share your screen; students will see each activity as you select it.

How to access the Pearson English Portal

1. Go to https.//english-dashboard.pearson.com.
2. Choose "Create an account" and follow the simple instructions. If you already have an account, you can just sign in. (Use the same sign-in credentials for any Pearson products to which you have access.)
3. Type in your access code, found on the inside front cover of this Teacher's Book and Lesson Planner.
4. Go to Products to "add a product." Choose *Connectivity*.
5. Choose your school or institution from the pull-down menu.
6. If you need help with access, please contact your Pearson sales rep.

Where to learn more

For more information on how to take advantage of this rich and student-engaging teaching tool, see:

- *Using the Presentation Tool—A "how to" guide* (pdf), which shows you the digital features available in the Presentation Tool. This is located in your Teacher's Resources on the Portal, in the folder labeled "Teaching with *Connectivity*: Handbooks."
- *Great Ideas for Teaching with the Presentation Tool* (pdf), which provides practical ideas for using the Presentation Tool in fun and creative ways. This is located in your Teacher's Resources on the Portal, in the folder labeled "Teaching with *Connectivity*: Handbooks."
- *Connectivity Teacher Support—The Presentation Tool* (video), for a visual walkthrough of the Presentation Tool features. This is located in your Teacher's Resources on the Portal, in the folder labeled "Teaching with *Connectivity*: Videos."

For additional help and training with using the Presentation Tool, please go to **MyPearsonHelp.com**.

The Online Practice component gives your learners optional outside-of-class practice that reinforces the concepts and skills taught in the *Connectivity* Student's Book. Apart from the writing strand, which is teacher-graded, all Online Practice activities are automatically graded, and learners get immediate feedback on their answers.

To assign homework in Online Practice, you can either assign it as homework or assign it using the Assignment option in the Classes tab on your Portal account.

Note: The Online Practice component includes *practice* activities. *Assessments* are only available via the Test Generator.

How to access Online Practice

Online Practice can be found on the Pearson English Portal. To preview the practice, log in to your Portal account and go to the Learn tab.

What's included in Online Practice

- grammar practice and access to the Grammar Coach videos
- vocabulary practice, including flash cards and listen-and-record activities that allow learners to record themselves and compare their recordings to authentic models
- listening, speaking, and pronunciation practice, including listen-and-record activities and access to the Pronunciation Coach videos
- reading and writing practice that reinforces the Student's Book skills
- a gradebook that records scores on assignments and tests, which both you and your learners can use to help monitor progress and plan further practice

How to use Online Practice to monitor progress and plan further practice

Once you create a class on the Portal, you can access the class dashboard. The dashboard includes information about the students, a list of class assignments, and a gradebook. The gradebook allows you to see how your students are doing on their practice activities, assignments, and tests, at both the class and individual level. The gradebook view is customizable. For example, it can show average results for all assigned activities or it can be narrowed down to show scores for a single practice activity.

With the help of the gradebook, you can make plans to review specific concepts with your class or with individual students, based on their scores and/or specific errors. Other data that can inform your planning and enhance your understanding of student progress includes:

- *Time spent*: the time each learner has spent on assignments.
- *Highest/Average score:* the scores of each learner.
- *Attempts*: the average number of attempts.
- *First/Last attempts:* the average scores on first/last attempt.
- *Completed*: the total number of activities completed by each learner.

For additional help and training with Online Practice, please go to **MyPearsonHelp.com**.

The Global Scale of English (GSE) is a standardized, granular scale that measures English language proficiency. Using the GSE, learners and teachers can now answer three questions accurately: *Exactly how good is my English? What progress have I made toward my learning goal? What do I need to do next if I want to improve?*

The GSE was created to raise standards in teaching and learning English. It identifies what a learner can do at each point on a scale from 10 to 90, across all four skills (listening, reading, speaking, and writing), as well as the enabling skills of grammar and vocabulary. This allows learners and teachers to understand a learner's exact level of proficiency—what progress they have made and what they need to learn next.

Connectivity is benchmarked to the learning objectives from the GSE. These objectives are real-world relevant and appropriate for your learners' needs. This table shows the range of objectives that are covered within each of the six levels of *Connectivity*.

Course Level	GSE Range	CEFR	Description
Foundations	18–29	A1	Beginner
1	29–38	A1 to A2	High beginner
2	36–47	A2+ to B1	Low intermediate
3	47–59	B1+	Intermediate
4*	58–71	B2 to B2+	High intermediate
5*	70–84	B2+ to C1	Advanced

*Levels 4–5 will be available Fall 2022

Connectivity provides a wide array of materials, including Student's Book (print and digital), a mobile app, Online Practice, Workbook, and reproducible worksheets. As learners work through the language content of the course, they will have opportunities to demonstrate mastery of a variety of learning objectives used inside the GSE learning range.

Teacher Mapping Booklet and GSE Toolkit

You will find the GSE Teacher Mapping Booklet for *Connectivity* online at **pearsonenglish.com/connectivity** as well as on the Portal. This booklet provides an overview of all the learning objectives covered in each unit of *Connectivity*, lesson by lesson.

To explore additional resources for learner support, there is an online GSE Teacher Toolkit at **english.com/gse-toolkit**. This searchable database gives you quick and easy access to the GSE learning objectives as well as grammar and vocabulary databases. It also gives you access to GSE Job Profiles: a database linking language skills to the specific tasks required for about 250 jobs.

For more information about how using the GSE can support your planning and teaching, enhance the assessment of your learners, and supplement your core program, please go to **english.com/gse**.

Every *Connectivity* Student's Book comes with the Pearson Practice English App, offering students extra "on the go" practice via their mobile phone. These quick, interactive activities allow learners to extend their English studies whenever and wherever they want.

The app includes vocabulary, grammar, listening, and conversation activities tied directly to the material in the corresponding Student's Book lesson as well as all the Student's Book audio tracks and video files.

How to access the app

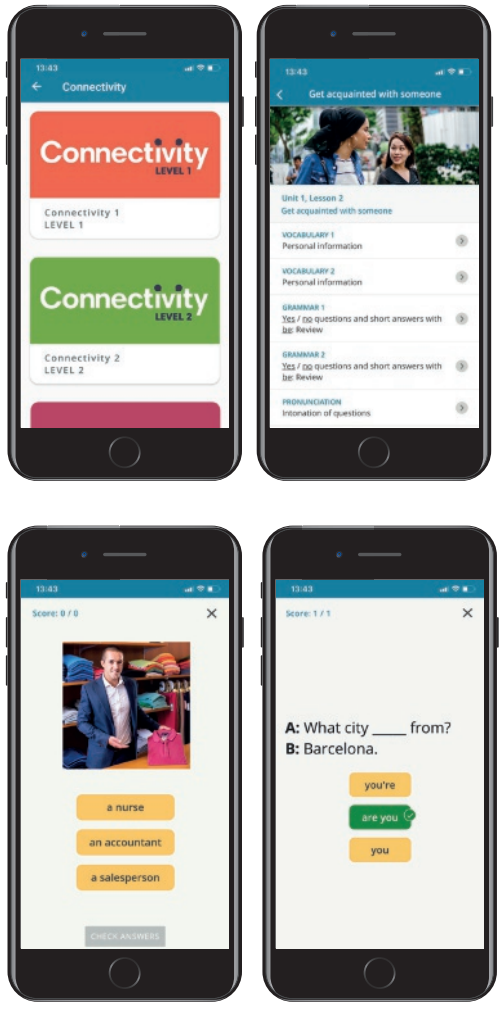
First, download the app from the Google Play store or the App store.

When you open the app, Select *Connectivity* from the list of Pearson courses that are currently available.

Select the level you want, for example, *Connectivity 1*. The course and level you initially select will become your default and will run automatically when you open the app again.

Select a unit or lesson from the table of contents. To view content, you must download a unit or a lesson. Once it has been downloaded, you can access it offline. When you no longer want to practice that unit or lesson, you can delete it so it doesn't use up space on your phone.

Unit 1 of each level is available without restrictions. To open other units, unlock the content by providing an access code and signing in. The access code for teachers is on the inside front cover of this Teacher's Book. If you already have an account for Pearson digital products, you can sign in with the same credentials. If you don't have an account yet, you will need to create an account. (See instructions for accessing the Portal on page xvi.)



What's included in the app

The app includes **interactive activities** that offer extra practice of the conversation models, vocabulary, grammar, and listening material from the *Connectivity* Student's Book. Learners get immediate feedback on their practice and see how well they have done at the end of the activity. In addition, the app includes **all the audio and video files** that go with each unit. The audio tracks for the listening activities and video clips can be played with or without the transcript, and the audio can be played at a slower or faster speed.

For additional support with the Pearson Practice English app, including how to create an account on the Portal, please go to **MyPearsonHelp.com**.

Connectivity offers many ways to help you and your learners monitor progress. The tests that are included with the *Connectivity* course permit both formative and summative assessment. Formative assessment of learning—gives learners an informal idea of how well they are doing and what they need to work on. Summative assessment of learning—helps you measure learners' progress for final grades.

Formative assessment/Assessment for learning

Formative assessment gives learners an informal idea of how well they are doing and what they need to work on. It motivates learners by encouraging them to be involved in their own learning. It also helps you, as a teacher, recognize where your students are struggling, enabling you to make immediate adjustments to your teaching.

Connectivity offers many opportunities for formative assessment. A prime example are the end-of-lesson Communication Activator activities, where learners demonstrate they have mastered the Communication Goal of that lesson. When this assessment stage reveals that students need additional practice, here are some suggestions:

- Supply worksheets from the printable activities on the portal. You may want to pair students with mixed abilities, giving them an opportunity to learn from each other.
- For homework, suggest activities from the Online Practice. Viewing the gradebook can help inform your teaching since you will have insights into which students need additional support.
- Encourage students to do the activities on their mobile app in the skill areas where they are the weakest.

Summative assessment/Test Generator

The Assessment folder, located in Resources on the Pearson English Portal, contains the *Connectivity* Achievement tests. These tests provide summative assessment of all content and skills: vocabulary, grammar, speaking, reading comprehension, and listening comprehension. Content and skills are tested both receptively and productively; for example, learners complete multiple choice and cloze items, put dialogue utterances in the correct order, etc. Speaking and writing can be tested productively using the optional Writing and Speaking tests. The corresponding rubrics for grading these are included in the Assessment folder.

In the Assessment folder, you will also find Test 1 and Test 2 PDF versions of each test, with answer keys. These tests have different questions, so you can use one as a practice test, and one as the official test, if you wish. Or, as a way to prevent cheating, you can distribute both versions of the test in one class, alternating them among the students. The folder also contains downloadable audio files.

The Achievement tests are also available in the Test Generator. With the Test Generator, you can print the tests as they are or customize them. For example, you can create tests of grammar items only for Units 1–3, or scramble the answer choices on a test to create an alternate version. When you customize a test, the Test Generator creates a new matching answer key. Instructions on how to use the Test Generator are located in the Test Generator folder.

Connectivity as part of a student's entire learning journey

One mechanism for checking that students are making progress in their learning journey is to have them take a *Benchmark* exam. Once placed in a level of *Connectivity*, students take the appropriate level of the *Benchmark* exam as a pre-course diagnostic of their proficiency level. They then take it again at another point in their learning journey to measure their progress against this baseline score. The content in *Connectivity* has been mapped to the *Benchmark*. This means that—based on the skills gaps that the test identifies—the test can inform teachers which lessons in *Connectivity* need to be reviewed. For more information, go to **pearsonenglish.com/benchmark**.

For students who choose to take an international exam to earn a certificate, such as International Certificate, PTE Academic, or other high-stakes exams, such as TOEFL, TOEIC, and/or Cambridge exams, *Connectivity* offers a "Test-Taking Skills Booster." This booster has been designed to help students become familiar with the question types that appear on high-stakes exams, using content from *Connectivity*.

Connectivity offers teachers a wealth of teaching supplements, including a wide array of printable resources. These worksheets and other resources are located in the **Resources** folder on the Pearson English Portal.

What types of resources are available?

There are two types of printable resources included in the course:

Type 1: Resources that can be used during a lesson to extend or customize the Student's Book activities.

Extra Grammar Exercises	Exercises that provide more practice of the Student's Book grammar presented in the Student's Book. Can be done in class (individually or in groups) or distributed as homework.
Extra Reading Comprehension Exercises	Exercises that supplement the Student's Book Reading activities with basic comprehension questions and critical-thinking questions.
Find Someone Who . . .	Interactive speaking activities that get students up from their chairs and mingling with their classmates while they practice target language.
Inductive Grammar Charts	Worksheets that encourage students to discover lesson grammar rules themselves. May be used as a quick pre-test to confirm what students already know, as a post-test to confirm mastery, or as part of an entirely inductive presentation (for teachers who favor that approach).
Keep Talking Pair Work Cards	Conversation guides designed to get students out of their books and encourage active listening, personalization, and extension.
Keep Talking Video Worksheets	Exercises that exploit the content in the *Keep Talking* Videos, including dictations, complete the sentences, comprehension questions, and more.
Learning Strategies Worksheets	Activities that help students become effective learners. Includes strategies for vocabulary building, reading, listening, and conversation.
Writing Process Worksheets	Step-by-step guides that improve students' writing ability through pre-writing, peer feedback, and self-editing.

Type 2: Resources that are suitable for use after students have completed a unit. These resources help review, consolidate, and/or extend what students have learned in the unit.

Pronunciation Activities	Interactive pair work activities designed to provide further practice of the pronunciation lesson in the Student's Book.
Supplementary Pronunciation Lessons	Complete additional pronunciation lessons for those who need or want more.
Test-Taking Skills Booster	Reading and listening exercises that prepare students to succeed on standardized proficiency exams that demand high-level comprehension skills and logical thinking.
Unit Review	End-of-unit exercises, including listening, that help make unit grammar, vocabulary, and social language memorable. Can be used as a review, quiz, self-check or pre-test.
Unit Study Guides	A list of all productive language in the unit (i.e., language that students are expected to be able to use). Intended for self-assessment, review, and/or test preparation.

WARM-UP ACTIVITY BANK

Throughout the *Connectivity* Teacher's Edition and Lesson Planner, the teacher's notes provide focused warm-up activities for each unit. As a supplement to those suggestions, the list below provides you with some quick, general, game-like activities that can be used at the beginning of class. These activities:

- help students transition from their first-language environment to an English-speaking one.
- accommodate latecomers to class (and motivate students to be on time).
- add some fun to the start of class.

Warm-ups recycle language studied in one or more previous units. They don't require any extra materials or special equipment.

Warm-ups should take only 2–3 minutes of class time. You may want to use an egg timer or the timer on your phone, or ask a learner to be the timekeeper. **To avoid any unknown language, be sure to adapt these activities to align with the level of your class. This is especially important for the lower levels.**

Foundations and Levels 1-3

CATEGORY CIRCLE

Write a category on the board (for example: *fruit*). Ask the class to stand in a circle. Moving clockwise around the circle, have students name an object in that category (e.g., *banana, apple, orange, pineapple*). If students can't think of an object, they can say *pass*.

I SEE SOMETHING

Write on the board: *A: I see something [color]. B: Is it ___?*
In pairs, Student A completes the statement with the color of an object in the classroom, and Student B guesses which object Student A sees. For example, *A: I see something red. B: Is it Maria's backpack? A: Yes!* When Student B guesses correctly, students swap roles and repeat the activity.

MEMORY CHALLENGE

Project or write a list of 10–15 related words on the board (for example: *mother, father, parents, sister, brother, siblings, daughter, son, children, grandparents, niece, nephew, aunt, uncle, cousin*). Give students thirty seconds to look at the list. Then cover up the list and ask students to write down as many of the words as they can remember. After one minute, call time. Show the list again. Have students check their work.

THE BIG THREE

On the board, write *Describe three ways to ___*. Fill in the blank with a verb. Read the sentence aloud. Give students thirty seconds to come up with their answers in small groups. For example:
T: *Describe three ways to travel.*
Ss: *Plane, bus, car.*
T: *Describe three ways to greet someone.*
Ss: *A handshake, a hug, a wave.*
Repeat 2–3 times.

CATCH THE TAXI

Think of a word. On the board, draw the number of blanks equivalent to the number of letters in the word. For example, the word *website* would have seven blanks. Have students take turns guessing the word one letter at a time. If a student guesses a letter which is part of the word, fill in the appropriate blank(s) with that letter. If the letter is not part of the word, draw one part of a car on the board: two circles for the wheels, a horizontal line to join them, a curved line for the car shape, doors with handles, windows, lights, "TAXI" symbol at the top, and a driver sitting inside. The class wins if students guess the word before the complete taxi car is drawn.

SURPRISE ENDING

Write the beginning of a story on the board. For example: *You hear a loud banging noise in the other room. You open the door and find . . .* Give students one minute to finish the story individually and then share their endings in small groups. (for example: *You open the door and find a gorilla jumping on the bed! You open the door and find Grandma listening to rock music!*)

WHERE AM I?

In pairs, students take turns imagining a place and describing what they see, smell, and hear. From this information, their partner guesses where they are. For example: *A: I see sand. I smell salt. I hear waves. B: You are at the beach!*

SIMILARITIES

In small groups, students ask each other questions to find three things they have in common. For example: *What kind of music do you like?* Time permitting, groups share their findings with the class. For example: *We all like pop music*.

THREE WISHES

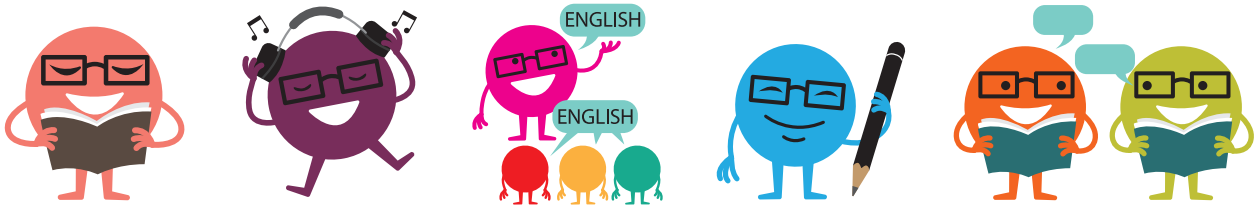
Tell students they have been granted three wishes but must decide what they want in the next 60 seconds or their wishes will not come true. Explain that they cannot wish for more wishes. Give students one minute to write down three ideas, and then share their wishes in small groups. (for example: *I wish for a new car. I wish for no more pollution.*)

THIS IS ME

Write on the board, *I believe . . . , I love . . . , I wish . . .* Have students use these sentence starters to write statements that are true for them and take turns sharing them in small groups (for example: *I believe that success takes hard work. I love playing the guitar. I wish I could fly.*) Additional ideas for verbs are *appreciate, dream, hope, don't know, like, dislike*.

Welcome to *Connectivity*!

A VOCABULARY | DIRECTIONS | Read and listen. Then listen again and repeat.



1 read 2 listen 3 repeat 4 write 5 practice with a partner

B CLASSROOM VOCABULARY | Read and listen. Then listen again and repeat.



1 a board
2 a table
3 a chair
4 a book
5 a desk
6 a pen
7 a pencil
8 a notebook

Welcome to *Connectivity*!

WELCOME UNIT COMMUNICATION GOALS	Understand directions and classroom vocabulary Introduce yourself Greet people Say Good-bye

A VOCABULARY | DIRECTIONS

Suggested time: 2–3 minutes | Your time:

- Hold up your book and point to the images. Say, *Directions.* Point to your ear and say, *Listen to the directions.* Make sure Ss are looking at the correct exercise.
- Play the audio. Have Ss read and listen. Then have them listen again and repeat.
- Replay the audio if appropriate.

EXTENSION (+5 minutes) Write on the board: *read, listen, write.* Say each direction as you act it out. Ask Ss to do the same. Then call out the directions in a random order. Tell Ss to act out the direction they hear. For example, say, *Read.* Make sure that all Ss act out reading before moving on.

TEACHING TIPS

- To help Ss better understand the meaning of new words, use gestures and body language to act them out . For example, for the direction *read*, pretend to hold up a book and move your head side to side. For *listen*, point to your ear. For *repeat*, point to your mouth. For *write*, pretend to hold a pencil and write.
- To give Ss many opportunities to hear the correct pronunciation of new words, replay the audio as necessary.

B CLASSROOM VOCABULARY

Suggested time: 8 minutes | Your time:

- Write *classroom* on the board. Gesture towards the walls in your classroom. Say, *Classroom.* Hold up your book. Point to the picture. Say again, *Classroom.*
- Point to the word box. Write on the board: *Vocabulary = Words in English*. Say the words and have Ss repeat.
- Point to item 1 in the word box. Say, *A board.* Then point to the picture of item 1. Say, *A board.*
- Give Ss 1 minute to preview the picture. Walk around. Point to the words and their matching pictures in Ss' books.
- Say, *Listen.* Play the audio. Have Ss read the words in the box and listen. Then have them listen again and repeat.

OPTION (+5 minutes) Review the word meaning and usage of the classroom items. Say the vocabulary in a random order. Tell Ss to point to the object they hear in the classroom. For example, say, *A book.* Make sure that all Ss point to a book. Alternatively, have Ss complete the activity in pairs.

EXTENSION (+5 minutes) Walk around the classroom. Point to or hold up different classroom objects. Say, *This is . . .* then pause. Elicit from the class the name of each. For example, hold up a notebook. Say, *This is [a notebook.* Repeat for all the objects in Exercise B.

EXTENSION (+10 minutes) Have Ss practice spelling the vocabulary words. Give Ss 1 minute to look at the list of words in Exercise B. After 1 minute, have Ss close their books. Hold up or point to different classroom objects. Tell Ss write the name of each object on a blank card. Then have Ss open their books and check their answers.

A CONVERSATION MODEL | INTRODUCE YOURSELF

Suggested time: 2–3 minutes | Your time:

- Write your name on the board. If you feel uncomfortable using your first name, write the name you want Ss to call you. Point to yourself and say your name. Then leave the room. Come back in and say, *Hi, I'm [Elizabeth].* Write it on the board.
- Write on the board: *Hi, I'm Sam.* Point to *Sam* and say, *Name.*
- Add to the board: *Hi, Sam. I'm Dan.* Point to each word and ask, *Name?* Elicit the answers from Ss. (Sam, Dan) Underline the *S* in *Sam* and the *D* in *Dan.*
- Play the audio. Hold up your book and point to the characters as each speaks.
- To check comprehension, point to each person in the book and ask, *Sam or Dan?* Elicit answers.
- Ask for a volunteer to come to the front. Demonstrate a handshake as you say, *Nice to meet you.* Repeat a few times.

LANGUAGE AND CULTURE

- *Hello* is slightly more formal than *Hi*. Native speakers of English use *Hi* more frequently than *Hello*.
- In informal situations, it's common to introduce yourself with your first name.
- *It's a pleasure to meet you* is slightly more formal than *Nice to meet you* and *Glad to meet you*.
- Shaking hands is considered the accepted greeting in international business situations. It is also a common greeting in social situations. In general, when shaking hands in English speaking countries, look into the person's eyes and smile. Shake hands briefly but firmly.

TEACHING TIP Language and Culture notes provide information about the English language or English-speaking cultures that Ss are not likely to be familiar with. This information is not presented in the Student Book. To provide Ss with additional information / enrichment on the topics they are being taught, you can share these notes with your class if appropriate.

B PRONUNCIATION PRACTICE

Suggested time: 4–5 minutes | Your time:

- Play the audio. Have Ss listen and repeat.
- Make sure Ss:
  - pause slightly after *Hi.*
  - pause between sentences.
  - stress (say louder) the words *you* and *too* in *Nice to meet you, too.*
  - use falling intonation in *Nice to meet you.*
- Form pairs. Say each S's name and then point to his or her partner, saying, *Partner.* Then say to the class, *Practice with your partner.*
- Monitor as Ss role-play. Listen for correct rhythm and intonation.

EXTENSION (+5 minutes) Divide the class into two groups. Point to Group 1 and say, *Sam.* Point to Group 2 and say, *Dan.* Have the class role-play the conversation. Group 1 says Sam's lines, and Group 2 says Dan's lines. Tell Ss to repeat each line as a group. Then have groups switch roles and role-play again.

Communication Activator

C CONVERSATION PAIR WORK

Suggested time: 5–7 minutes | Your time:

- Direct Ss' attention to the **Greetings** and **Responses** notes. Play the audio. Have Ss repeat several times. Make sure Ss say the responses with falling intonation.
- To model the exchange, role-play a conversation with a higher-level S. Make sure the S stands next to you so you can shake hands more naturally. Play Speaker B. Use *too* in your response. For example: *Glad to meet you, too.*
- Form pairs. Have Ss introduce themselves. Tell Ss they can use whatever name they prefer to be called.
- Time permitting, have Ss switch roles and practice again.
- Walk around as Ss talk. Listen for correct rhythm and intonation. Correct as necessary.
- Monitor for the correct use of the expressions listed as Ss practice greeting each other.
- Have volunteers perform their conversations for the class.

TEACHING TIP To give Ss more support, always have them work in pairs or small groups before sharing with or presenting to the class.

TEACHING TIP Teacher notes show examples in brackets, as with the name *[Elizabeth]* above. In these cases, substitute the examples with real information, such as the actual names of Ss in your class.

WELCOME UNIT

COMMUNICATION GOALS

Understand directions and classroom vocabulary | Introduce yourself | Greet people | Say good-bye

A CONVERSATION MODEL | INTRODUCE YOURSELF | Read and listen.



B PRONUNCIATION PRACTICE | Listen again and repeat. Then practice the Conversation Model with a partner.

COMMUNICATION ACTIVATOR

Now let's introduce ourselves.

C CONVERSATION PAIR WORK | Practice the conversation. Then change roles.



Greetings
Hi.
Hello.

Responses
Nice to meet you.
Glad to meet you.
It's a pleasure to meet you.



A CONVERSATION MODEL | GREET PEOPLE | **Read and listen.**

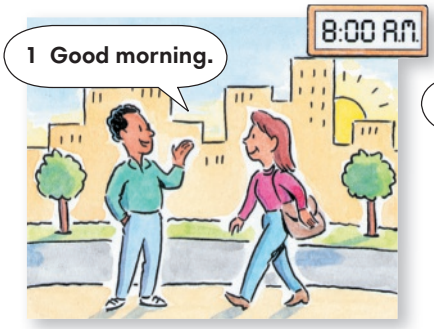
A: Hi, John. How are you?

B: Fine, thanks. And you?

A: I'm fine.

B PRONUNCIATION PRACTICE | **Listen again and repeat. Then practice the Conversation Model with a partner.**

C VOCABULARY | More greetings | **Read and listen. Then listen again and repeat.**







COMMUNICATION ACTIVATOR

Now let's greet people.

D CONVERSATION PAIR WORK | **Practice the conversation. Then change roles.**



A CONVERSATION MODEL | GREET PEOPLE

Suggested time: 2–3 minutes | Your time:

- Hold up your book. Point to the man in the photo. Say, *This is John.*
- Play the audio as Ss follow along in their books.
- To check understanding, ask, *Is John A or B?* (B)

B PRONUNCIATION PRACTICE

Suggested time: 4–5 minutes | Your time:

- Have Ss listen and repeat. Make sure they stress the words *are* in *How are you?* and *you* in *And you?*
- Form pairs. Say, *Practice with your partner.*
- Monitor as Ss role-play the Conversation Model in Exercise A. Listen for falling intonation in *How are you?* and rising intonation in *And you?*

EXTENSION (+5 minutes) Divide the class into two groups. Point to Group A and say, *A.* Point to Group B and say, *B.* Have the class role-play the conversation. Group 1 says Speaker A's lines, and Group 2 says Speaker B's lines. Tell Ss to repeat each line as a group. Then have groups switch roles and role-play again.

C VOCABULARY | MORE GREETINGS

Suggested time: 2–3 minutes | Your time:

- Write on the board: *Greetings = Hi. Hello.* Hold up your book. Point to the pictures. Say, *More greetings.*
- Have Ss read and listen. Then have them listen again and repeat.
- Write *Good morning, Good afternoon,* and *Good evening* under *Greetings.*
- To clarify the meanings of *morning, afternoon,* and *evening,* write on the board: *A.M. = in the morning / P.M. = in the afternoon or evening.* Read the information on the board aloud.
- To clarify the times in the pictures, convert them to the 24-hour clock. Add to the board:
  8:00 A.M. = 08:00
  2:00 P.M. = 14:00
  6:00 P.M. = 18:00
- Write the current time on the board. Point to the time and say it. Ask, *Morning, afternoon,* or *night?*

LANGUAGE AND CULTURE

- *A.M.* means before noon. *P.M.* indicates a time between noon and midnight.
- Times can be said in different ways in English. For example, 6:00 *P.M.* can be said as *six o'clock, six P.M., six,* and *six in the evening.*

EXTENSION (+5 minutes) Write different times on the board in a random order. For example: *3:00 P.M. 8:00 P.M. 10:00 A.M.* Point to each and elicit the appropriate greeting. (Good afternoon; Good evening; Good morning.)

Communication Activator

D CONVERSATION PAIR WORK

Suggested time: 8 minutes | Your time:

- Direct Ss' attention to the **Greetings** and **Responses** notes. Play the audio. Have Ss repeat. Encourage Ss to use facial expressions and body language to demonstrate the feeling of each response.
- Tell Ss that *Fine.* and *I'm fine.* have the same meaning. Both are acceptable.
- Direct Ss' attention to the **Remember** note. Read the examples aloud. Have Ss repeat. Remind Ss they can also use these greetings in their conversations.
- To model the exchange, role-play a conversation with a higher-level S. Play Speaker A. Use more than one greeting. For example, say, *Hello. How's everything?*
- Form pairs. Have Ss role-play the conversation. Time permitting, have Ss switch roles and practice again.
- Walk around as Ss talk. Listen for correct rhythm and intonation. Make sure Ss use falling intonation for the greetings. Correct as necessary.
- Have volunteers perform their conversations for the class.

OPTION (+5 minutes) Have Ss stand up. Ask them to walk around and greet as many different classmates as they can in 5 minutes. Remind them to use different greetings and responses.

LANGUAGE AND CULTURE In the U.S., people often use *How are you?* to say *Hello*. In this context, it is not expected that you respond with details about how you are feeling. A more common response is *I'm fine / good / pretty good, thanks.* If the person wants to continue the conversation or hear more personal information about you, he or she will ask additional questions.

A CONVERSATION MODEL | SAY GOOD-BYE

Suggested time: 2–3 minutes | Your time:

- Write on the board: *Good-bye.* Walk away as you wave your hand and say *good-bye*. Ask Ss to repeat the gesture and word several times.
- Play the audio as Ss follow along in their books. Point out that the speakers say each other's names after *Good-bye*.

B PRONUNCIATION PRACTICE

Suggested time: 4–5 minutes | Your time:

- Have Ss listen and repeat. Make sure they stress *-bye* in *Good-bye*, and *later* in *See you later.*
- Form pairs. Say, *Practice with your partner.*
- Monitor as Ss role-play. Listen for falling intonation in all of the sentences.
- Have volunteers perform their conversations for the class.

Communication Activator

C CONVERSATION PAIR WORK

Suggested time: 5–7 minutes | Your time:

- Direct Ss' attention to the **Ways to say good-bye** note. Play the audio. Have Ss repeat.
- Ask Ss to stand up and walk around the room. Tell them to role-play the conversation with different classmates. Lower-level Ss can bring their book with them for reference.
- Remind Ss to say their classmates' names after *Good-bye.* If they do not know each other's names, tell them to introduce themselves.
- Monitor as Ss talk. Listen for correct rhythm and intonation. Correct as necessary.

LANGUAGE AND CULTURE

- *Good-bye* is slightly more formal than *Bye*. Native speakers of English use *Bye* more frequently than *Good-bye*.
- *Take care* is often used informally to express good wishes when someone is leaving.
- Although *Good Evening* means *Hello, Good night* means *Good-bye*. Many people say *Good night* when leaving places, even if it is earlier in the evening.

TEACHING TIP To help Ss recycle vocabulary, use the greetings, responses, and ways of saying good-bye with Ss in every class. For example, as Ss enter the classroom, say, *Hello! Good morning. How are you?* As Ss leave the classroom, say, *Bye. See you later!*

OPTION (+5–10 minutes) Complete these steps before moving on to the next unit:

1. Greet Ss at the beginning of class. Have Ss use different greetings and responses. Make sure their intonation and facial expression match their response.
2. Introduce yourself to each S. Make sure Ss use a greeting and an appropriate response.
3. Say good-bye as Ss leave class. Have them use different ways to say good-bye. Remind them to wave as they say *good-bye*.

OPTION: ORAL PROGRESS ASSESSMENT Use the following as a review of the Welcome Unit material.

- Introduce yourself to several Ss. For example:
  T: Hello. I'm [Mr. Rogers].
  S. Hi, I'm [Natalie].
  T: It's a pleasure to meet you.
  S: Nice to meet you, too.
- Greet several Ss. For example:
  T: Hi, [Paul]. How are you?
  S: I'm fine. And you?
  T: I'm great.
- Say good-bye to several Ss. Use different forms. Encourage Ss to use different responses. For example:
  T: Good-bye, [Paul].
  S: See you later.

Evaluate Ss on intelligibility, fluency, and correct use of target grammar and vocabulary.

PROGRESS SELF-CHECK

- Have Ss complete the **Now I Can** checklist individually. Encourage them to look back at each section in the unit and consider the communication goals.
- Have Ss compare checklists in pairs and talk about the things they need to study or practice more.
- Have Ss work individually to think about what might help them master these goals. Refer individual Ss to specific materials for more practice.

OPTION (+5 minutes) Complete the **Progress Self-Check** as a class. For each item, give Ss 1 minute to review the material. Walk around and ask, *Can you . . .* followed by the communication goal. If Ss respond positively, show them how to make a checkmark in their books. If not, clarify any confusing words or phrases.

TEACHING TIP To assess Ss' progress, evaluate their speaking in terms of intelligibility, fluency, and appropriate use of target structures.

Remind Ss of additional vocabulary and speaking practice in their digital resources.



A CONVERSATION MODEL | SAY GOOD-BYE | **Read and listen.**

A: Good-bye, Charlotte.
B: Good-bye, Emily.
A: See you later.
B: OK. See you!

B PRONUNCIATION PRACTICE | **Listen again and repeat. Then practice the Conversation Model with a partner.**

COMMUNICATION ACTIVATOR

Now let's say good-bye.

C CONVERSATION PAIR WORK | **Practice the conversation. Then change roles.**



FOR MORE PRACTICE, GO TO YOUR DIGITAL RESOURCES

PROGRESS SELF-CHECK

NOW I CAN

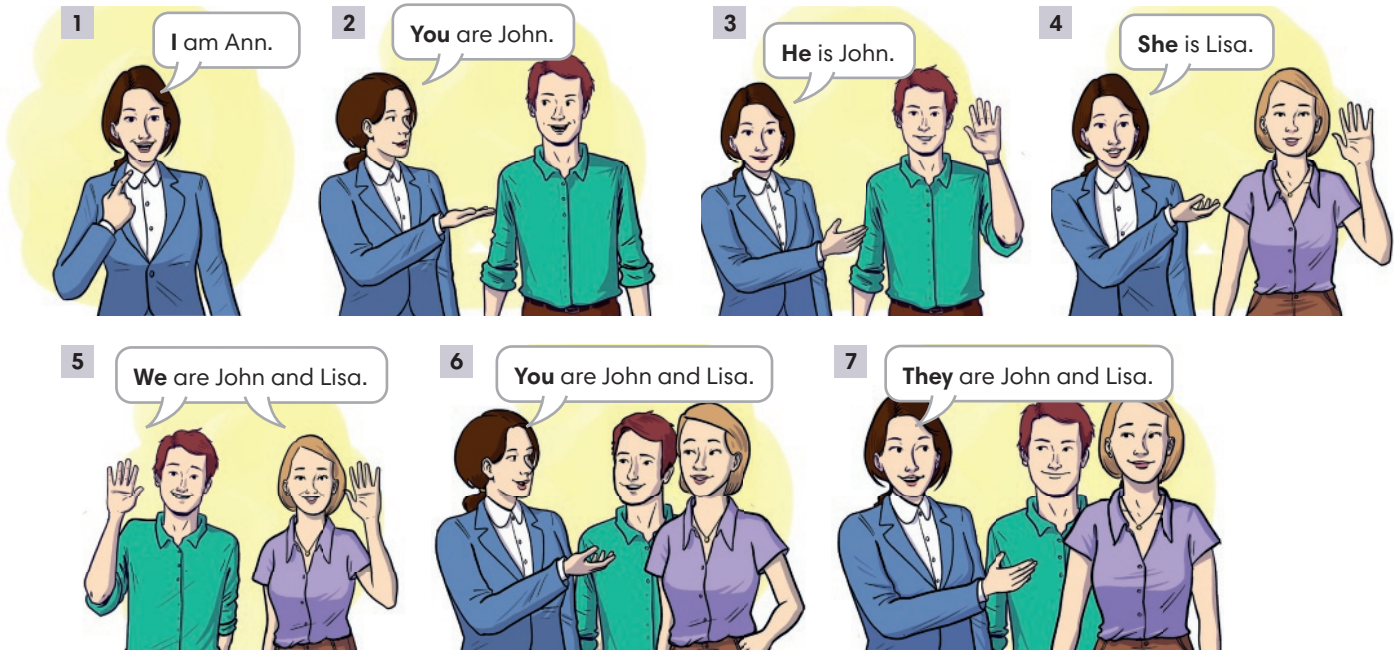
- ☐ Understand directions and classroom vocabulary.
- ☐ Introduce myself.
- ☐ Greet people.
- ☐ Say good-bye.

UNIT 1

People and Occupations

Warm-Up

A VOCABULARY | Subject pronouns I, you, he, she, we, they | Read and listen. Then listen again and repeat.



B VOCABULARY PRACTICE | Write I, you, he, she, we, or they.





Unit 1 People and Occupations

WARM-UP	Students learn how to talk about people using subject pronouns and occupations.	
LESSON 1 **Introduce people**	***Vocabulary***	More occupations
	Grammar	Verb *be*: singular statements / Contractions
LESSON 2 **Identify people**	***Grammar***	Verb *be*: singular *yes / no* questions and short answers
	Grammar	Verb *be*: plural statements and *yes / no* questions
LESSON 3 **Spell names**	***Vocabulary***	The alphabet
	Grammar	Proper nouns and common nouns
	Pronunciation	Syllables
LESSON 4 **Describe people**	***Reading***	Read about people
	Listening	Listen for occupation information
	Writing	Write affirmative and negative statements about people and their occupations
INTERACTIVE COOL DOWN	*Chat; The Occupation Game*	

Choose a warm-up activity from the Warm-Up Activity Bank on pages xxii-xxiii.

Warm-Up

A VOCABULARY

Suggested time: 5 minutes | Your time:

- Read the subject pronouns in the exercise heading aloud. Ask Ss to repeat.
- Play the audio. Have Ss listen. Then have them listen again and repeat.
- Make sure Ss understand that *you* is both singular and plural. Refer to images 2 and 6. Provide additional examples. To show the singular *you*, point to one S and say, *[Carlos], you are my student.* To show the plural *you*, say, *You are my students* to the whole class.

TEACHING TIP Prepare example sentences in advance to save time during class.

B VOCABULARY PRACTICE

Suggested time: 10 minutes | Your time:

- Do item 1 as a class. Write on the board:
  I, you, he, she, we, they
  ___ is Mary.
- Ask, *Which subject pronoun is for* Mary? Say each pronoun as a question. For example, *You? He?* Elicit the answer from the class. (she) Circle *she* and complete the sentence.
- Hold up your book. Point to item 4 in Exercise A and say, *She is Lisa.* Then point to item 1 in Exercise B. Say, *She is Mary.* This will help Ss notice the similarities between the images and sentences in Exercises A and B.
- Have Ss complete the exercise individually and then compare answers in pairs.
- To go over the answers, call on Ss to read the complete sentences aloud. List the answers on the board.

LANGUAGE AND CULTURE Traditionally, *he* refers to males while *she* refers to females. *They* is often used in written and spoken English to refer to someone whose gender is not known, or who doesn't identify as either male or female.

EXTENSION (+15 minutes) Prepare and pass out (or have Ss create) nametags—small cards with a line for a person's name. Give Ss a few minutes to write their name and put on the nametag. Write on the board:
1. I am ___. *3. He is ___.*
2. You are ___. *4. She is ___.*
Form groups of three. Tell Ss to take turns completing the statements on the board, gesturing towards a classmate as the student says his or her name. Model the activity with two higher-level Ss. First, introduce yourself to the group. (For example: *I am [Christina].*) Second, look at Student A's nametag and say his or her name. (For example: *You are [Chen].*) Repeat with Student B. (For example: *You are [Adrian].*) Next, look back at Student A and say Student B's name. (For example: *He is [Adrian].*) Continue until both Ss have role-played the statements on the board. Monitor. Listen for the correct pronunciation of the subject pronouns.

C VOCABULARY

Suggested time: 5 minutes | Your time:

- Say, *Let's learn some occupations.*
- Play the audio as Ss read and listen. Play it again and have Ss listen and repeat after each phrase.
- Replay the audio if appropriate.
- For false-beginner classes, you can ask, *What's an occupation?* (the work that someone does)

OPTION (+5 minutes) Have Ss preview the pictures and captions before listening and circle the words they are unfamiliar with.

TEACHING TIP A *false beginner* is a person who already has some basic knowledge of the foreign language, but is attending a beginning class.

LANGUAGE AND CULTURE

- The word *chef* is pronounced with sound at the beginning of the word because it originally comes from French.
- The word *chef* is pronounced with a /ʃ/ ("sh") sound at the beginning of the word because it originally comes from French.
- Another word for *occupation* is *job*. There is no difference in meaning.

TEACHING TIP To help Ss master new vocabulary, suggest that they keep a vocabulary journal in which they record the unit vocabulary. They can also include definitions, sample sentences, information about pronunciation, first-language translations, and synonyms.

D PAIR WORK

Suggested time: 10 minutes | Your time:

- Model the activity. Say the name of an occupation and ask Ss to point to the corresponding photo in their books.
- Form pairs. Walk around as Ss complete the exercise and listen for correct pronunciation.
- Time permitting, have Ss switch roles and practice again.

EXTENSION (+5 minutes) If some pairs finish quickly, have them do the activity again, but with a twist: Partner A covers the words and points to a picture, and Partner B says the occupation.

TEACHING TIP Whenever Ss do pair or group work, remind them to introduce themselves to anyone they don't know in order to build a positive learning community in the classroom. This is especially helpful in larger classes.

E INTEGRATED PRACTICE

Suggested time: 10 minutes | Your time:

- Review item 1 as a class. Read the statement aloud. Hold up your book and point to picture a and then c. For each, ask, *Is she a chef?* (no) Point to picture d and repeat the question. Elicit the response from the class. Write on the board: *d 1. She is a chef.*
- Have Ss complete the exercise individually and then compare answers in pairs.
- Go over the answers as a class. Read each statement aloud and call on Ss to say the answer.

CHALLENGE Have higher-level Ss take turns reading the sentences aloud as they complete the exercise.

F LISTENING COMPREHENSION

Suggested time: 10 minutes | Your time:

- Say, *Listen for the person's occupation. Write the word you hear*. Then play the audio.
- Go over the answers as a class. Say each statement and elicit the occupation. Write the answers on the board.

TEACHING TIP Write the items on the board while Ss are doing the task. This will save the time required for answer review.

EXTENSION (+10 minutes) Write these mixed up sentences on the board:

1. is / she / a musician
2. singers / they / are
3. a doctor / he's
4. are / we / students
5. chefs / you're
6. a teacher / she / is
7. am / a student / I
8. is / a singer / he

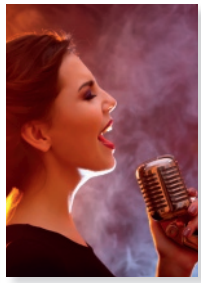
Point to the items. Say, *Make statements.* Model item 1. Read the words aloud and then write the answer on the board: *She is a musician*. Point out the capital letter in *She* and the period at the end of the statement. Have Ss complete the activity in pairs. Bring the class together. Invite volunteers to write the answers on the board. Correct as necessary.

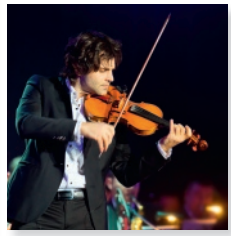
Remind Ss of additional vocabulary practice in their digital resources.

C VOCABULARY | Occupations | Read and listen. Then listen again and repeat.


1 a teacher


2 a student


3 a singer


4 a musician


5 a chef


6 a doctor

D PAIR WORK | A: Say an occupation. "a chef" B: Point (☞) to the photo.

E INTEGRATED PRACTICE | Read each statement. Write the letter.

d 1 She is a chef.
f 2 They are doctors.
b 3 He is a student.
c 4 She is a musician.
a 5 She is a doctor.
i 6 He is a singer.
e 7 He is a teacher.
h 8 She is a student.
g 9 They are chefs.


a


b


c


d


e


f


g


h


i

F LISTENING COMPREHENSION | Listen and write the occupations.

1 She's a *singer*.
2 They're *musicians*.
3 We're *students*.
4 He's a *doctor*.
5 I'm a *teacher*.
6 They're *chefs*.

1 COMMUNICATION GOAL Introduce people

A VOCABULARY | More occupations | Read and listen. Then listen again and repeat.



1 a flight attendant



2 a writer



3 a manager



5 a photographer



6 a pilot



4 a scientist



7 an actor



8 an athlete



9 an artist



10 an engineer

Articles a / an
a pilot
an actor

VOCABULARY EXPANDER p. 128
More occupations

COACH **B** GRAMMAR | Verb be: Singular statements / Contractions



Affirmative statements	Negative statements
I **am** Peter. / I**'m** Peter.	I **am not** Gary. / I**'m not** Gary.
You **are** a pilot. / You**'re** a pilot.	You **are not** a singer. / You**'re not** a singer. / You **aren't** a singer.
He **is** a student. / He**'s** a student. She **is** a teacher. / She**'s** a teacher. Pam **is** a chef. / Pam**'s** a chef.	He **is not** a chef. / He**'s not** a chef. / He **isn't** a chef. She **is not** a doctor. / She**'s not** a doctor. / She **isn't** a doctor. Pam **is** not an actor. / Pam**'s not** an actor. / Pam **isn't** an actor.

Contractions
am → **'m**
are → **'re**
is → **'s**
am not → **'m not**
are not → **'re not** or **aren't**
is not → **'s not** or **isn't**

C PRONOUNCE THE GRAMMAR | Listen and repeat the grammar examples.

LESSON 1 Introduce people

A VOCABULARY

Suggested time: 5 minutes | Your time:

- Have Ss preview the pictures and captions before listening.
- Play the audio. Have Ss read and listen. Then have them listen again and repeat.
- Direct Ss' attention to the **Articles a / an** note. Read the examples aloud.
- Write on the board: *a e i o u*. Say, *Vowels.* Then write: *b, c, d, f, g. . . .* Say, *Consonants.*
- Write *pilot* and *actor* on the board. Point to the *p* in *pilot.* Ask, *Is this a vowel or a consonant?* (consonant) Repeat for *actor*. (vowel)
- Say, *Use* a *with words that start with consonants. Use* an *with words that start with vowels.* Add *a / an* to the board: *a pilot*, *an actor*.
- Say the occupations with the articles one more time. Have Ss repeat.

LANGUAGE AND CULTURE In both spoken and written English, it is now common to use *actor* and *flight attendant* to refer to both males and females.

LANGUAGE NOTE The rules about when to use *a / an* are based on sound, not spelling. If the initial *h* in a word is not pronounced, we use *an*. For example: *an hour*. If the initial *u* in a word is pronounced as the consonant sound /j/ ("y"), we use *a*. For example: *a university.*

OPTION To learn additional occupations, Ss can complete the **Vocabulary Expander** activity on page 128.

EXTENSION (+10 minutes) In pairs, have Ss play the game "charades" to review word meaning and usage. Pair students. Tell Partner A to choose an occupation in Exercise C on page 7 or Exercise A on page 8. Have Partner A act it out with movements and sounds, but no words. Tell Partner B to guess the occupation. Then have Ss switch roles and repeat the activity until they have reviewed all the occupations.

B GRAMMAR

Suggested time: 10 minutes | Your time:

- Say, *I am a teacher*. Make eye contact with a S and say, *You are a student*. Hold up your book and point to item 6 in Exercise A. Say, *He is a pilot*. Point to item 9 and say, *She is an artist*.
- Write on the board: *I am, you are, he is, she is.* Have Ss say the structures as a class.
- Say, *Look at the grammar chart.* Read the example statements aloud. Make a pulling gesture with your hands to indicate a longer vowel length in *he's* and *she's*. Ask Ss to repeat.
- Say, *Look at the* ***Contractions*** *note*. Underline *I* and *am* on the board. Erase the letter *a* in *am* and replace it with an apostrophe ('). Point to the apostrophe and say, *This is an apostrophe*. Repeat with *you are* to show the contraction *you're* and with *he is* to show the contraction *he's*.
- Remind Ss that *is* can be contracted with both pronouns and names, as in *she's* and *Pam's*.
- Write on the board: *I am a singer.* Point to yourself and say, *I am a teacher. I am not a singer.* Write the negative statement on the board: *I am not a singer.*
- Direct Ss' attention to the photo of the chef and read her statement aloud as a model.
- Say, *Look at the negative statements.* Read the full form and the contractions. Make sure Ss understand that *not* is placed after the *be* verb.
- Have Ss look at the note about contractions again. Point out that *am not* has only one negative contracted form. *Are not* and *is not* both have two negative contracted forms. Write *he is not* on the board. First, erase the letter *i* in *is* and replace it with an apostrophe (') to help Ss see that *he is not = he's not*. Then write *he is not* again. Erase the *o* in *not* and replace it with an apostrophe (') to help Ss see that *he is not = he isn't*. If appropriate, repeat with *you are not*.

LANGUAGE AND CULTURE Contractions are often used in spoken English. In written English, especially in formal contexts, full forms are preferred.

C PRONOUNCE THE GRAMMAR

Suggested time: 5 minutes | Your time:

- Have Ss listen to the examples in the grammar chart and repeat.
- Monitor. Listen for a /z/ sound in the contractions *'s not* and *isn't*.

D VOCABULARY / GRAMMAR PRACTICE

Suggested time: 10 minutes | Your time:

- Read item 1 aloud. Write on the board: *She's not a scientist.* Point to the contraction. Ask, *Can we use* isn't *here?* (yes) Elicit the answer. Add it to the board. Say, *You can write both forms*.
- Have Ss complete the exercise individually.
- To go over answers, list numbers 1–9 on the board and invite volunteers to write the answers. For negative contracted forms with *is* or *are*, Ss can write either form.

E PAIR WORK

Suggested time: 5 minutes | Your time:

- Model the activity. Point to the photo of the flight attendant on page 8. Read the examples aloud. Remind Ss that they can also say *He's not a pilot*.
- Form pairs. Tell Ss to take turns making statements about the photos on page 8.
- Monitor. Listen for the correct use and pronunciation of contractions.

Communication Activator

A CONVERSATION MODEL

Suggested time: 5 minutes | Your time:

These conversation strategies are implicit in the model
- Introduce people with *This is . . .*
- Use *too* to reciprocate a greeting
- Repeat what someone said to confirm its meaning

- Have Ss preview the conversation before listening. Elicit examples of the target vocabulary (occupations) and grammar (statements with *be* / contractions / articles) in the conversation. (See Teaching Tip below.)
- Play the audio as Ss follow along in their books.
- To check comprehension, ask Ss questions about the people in the photo. For example: *Is this Zac? Is he an engineer?* (no) *Is this Eva? Is she a teacher?* (no)
- Call Ss' attention to the **Social language** box and Speaker A's first line. Say, *Zac, this is Eva.* Make a slight pause after *Zac*. Ask Ss to repeat.

TEACHING TIP Asking Ss to point out target vocabulary and grammar structures in model conversations helps them recycle what they've learned and see how the language is used in everyday communication.

B PRONUNCIATION PRACTICE

Suggested time: 5 minutes | Your time:

- Play the audio. Tell Ss to listen and repeat.
- Form groups of three. Monitor as Ss role-play the model. Listen for the correct pronunciation of *This is*.

C CONVERSATION GROUP WORK

Suggested time: 10 minutes | Your time:

- Write on the board: *What's your occupation?* Say the question. Ask Ss to repeat.
- Say, *I am a teacher.* Then ask a few Ss the same question. Help them identify the words for their occupations in English. Remind them they can find more occupations in the **Vocabulary Expander** on page 128.
- To model the exchange, role-play the conversation with higher-level Ss. Play Speaker A.
- Refer Ss to the vocabulary and grammar on pages 7 and 8 if appropriate.
- Form groups of three and have Ss personalize the conversation.
- Monitor. Listen for the correct pronunciation of occupations. Correct as needed.

D CHANGE PARTNERS

Suggested time: 5 minutes | Your time:

- Have Ss work in different groups than in Exercise C. Remind them to use the conversation in Exercise C as a model.
- Time permitting, have Ss switch roles and practice again.
- Have volunteers perform their conversations for the class.

LOOK FOR While Ss are doing Exercises C and D, monitor their conversations to determine if they are
- ✓ using subject pronouns to introduce themselves and their classmates
- ✓ using vocabulary for occupations
- ✓ forming singular affirmative and negative statements with *be*
- ✓ forming and pronouncing contractions with singular subject pronouns and *be*
- ✓ using the conversation strategies

OPTION For all Communication Activator sections in this unit, use the ORAL PROGRESS ASSESSMENT CHARTS to provide feedback to Ss on their speaking (see Teacher Resources in the Pearson English Portal).

CLOSURE ACTIVITY (+10 minutes) Arrange Ss in a line facing you. Say, *Introduce yourself. Say your name and occupation.* Have Ss introduce themselves to the Ss to their left and right. Then say to the first S, *Introduce me to your classmate.* Point to the classmate on that student's left. Wait for the S's response and follow with a greeting such as *Nice to meet you.* Continue down the line until all Ss have had a turn. Take notes on areas for review and extra practice in later lessons.

Remind Ss of additional vocabulary, grammar, and speaking practice in their digital resources.

D VOCABULARY / GRAMMAR PRACTICE | Write each statement with a contraction.

1 She is not a scientist. *She's not a scientist.*
2 She is a student. *She's a student.*
3 I am an actor. *I'm an actor.*
4 He is not a manager. *He's not / He isn't a manager.*
5 You are a musician. *You're a musician.*
6 I am not a photographer. *I'm not a photographer.*
7 She is not an athlete. *She's not / She isn't an athlete.*
8 You are not a pilot. *You're not / You aren't a pilot.*
9 He is an artist. *He's an artist.*

E PAIR WORK | Point to the people in the photos on page 8. Make affirmative and negative statements with contractions.

"He's a flight attendant."

"He isn't a pilot."

COMMUNICATION ACTIVATOR

Now let's introduce people.

A CONVERSATION MODEL | Read and listen.

A: Zac, this is Eva. She's an engineer.
B: Hi, Eva. Nice to meet you.
C: Nice to meet you, too, Zac!
A: Zac's a teacher.
C: A teacher?
B: Yes.

Social language
Introduce people with "This is ___."

B PRONUNCIATION PRACTICE | Listen again and repeat. Then practice the Conversation Model with two partners.

C CONVERSATION GROUP WORK | Personalize the conversation. Use your own occupations.

A: ....., this is ....'s ..... .
B: Hi, ... Nice to meet you.
C: Nice to meet you, too, ...!
A: .....'s ..... .
C: .....?
B: Yes.

D CHANGE PARTNERS | Personalize the conversation again. Talk about other classmates' occupations.



2 COMMUNICATION GOAL Identify people

A GRAMMAR | Verb be: Singular yes / no questions and short answers

Yes / no questions	Short answers	
Are you a scientist?	Yes, I **am**.	No, **I'm not**.
Is he an actor?	Yes, he **is**.	No, he**'s not**. / No, he **isn't**.
Is Ann a photographer?	Yes, she **is**.	No, she**'s not**. / No, she **isn't**.



Be careful!
Yes, I am. NOT ~~Yes, I'm.~~
Yes, she is. NOT ~~Yes, she's.~~

B PRONOUNCE THE GRAMMAR | Listen and repeat the grammar examples.

C GRAMMAR PRACTICE | Complete the conversations. Use contractions when possible.

1 **A:** *Is* Rachel a flight attendant?
B: No, *she's not*. She's a pilot.

2 **A:** *Is* she Katherine?
B: Yes, *she is*.

3 **A:** *Is* he an engineer?
B: No, *he's not/he isn't*. He's an artist.

4 **A:** *Are you* a musician?
B: Yes, I *am*.

5 **A:** *Is* Lisa a doctor?
B: No, *she's not/she isn't*. She's a scientist.

6 **A:** *Are you* Dylan?
B: No, *I'm not*. I'm Evan.

D PAIR WORK | Practice the conversations in Exercise C.

E PAIR WORK | Ask and answer yes / no questions about names and occupations of students in the class.

Are you Martin? — Yes, I am.

Is Tania a teacher? — No, she isn't.

F GRAMMAR | Verb be: Plural statements and yes / no questions

Affirmative statements	Negative statements
We **are** doctors. / We**'re** doctors.	We **are not** students. / We**'re not** students. / We **aren't** students.
You **are** athletes. / You**'re** athletes.	You **are not** artists. / You**'re not** artists. / You **aren't** artists.
They **are** engineers. / They**'re** engineers.	They **are not** doctors. / They**'re not** doctors. / They **aren't** doctors.

Yes / no questions	Short answers	
Are you managers?	Yes, we **are**.	No, we**'re not**. / No, we **aren't**.
Are they chefs?	Yes, they **are**.	No, they**'re not**. / No, they **aren't**.

Singular and plural nouns
an athlete → 2 athlete**s**
a doctor → 3 doctor**s**

Be careful!
Yes, we are. NOT ~~Yes, we're.~~
Yes, they are. NOT ~~Yes, they're.~~

G PRONOUNCE THE GRAMMAR | Listen and repeat the grammar examples.

H GRAMMAR PRACTICE | Complete each statement or question with a singular or plural form of be. Use contractions when possible.

1 Sue and Ron *are* engineers.
2 *Is* Hanna an athlete?
3 We *'re* not photographers.
4 *Are* you Rita and Wendy?
5 I *'m* not Tom. He *'s* Tom.
6 They *'re* not musicians.

I INTEGRATED PRACTICE | Circle the correct word or phrase to complete each statement or question.

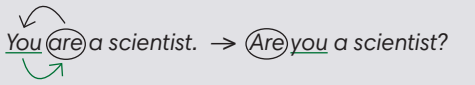
1 We are (pilot / a pilot / **pilots**).
2 Is she (manager / **a manager** / managers)?
3 Ted and Vicky are (writer / a writer / **writers**).
4 Are you and Mary (actor / an actor / **actors**)?
5 I'm not (teacher / **a teacher** / teachers).
6 Are they (student / a student / **students**)?

LESSON 2 Identify people

A GRAMMAR

Suggested time: 5 minutes | Your time:

- Write on the board: *You are a scientist.* → *Are you a scientist?*
- Say, You *is the subject*. Underline *you* [x2]. Say, Are *is the verb.* Circle *are* [x2]. Say, *Let's make a question.* You *goes after* are. Draw arrows to show the movement:



- Say, *Look at the grammar chart.* Read the *yes / no* questions, the example conversation, and the short answers aloud. Point out that we use a comma after *Yes* and *No* in short answers. Remind Ss about the two ways of contracting *is not*.
- Remind Ss that *be* must agree with the subject. Point to *Yes, I am* in the chart. Say, *The verb is* are *in the question, but* am *in the answer. Why?* (The subject changed from *you* to *I*.)
- Say, *Look at the* ***Be careful!*** *box*. Say, *We use* am *and* is *in short answers with* Yes. Read the correct examples.

LANGUAGE AND CULTURE Full answers to *yes / no* questions are much more formal than short answers.

B PRONOUNCE THE GRAMMAR

Suggested time: 2–3 minutes | Your time:

- Have Ss listen to the examples in the grammar chart and repeat. Make sure they use rising intonation at the end of *yes / no* questions and falling intonation at the end of short answers.

C GRAMMAR PRACTICE

Suggested time: 5 minutes | Your time:

- Have Ss complete the exercise individually and then compare answers in pairs.
- To go over answers, read the conversations aloud, and elicit responses from the class.

D PAIR WORK

Suggested time: 3–4 minutes | Your time:

- Monitor as Ss practice their conversations in pairs.
- Have volunteers perform their conversations for the class.

E PAIR WORK

Suggested time: 2–3 minutes | Your time:

- Have Ss work in the same pairs as in Exercise D. Tell them to use the example conversations as models.
- Monitor. Make sure Ss use the correct word order.

F GRAMMAR

Suggested time: 5 minutes | Your time:

- Write on the board: *we are, you are, they are.* Say, *The plural form of* be *is* are.
- Say the structures on the board, pointing to yourself and others to reflect the appropriate pronoun. For *you are*, gesture towards the whole class.
- Say, *Look at the grammar chart*. Read the affirmative and negative statements aloud.
- Underline *we are* on the board. Erase the letter *a* in *are* and replace it with an apostrophe (') to help Ss see that *we are* = *we're*. Repeat for the other structures.
- Remind Ss that there are two ways to contract *are* in negative statements: *'re not* and *aren't*.
- Say, *Look at the* ***Singular and plural nouns*** *note*. Read the examples aloud. If necessary, remind Ss that *a* and *an* are used only with singular nouns.
- Read the *yes / no* questions and short answers in the chart aloud.
- Say, *Look at the* ***Be careful!*** *box*. Read the correct examples aloud. To make sure Ss understand, ask *Are you students?* (Yes, we are.) Write the answer on the board. Underline *are*.

G PRONOUNCE THE GRAMMAR

Suggested time: 2–3 minutes | Your time:

- Have Ss listen to the examples in the grammar chart and repeat.

H GRAMMAR PRACTICE

Suggested time: 5 minutes | Your time:

- Read item 1 aloud. Elicit the answer. Ask, *Why do we use* are*?* (The subject is plural.) If appropriate, explain to Ss that we can't use the contraction *'re* when the subject is two nouns. We also can't use *'re* with names.
- Have Ss complete the exercise individually and compare answers in pairs.
- Go over the answers.

I INTEGRATED PRACTICE

Suggested time: 3–4 minutes | Your time:

- Do item 1 as a class. Ask, *Why is the answer* pilots*?* (*We* = plural subject pronoun, *are* = plural form of *be*.)
- Have Ss complete the exercise individually and then compare answers in pairs.
- To go over answers, call on Ss to read the completed sentences aloud.

J PAIR WORK

Suggested time: 5 minutes | Your time:

- Do item 1 as a class. Write on the board: ___ *actors?* Read the example question aloud. Complete the question on the board. Ask a volunteer to read the example answer aloud.
- Monitor. Listen for the correct forms of the pronouns, nouns, and contractions. Remind Ss to use *a* or *an* with singular occupations.
- To go over answers, invite volunteers to role-play the conversations. Make sure Ss use *a* in the questions and answers for items 2 and 5.

Communication Activator

A CONVERSATION MODEL

Suggested time: 3–4 minutes | Your time:

These conversation strategies are implicit in the model

- Introduce a question with *Excuse me.*
- Use *That's . . .* or *(Right) over there.* to identify a person from a distance

- Have Ss preview the conversation before listening. Elicit examples of the target grammar (statements and questions with *be* / short answers) in the conversation to show Ss how the grammar they've learned is used in communication.
- Play the audio as Ss follow along in their books.
- Call Ss' attention to the **Social language** box and Speaker A's first line. Say, *Excuse me.* Ask Ss to repeat.
- To check comprehension, point to the women in the photo and ask, *Is this Paula?* (no) *Is this Diane?* (yes) Elicit the answers.
- Write on the board: *This is ___. / That is ___.* Point to a S close to you. Say, *This is [Mika].* For contrast, point to a S far away from you and say, *That is [Hadid].* Stress *this* and *that* as you speak.
- Point to *That is ___.* on the board. Erase the letter *i* in *is* and replace it with an apostrophe (') to help Ss see that *That is = That's*.
- Write on the board: *Right over there.* Point to a S far away from you and say, *[Carlos] is right over there.*

B PRONUNCIATION PRACTICE

Suggested time: 3–4 minutes | Your time:

- Play the audio. Make sure Ss use rising intonation for *Are you Paula?* Remind them to stress *That's* in *That's Paula.*
- Form pairs. Monitor as Ss role-play. Listen for the correct use and pronunciation of *Excuse me*.

C CONVERSATION PAIR WORK

Suggested time: 5 minutes | Your time:

- Role-play the conversation with a higher-level S. Play Speaker B. Personalize the conversation.
- Form pairs. Have Ss personalize the conversation, using their real names. Then have them switch roles.

D CHANGE PARTNERS

Suggested time: 5 minutes | Your time:

- Have Ss work in different pairs than in Exercise C. Remind them to use the conversation in Exercise C as a model.
- Time permitting, have Ss switch roles and practice again.
- Have volunteers perform their conversations for the class.

OPTION If Ss know each other's names well, write each S's name on a card and distribute the cards randomly. As Ss practice their conversations, have them ask for the person on the card. The partner in the conversation must reply by pointing to the correct S.

LOOK FOR While Ss are doing Exercises C and D, monitor their conversations to determine if they are

- ✓ forming *yes / no* questions and short answers with *be*
- ✓ forming and pronouncing contractions with subject pronouns and *be*
- ✓ using the conversation strategies

CLOSURE ACTIVITY (+10 minutes) Have Ss write their names on a blank sheet of paper. Model the activity. Write *musicians* on the board. Elicit sentences that include this word. For example: *They are musicians. Are they musicians? They are not musicians. They're not musicians.* Add 5 more singular and plural occupations to the board. Have Ss write as many sentences as they can for each occupation in 5 minutes. Keep time. Collect the papers and read them to identify areas for review.

Remind Ss of additional grammar and speaking practice in their digital resources.

J PAIR WORK | Complete the questions about the people. Then ask and answer the questions.

Are they actors? — No, they aren't. They're musicians.



1 *Are they* ..... actors?



2 *Is she a* ..... flight attendant?
No, she's not / she isn't. She's a pilot.



3 *Are they* ..... doctors?
Yes, they are.



4 *Are they* ..... singers?
No, they're not / they aren't. They're athletes.



5 *Is she a* ..... musician?
No, she's not / she isn't. She's an artist.



6 *Are they* ..... chefs?
Yes, they are.

COMMUNICATION ACTIVATOR

Now let's identify people.

A CONVERSATION MODEL | Read and listen.

A: Excuse me. Are you Paula?
B: No, I'm not. I'm Diane. That's Paula.
A: Where?
B: Right over there.
A: Oh. Thank you.
B: You're welcome.

Social language
Introduce a question with "Excuse me."

B PRONUNCIATION PRACTICE | Listen again and repeat. Then practice the Conversation Model with a partner.

C CONVERSATION PAIR WORK | Personalize the conversation with real names. Then change roles.

A: Excuse me. Are you .....?
B: No, I'm not. I'm ..... That's .....
A: Where?
B: Right over there.
A: Oh. Thank you.
B: You're welcome.

D CHANGE PARTNERS | Personalize the conversation again.



3 COMMUNICATION GOAL Spell names

A VOCABULARY | The alphabet | Read and listen. Then listen again and repeat.

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

B LISTENING COMPREHENSION | Listen and circle the correct letter.

1 B (V)
2 (X) S
3 Z (C)
4 (A) E
5 U (O)
6 (G) J

C LISTENING COMPREHENSION | Listen and write the letter.

1 *F* 2 *S* 3 *B* 4 *J* 5 *N* 6 *K* 7 *D* 8 *H* 9 *E*

D PAIR WORK | Partner A: Say a letter. Partner B: Point to the letter in the alphabet.

E LISTENING COMPREHENSION | Listen and circle the correct name. Then practice spelling all the names aloud.

1	Green	(Greene)	Grin
2	(Leigh)	Lee	Li
3	(Katharine)	Katherine	Catharine

F LISTENING COMPREHENSION | Listen to each conversation. Write the name.



1 I'm *Kellie*.



2 I'm *Geoffrey*.



3 I'm *Stephanie*.

COACH **G** GRAMMAR | Proper nouns and common nouns

Proper nouns are names of people and places. Use a capital letter to begin a proper noun.
Harry Potter New York Canada

Common nouns are nouns that are not names.
occupation musician photo

Capital letters
A B C
Lowercase letters
a b c

LESSON 3 Spell names

A VOCABULARY

Suggested time: 2–3 minutes | Your time:

- Hold up your book, point to the letters and say, *This is the English alphabet. Point to each letter as you hear it.*
- Have Ss read and listen, and then listen again and repeat each letter.

LANGUAGE AND CULTURE The letter z is pronounced /zi/ ("zee") in American English and /zed/ in British English.

B LISTENING COMPREHENSION

Suggested time: 2–3 minutes | Your time:

- Say, *Circle the letter you hear.* To demonstrate, write a letter on the board and draw a circle around it.
- Have Ss listen and complete the exercise. Play the audio again as Ss check their answers.
- Go over the answers. Ask Ss which letter pairs were difficult. Review and practice those pairs as a class.

C LISTENING COMPREHENSION

Suggested time: 2–3 minutes | Your time:

- Say, *Write the letter you hear.* Play the audio. Have Ss listen and complete the exercise.
- Play the audio again as Ss check their answers.
- To go over answers, call on Ss to say the letters.

D PAIR WORK

Suggested time: 3–4 minutes | Your time:

- In pairs, have Ss take turns pointing to and saying the letters in Exercise A.

E LISTENING COMPREHENSION

Suggested time: 5 minutes | Your time:

- Hold up your book and point to the box with names. For item 1, read all three names aloud. Point to the first name and say, *Spelling: G-R-E-E-N.* Then point to the second name and say, *Spelling: G-R-E-E-N-E.* Point to the third name and say, *Spelling: G-R-I-N.* Then read the names in the other two items aloud.
- Say, *Listen to three conversations. Circle three names.* Play the audio.
- Have Ss complete the exercise individually and compare answers in pairs. Have them take turns spelling all the names aloud.
- To go over answers, invite volunteers to spell the name they circled. Correct if necessary.
- Clarify new vocabulary in the listening. Write on the board: *A: Could you spell that, please? B: K-A-T-H-A-R-I-N-E.* Read it aloud. Have Ss repeat.

F LISTENING COMPREHENSION

Suggested time: 3–4 minutes | Your time:

- Read the directions aloud. Remind Ss that the first letter of a name uses a capital letter.
- Play the audio. Have Ss complete the exercise individually and compare answers in pairs.
- Elicit answers from the class.

EXTENSION (+10 minutes) Have Ss write the names of three friends on a blank card. In pairs, have them choose roles (Partner A or B). Ask group A to raise their hands. Say, *Spell the names on your card for your partner.* Ask group B to raise their hands. Say, *Write the names you hear.* Give Ss time to complete the task. Monitor and listen for letters that are difficult for Ss to pronounce. Then have Ss check answers and switch roles.

G GRAMMAR

Suggested time: 5 minutes | Your time:

- Say, *We have two types of nouns in English.* Write on the board: *proper nouns / common nouns.*
- Have Ss follow along in their books as you read the rules and examples aloud.
- Say, *Look at the note.* Hold up your book and point to the capital letters. Say, *Capital letters.* Point to the lowercase letters. Say, *Lowercase letters.*
- Point to the letters of the alphabet in Exercise A and ask, *Are they capital or lowercase letters?* (capital letters)
- To check comprehension, write on the board: *Bob, artist.* For each word, ask *Is this a proper noun or a common noun?* (Bob = proper noun, artist = common noun)

LANGUAGE NOTE A common noun describes a category or group of things, people, or places. A proper noun names a unique, individual thing in that group. Articles and prepositions in a proper name are not capitalized; for example, *the United States of America.*

EXTENSION (+10 minutes) Say different occupations and have Ss give an example of a proper name for each. Write on the board: *an actor, a singer, an athlete, a musician.* Provide an example for each. For example: *an actor: Chris Hemsworth.* Have Ss share their answers in pairs.

H GRAMMAR PRACTICE

Suggested time: 2–3 minutes | Your time:

- Do item 1 as a class. Write *letters* on the board. Ask, *Is* letters *a proper or a common noun*? (common noun) Underline *letters*.
- Have Ss complete the exercise individually.
- Go over the answers. Write the nouns on the board. Invite volunteers to circle or underline them.

I GRAMMAR PRACTICE

Suggested time: 2–3 minutes | Your time:

- Go over the examples. Ask, *Is* Tony *a proper noun?* (yes) *Why?* (It's the name of a person.) Ask similar questions about item 2.
- Have Ss complete the exercise individually and compare answers in pairs.
- Have volunteers write the proper nouns on the board. Make sure Ss capitalize both words in items 3 and 8.

J PRONUNCIATION

Suggested time: 2–3 minutes | Your time:

- Have Ss read and listen, then listen again and repeat.
- Clap or tap on a table once. Say, *This is a syllable.*
- Write on the board: *Leo • nard Greene.* Say the name. Clap or tap out the number of syllables.
- Ask, *How many syllables are in the first name,* Leonard*?* (two) *In the last name,* Greene*?* (one)

K PRONUNCIATION PRACTICE

Suggested time: 5 minutes | Your time:

- Ask, *Are these words proper or common nouns?* (common) *Why?* (They start with lowercase letters.)
- Have Ss complete the exercise in pairs. Encourage them to clap or tap on a table as they say each word to figure out the number of syllables.
- Play the audio. Tell Ss to repeat and check their answers.

Communication Activator

A CONVERSATION MODEL

Suggested time: 3–4 minutes | Your time:

These conversation strategies are implicit in the model
- Say *Excuse me?* if you don't understand
- Say *Thanks.* to acknowledge requested information

- Have Ss preview the conversation before listening. To remind Ss how the alphabet is used for social purposes, say, *Speaker A says letters of the alphabet. Why?* (to spell a name)
- Play the audio as Ss follow along in their books.
- Call Ss' attention to the **Social language** box and Speaker B's first line.
- Write on the board: *How do you spell that?* Say, *Use this question to ask about spelling.* Read it aloud. Have Ss repeat.

B PRONUNCIATION PRACTICE

Suggested time: 5 minutes | Your time:

- Play the audio. Have Ss listen and repeat.
- Walk around as Ss role-play. Listen for the correct pronunciation of *Excuse me*?

C CONVERSATION PAIR WORK

Suggested time: 5 minutes | Your time:

- To model the exchange, role-play the conversation with a higher-level S.
- Form pairs. Have Ss personalize the conversation and then switch roles.
- Monitor. Listen for the correct pronunciation of *Excuse me.*
- Encourage Ss to extend the conversation. Go over the ideas in the **Keep Talking!** box. Play the **Keep Talking!** video as appropriate.

TEACHING TIP The purpose of the **Keep Talking!** feature is to support Ss as they personalize the conversations. In Scene 1 of each KT video, the actors use new words in the gaps. In Scene 2, the actors extend the conversation. You can print the script or turn on video subtitles in the Pearson English Portal. The script can also be found on pages 175–176.

D CHANGE PARTNERS

Suggested time: 5 minutes | Your time:

- Have Ss work in different pairs than in Exercise C.
- Time permitting, have Ss switch roles and practice again.
- Have volunteers perform their conversations for the class.

LOOK FOR While Ss are doing Exercises C and D, monitor their conversations to determine if they are
- ✓ pronouncing the letters of the alphabet
- ✓ dividing names and occupations into syllables
- ✓ using the conversation strategies

CLOSURE ACTIVITY (+15 minutes) Have Ss write their names on a blank card. Say, *Write these words.* Spell four words, saying: *capital* P-E-T-E-R; C-H-E-F; *capital* K-E-L-L-Y; M-U-S-I-C-I-A-N. Say, *For each word, write* common noun *or* proper noun*. Then write the number of syllables.* (Peter: proper noun, 2; chef: common noun, 1; Kelly: proper noun, 2; musician: common noun, 3) Collect the cards. Read them to identify areas for review.

Remind Ss of additional vocabulary, grammar, pronunciation, and speaking practice in their digital resources.

H GRAMMAR PRACTICE | Circle the proper nouns. Underline the common nouns.

1 letters
2 China
3 alphabet
4 name
5 Suki Mason
6 Buenos Aires

I GRAMMAR PRACTICE | Check ✓ the common nouns. Capitalize the proper nouns.

- ☐ 1 tony → Tony
- ☑ 2 chef
- ☐ 3 paula keener → Paula Keener
- ☑ 4 student
- ☐ 5 mexico → Mexico
- ☑ 6 noun
- ☑ 7 conversation
- ☐ 8 san francisco → San Francisco

COACH

J PRONUNCIATION | Syllables | Read and listen. Then listen again and repeat.

1 syllable	2 syllables	3 syllables	4 syllables
chef	sing • er	en • gin • eer	pho • tog • ra • pher

K PRONUNCIATION PRACTICE | With a partner, take turns saying each word. Write the number of syllables. Then listen to check your work.

3 **a** alphabet
2 **b** students
2 **c** singer
5 **d** vocabulary
3 **e** musicians
4 **f** conversation

COMMUNICATION ACTIVATOR

Now let's spell names.

A CONVERSATION MODEL | Read and listen.

A: Hello. I'm Michael Aboud.
B: Excuse me?
A: Michael Aboud.
B: How do you spell that?
A: A-B-O-U-D.
B: Thanks.

Social language
Say "Excuse me?" if you don't understand.

B PRONUNCIATION PRACTICE | Listen again and repeat. Then practice the Conversation Model with a partner.

C CONVERSATION PAIR WORK | Personalize the conversation. Use real names. Then change roles.

A: Hello. I'm ..... .
B: Excuse me?
A: ..... .
B: How do you spell that?
A: ..... .
B: Thanks.

KEEP TALKING! ●●●

Ask about occupations.
Are you a teacher?
Introduce people.
This is my friend, Emma.

Watch the video for ideas!

D CHANGE PARTNERS | Personalize the conversation again.



4 COMMUNICATION GOAL Describe people

A READING | Read about the people.



B READING COMPREHENSION | Answer the questions. Use short answers.

1 Is Pablo Pérez an athlete? *Yes, he is*.
2 Is Nadia Santini a writer? *No, she's not / she isn't*.
3 Are Ali Smith and Eunji actors? *No, they're not / they aren't*.
4 Is Eunji a chef? *No, she's not / she isn't*.
5 Is Ali Smith a writer? *Yes, she is*.
6 Are Pablo Pérez and Leonardo Jara athletes? *Yes, they are*.

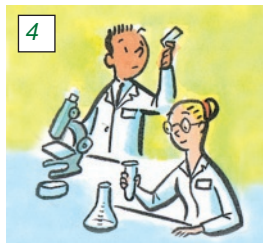
C READING COMPREHENSION | Complete each sentence about the Reading. Use contractions when possible.

1 Adam Driver *isn't* a singer. He *'s* an actor.
2 Pérez and Villa *are* athletes. They *'re not / aren't* writers.
3 Smith and Jara *aren't* actors. She *'s* a writer, and he *'s* an athlete.
4 Eunji *is* a singer. Eunji *isn't* a writer.
5 Villa *isn't* an actor. Villa *is* an athlete.
6 Pérez and Santini *aren't* writers. Pérez *is* an athlete, and Santini *is* a chef.

D LISTENING COMPREHENSION | Listen to the conversations. Write the number of each conversation on the correct picture.









LESSON 4 Describe people

A READING

Suggested time: 5 minutes | Your time:

- Have Ss preview the photos and captions before listening.
- Play the audio. Tell Ss to listen to the descriptions and read along silently.

OPTION As Ss listen, ask them to circle proper nouns and underline common nouns.

OPTION After Ss read and listen, say a name or an occupation mentioned in the reading. Ask Ss to point to the correct person on the page.

LANGUAGE AND CULTURE

Adam Driver is the American actor best known for portraying Kylo Ren in *Star Wars*. He has won several awards for his roles in TV shows, movies, and plays.

Nadia Santini is an Italian chef. Her restaurant *Dal Pescatore* has been called one of the world's best 50 restaurants.

Leonardo Jara, Pablo Pérez, and **Sebastián Villa** are professional soccer players who played together on the Argentine team Boca Juniors.

Ali Smith is a Scottish author. Her works of fiction, like the novel *Autumn* she is holding in the photo, are highly acclaimed.

Eunji is a South Korean singer and actress best known as a member of the South Korean girl group Apink. Her birth name is Jeong Hye-rim, but she changed her name to Jeong Eunji. She has used *Eunji* as her celebrity name throughout her career.

B READING COMPREHENSION

Suggested time: 5 minutes | Your time:

- Go over item 1 and the sample answer as a class. Read the question aloud. Write the answer on the board. Point to the subject and verb and ask, *Is this singular or plural?* (singular) *Can we use a contraction?* (no)
- Refer Ss to the grammar charts on page 10 for models of short answers to *yes / no* questions. Remind Ss about the two ways to contract *is* and *are* in negative statements and that affirmative short answers cannot be contracted.
- Have Ss complete the exercise individually and then compare answers in pairs. Lower-level Ss can work in pairs and write their answers individually.
- To go over the answers, write the numbers *1–6* on the board and invite volunteers to write the short answers.

C READING COMPREHENSION

Suggested time: 5 minutes | Your time:

- Do item 1 as a class. Ask the class, *Is Adam Driver a singer?* (no) Write on the board: *Adam Driver is not a singer.* Point to *is not* in the statement and ask, *What's the contraction?* (isn't) Explain that we don't write the contractions *'s* and *'re* with proper nouns. Write: *Adam Driver isn't a singer.* Ask, *So what is Adam Driver's occupation?* (actor) Write: *He's an actor.*
- Have Ss complete the exercise in pairs but write their answers individually. Remind Ss to use contractions in short answers.
- To go over answers, invite volunteers to read the completed sentences aloud. Write them on the board.
- Give Ss a few minutes to take turns reading the sentences aloud in pairs.

LANGUAGE NOTE In written statements with *be*, it is preferred to use full forms *is / are* and *is not / are not* with proper nouns.

LANGUAGE AND CULTURE In formal situations, reporters or journalists may refer to people by their last names only when their full name has already been mentioned. However, in most social situations, people refer to others by their first name only.

EXTENSION (+5 minutes) Have Ss work individually to write three new *yes / no* questions about these famous people, using the questions in Exercise B as a model. Challenge higher-level Ss to write six questions. In pairs, have Ss take turns asking and answering their questions. Walk around as Ss work and check for correct word order, capitalization, and subject-verb agreement.

D LISTENING COMPREHENSION

Suggested time: 5 minutes | Your time:

- Have Ss preview the pictures before listening. Point to each picture. Ask, *What's this occupation?* Call on Ss to answer.
- Model the activity. Play the first conversation in the audio, pausing after *Yes, they are.* Point to each picture and ask, *Is the conversation about this picture?* Elicit the answer. Then tell Ss to write the number (1) in the box next to the second picture.
- Play the rest of the audio as Ss complete the exercise individually. Replay the audio if appropriate.

TEACHING TIP To prevent Ss from feeling overwhelmed during listening activities, tell them not to worry if they don't understand every word. Encourage them to listen for words related to the information they have.

E LISTENING COMPREHENSION

Suggested time: 5 minutes | Your time:

- Say, *Look at the cards.* Copy the first card on the board. Point to the empty spaces and say, *Last name, occupation.* Demonstrate writing a name into the empty space.
- Play the audio for Conversation 1, pausing after *I'm a pilot.*
- Ask, *What is Marcus's last name?* (Shepherd) Ask a volunteer to spell out the name. Write it on the board. Ask, *What's his occupation?* (pilot) Write the answer on the board.
- Play the rest of the audio as Ss complete the exercise individually and then compare answers in pairs. Replay the audio as appropriate.
- To check answers, call on Ss to say the missing information in each item. Write the answers on the board. Make sure Ss check their spelling.

F ABOUT YOU

Suggested time: 5 minutes | Your time:

- Do item 1 as a class. Read item 1 aloud and elicit responses. (For example: *Nice to meet you. My name is [Francisco].*) Remind Ss that many different responses are possible.
- Tell Ss to complete the conversations with their own information.
- In pairs, have Ss practice the conversations and then switch roles.

CHALLENGE (+5 minutes) Challenge higher-level Ss to come up with as many different responses to each prompt as possible and then share them with the class.

Communication Activator

PAIR WORK

Suggested time: 15 minutes | Your time:

- Say, *Now, let's describe the people in the pictures.* Point to Sarah. Ask the example question, *Is Sarah a photographer?* Elicit the answer from the class. Then ask, *Is Sarah an athlete?* (No, she's not. / No, she isn't.) Remind Ss that both negative contracted forms are acceptable.
- In pairs, have Ss ask *yes / no* questions about the pictures and answer with short answers. (Answers may vary, but should include this information: Ken = musician, Ellen = singer, Sarah = photographer, Mary = pilot, Betty = artist, Eric = athlete, Tina = doctor.)
- Monitor. Listen for complete sentences and correct article use.

OPTION Before Ss discuss, call on them to spell the names of the people in the pictures. For example, ask, *[Marie], how do you spell* Ellen?

CHALLENGE (+5 minutes) Ask for three volunteers to present the pictures to the class. Ask them to introduce the people, spell their names, and say their occupations.

LOOK FOR While Ss are doing the Pair Work, monitor their conversations to determine if they are

- ✓ incorporating vocabulary for occupations
- ✓ including the indefinite articles *a* and *an* with singular nouns
- ✓ using contractions in negative short answers
- ✓ using correct intonation in *yes / no* questions and short answers

WRITING

Suggested time: 15 minutes | Your time:

- Have lower-level Ss write one affirmative and one negative statement about each picture (6 total). Challenge higher-level Ss to write two statements about each person in the pictures (14 total).
- Refer Ss to the grammar charts on pages 8 and 10 if appropriate.
- Form similar-level pairs. Have Ss read their sentences aloud.
- Collect Ss' writing and compile feedback. Review the most common areas for improvement with Ss as a class.

OPTION To give Ss additional support, have them follow the directions in the **Guided Writing** practice on page 135 as they complete this task.

OPTION Ss can use the WRITING PROCESS WORKSHEETS during this activity. They offer step-by-step guides for completing the writing task (see Teacher Resources in the Pearson English Portal).

TEACHING TIP Pair Ss of similar levels together when you need to pay more attention to lower-level Ss in a multi-level class.

CLOSURE ACTIVITY (+10 minutes) Write on the board: *singer, musician, chef, writer, scientist, photographer, actor, athlete, artist.* Show a photo of someone that has one of these occupations. Model 1–2 sentences describing the person. For example: *This is Lionel Messi. He's an athlete.* Tell Ss to pull up photos of 2–3 people on their phones. In pairs, have them take turns describing the people in the photos. Give Ss time to write down ideas before sharing. As Ss discuss, walk around and take notes on areas for review and extra practice in later lessons.

Remind Ss of additional vocabulary, listening, speaking, and writing practice in their digital resources.

E LISTENING COMPREHENSION | Listen to the conversations. Complete the information. Then listen again to check your answers.

1

NAME

Marcus | *Shepherd*

OCCUPATION

pilot

2

The Language Institute

Josephine Brinley

English *teacher*

1 800 555-4937

3

Dr. *Jeffrey* Gross

Doctor of Internal Medicine

CARING MEDICAL GROUP

4

Amy Browne

Writer

amyb@pkl.com

F ABOUT YOU | Write your own responses with real information.

1 "Good morning! I'm Kate Portman."

YOU .....

2 "What's your occupation?"

YOU .....

3 "Are you Norman?"

YOU .....

4 "Thank you!"

YOU .....

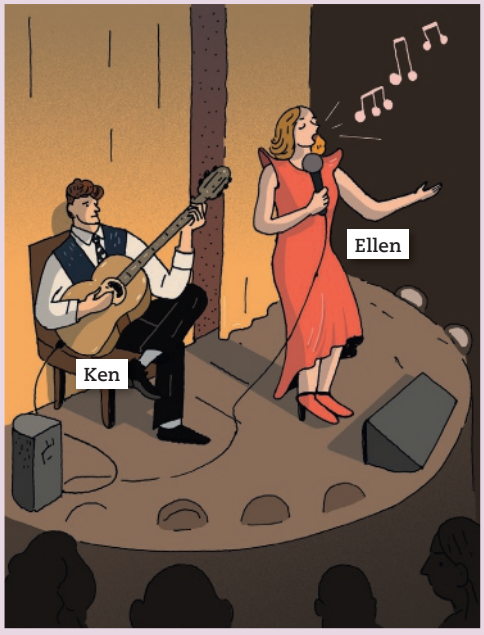
COMMUNICATION ACTIVATOR

Now let's describe people.

PAIR WORK | Ask and answer questions about the pictures.

Is Sarah a photographer?

Yes, she is.







WRITING Write affirmative and negative statements about the people in the pictures.

Ken isn't a scientist. He's a musician.

GUIDED WRITING p. 135

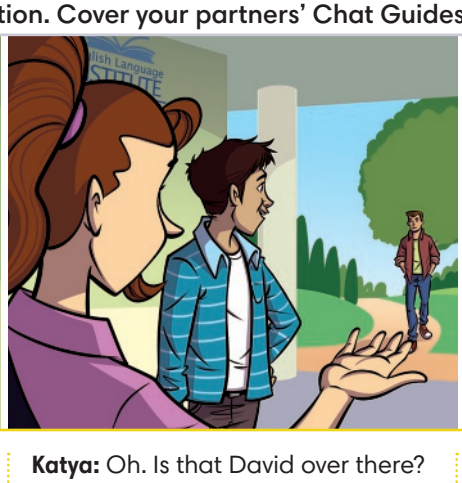
Interactive Cool Down

1 Chat

Read the conversation. Then, with two partners, use the Chat Guides to create your own conversation. Cover your partners' Chat Guides with a sheet of paper.



Katya: Excuse me. Good evening. I'm Katya. Are you David?
Ed: Good evening. No, I'm not. I'm Ed. Are you a photographer?
Katya: Yes, I am.
Ed: Nice to meet you, Katya.
Katya: Nice to meet you, too, Ed. Are you a teacher?
Ed: No, I'm not. I'm a student.



Katya: Oh. Is that David over there?
Ed: Yes.
Katya: Is he a student, too?
Ed: Yes, he is.
Katya: Thanks. Take care!



Katya: Hello, David. I'm Katya.
David: Excuse me?
Katya: Katya.
David: Oh. Hi, Katya. How are you?
Katya: I'm great, thanks.
David: How do you spell Katya?
Katya: K- A- T- Y- A.

Partner A's Chat Guide

A Excuse me. Good ..... . I'm ..... . Are you .....?
B
A Yes, I am.
B
A Nice to meet you, too, ... Are you .....?
B
A Oh. Is that ..... over there?
B
A Is ....., too?
B
A ..... . Take care!

Now chat with Partner C

A Hello, ... I'm ..... .
C
A ..... .
C
A I'm ....., thanks.
C
A ..... .

Partner B's Chat Guide

A
B Good .... I'm ..... . Are you a photographer?
A
B Nice to meet you, ...
A
B ..... .
A
B Yes.
A
B ..... .
A

Partner C's Chat Guide

A
C Excuse me?
A
C Oh. Hi, ... How are you?
A
C How do you spell .....?
A

Interactive Cool Down

1 CHAT

Suggested time: 30 minutes | Your time:

- Say, *Look at the pictures.* Ask, *Are they at a school?* (yes) Point to each person in the picture and ask, *Is [she / he] a photographer?* (Yes, she is. / No, he isn't.)
- Read the first conversation (between Katya and Ed, in the first two columns) aloud with a higher-level S. Play the role of Katya. Ask the rest of the class to follow along in their books. Then read the second conversation between Katya and David aloud with another S.
- Form multi-level groups of three and assign Ss roles. Suggest lower-level Ss to play Partner C. Tell Ss that Partner A's role is similar to Katya's, Partner B's role is similar to Ed's, and Partner C's role is similar to David's.
- Point to Partner A's Chat Guide. Say, *Partner A, this is your Chat Guide.* Make sure Partner A students understand that they talk to both Partners B and C in the conversation. Repeat for Partners B and C.
- Make sure all Ss are looking at the correct Chat Guide. Walk around and assist as needed.
- Then say, *Complete your Chat Guide with new information.* Model the activity. Copy the first line of Partner A's Chat Guide on the board. Instead of *Good evening*, write *Good morning.* Complete the next two sentences with your name and the name of a S.
- Give Ss time to work together to fill out their Chat Guides. Encourage them to personalize the conversation with their own information. Walk around and provide help with spelling and vocabulary.
- When groups are ready, have them practice their new conversations.
- Invite groups to role-play their conversation for the class.

OPTION Alternatively, Ss can read the conversations at the top of the page aloud once they are in their groups.

OPTION If possible, make a copy of page 16 and cut out each Chat Guide. Then make copies of each Partner's Chat Guide and hand them out to the appropriate Ss before starting the exercise.

CHALLENGE Higher-level Ss can complete the activity without the Chat Guides.

TEACHING TIPS

- Have higher-level Ss work with lower-level Ss whenever possible. Peer tutoring reinforces learning for higher-level Ss and provides additional support for lower-level Ss.
- If an activity gives Ss the opportunity to review and use the social language, conversation strategies, skills, and structures they have learned in a unit, consider writing key phrases on the board to remind Ss to use the target language as they complete the activity.

2 THE OCCUPATION GAME

Suggested time: 25 minutes | Your time:

- Say, *Now, let's play the occupation game.*
- Read the example conversations with higher-level Ss aloud for the class. Say, *Ask your partner questions like this.*
- Have Ss preview the pictures. If appropriate, give them a few minutes to write *yes / no* questions before the game starts.
- Form pairs. Have Ss take turns asking *yes / no* questions about the people in the pictures and responding with short answers based on what they see.
- As Ss discuss, walk around and take notes on areas for review and extra practice in later lessons.

EXTENSION (+10 minutes) Ask Ss to close their books to play another game. Explain the rules of the game. When you say *Go!*, Ss look at the pictures on page 17 for 2 minutes. They list all the occupations that they see on a blank card. Tell Ss to open their books to page 17. Start the game and keep time. Walk around as Ss play. If they seem confused, point at a picture and ask, *What's this occupation?* After 1 minute, say, *Stop!* Tell Ss to put their pens or pencils down. Check to see which S listed the most occupations.

CHALLENGE (+5 minutes) Ask the class more challenging questions about the pictures. Ask for volunteers to answer. For example: *Are Greta, Jim, and Mike artists?* (Yes, they are.) *Are Stella and Ted singers?* (No, they aren't. Stella is a singer. Ted is a flight attendant.) *Is Judy a singer?* (Yes, she is. She's a singer and an actor.)

PROGRESS SELF-CHECK

- Have Ss complete the **Now I Can** checklist individually. Encourage them to look back at each lesson in the unit and consider the speaking objectives, vocabulary, pronunciation, grammar, and listening, reading, and writing skills.
- Have Ss compare checklists in pairs and talk about the things they need to study or practice more.
- Have Ss work individually to think about what might help them master these goals. Refer individual Ss to specific materials for more practice.

FOR MORE PRACTICE . . .

To review and extend the unit content, additional materials are available in the back of the Student's Book and online. For the online content, go to Teacher Resources in the Pearson English Portal. Instructions for each resource are included in the resource's folder.

UNIT REVIEW, pp. 139–140 The Unit Review section offers two pages of workbook-style activities to review the unit content.

PRACTI-CHANT, p. 158 Practi-Chants reinforce pronunciation, rhythm, and intonation as well as increase vocabulary retention, listening comprehension, and speaking fluency.

***CONNECT TV* (online)** Video presents language from the unit through fun and engaging situational comedy episodes.

TEST-TAKING SKILLS BOOSTER (online) Practice tests featuring *Connectivity*-leveled content expose students to item types found on high-stakes tests.

ADDITIONAL PRINTABLE RESOURCES (online) Abundant supplemental materials include extra practice worksheets, Assessments, Unit Study Guides, Audio and Video Scripts, Answer Keys, and much more.

2 THE OCCUPATION GAME

Work with a partner. Look at the pictures. Ask your partner a yes / no question about the people and the occupations. Answer your partner's question.

Is Amy a writer?

No, she isn't.

Are Sue and Bob musicians?

Yes, they are.

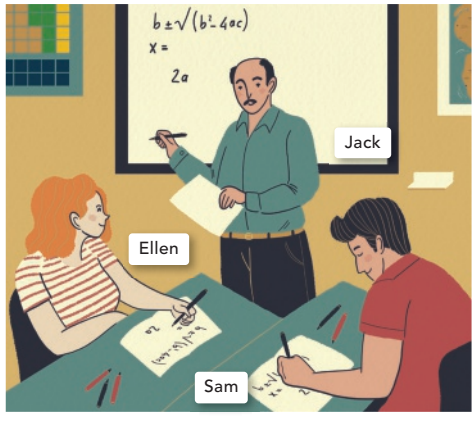






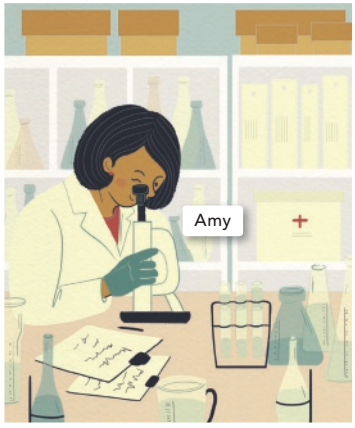
















For more practice . . . Unit Review, p. 139 / Practi-Chant, p. 158
Connect TV / Test-Taking Skills Booster

PROGRESS SELF-CHECK

NOW I CAN

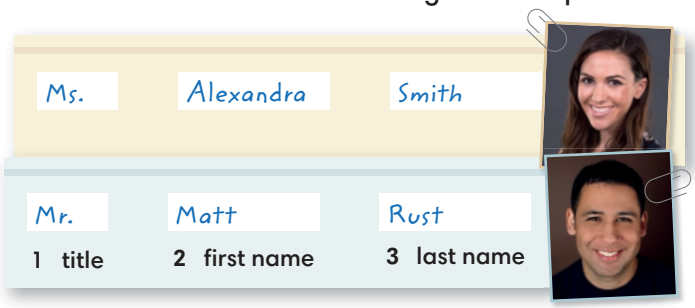
- ☐ Introduce people.
- ☐ Identify people.
- ☐ Spell names.
- ☐ Describe people.

UNIT 2

Personal Information

Warm-Up

A VOCABULARY | First and last names | Read and listen. Then listen again and repeat.



B LISTENING COMPREHENSION | Listen. Follow the instructions. Circle and underline. Then listen again to check your answers.

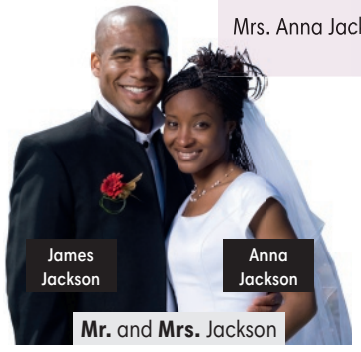


1 Ms. Abby Lane 2 Mr. Richard Li 3 Ms. Olivia Baker

C VOCABULARY | Titles | Read and listen. Then listen again and repeat.

Title				
1 Mr.	✓		✓	
2 Mrs.				✓
3 Miss		✓		
4 Ms.		✓		✓

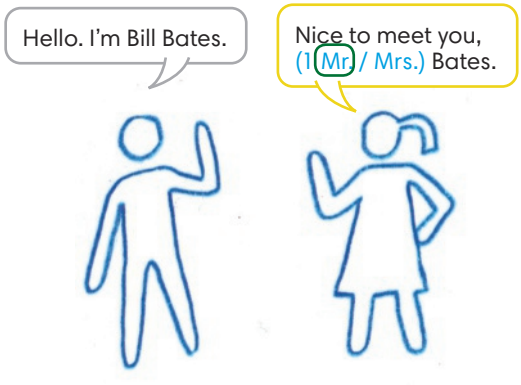
Be careful!
Mr. James Jackson OR Mr. Jackson NOT ~~Mr. James~~
Mrs. Anna Jackson OR Mrs. Jackson / Ms. Anna Jackson / Ms. Jackson NOT ~~Ms. Anna~~

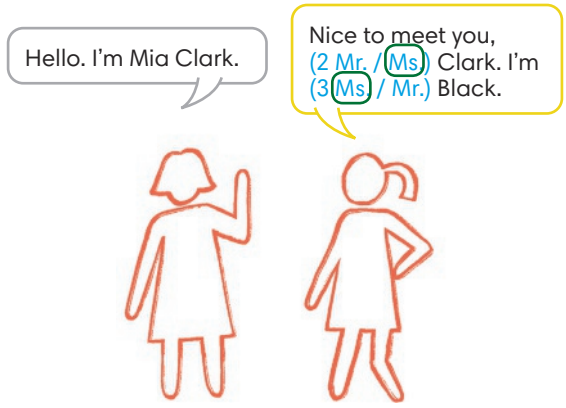


Mr. and **Mrs.** Jackson

VOCABULARY EXPANDER p. 129
More titles

D VOCABULARY PRACTICE | Complete the greetings. Circle the correct title. Then practice the conversations with a partner.





Unit 2 Personal Information

WARM-UP	Students learn how to use first names, last names, titles, and contact information.	
LESSON 1 **Describe relationships**	***Vocabulary***	Relationships
	Grammar	Possessive adjectives
	Grammar	Possessive nouns
LESSON 2 **Ask for someone's contact information**	***Vocabulary***	Numbers 0–20
	Grammar	*Be*: information questions with *What*
	Pronunciation	Stress in two-word pairs
LESSON 3 **Find out where people are from**	***Grammar***	*Be from* / Questions with *Where*
	Vocabulary	Countries and nationalities
LESSON 4 **Get to know people**	***Reading***	Read about famous people
	Listening	Listen for names, places, relationships, nationalities, and titles
	Writing	Write about yourself
INTERACTIVE COOL DOWN	*Chat*; *Make a business card*; *Personal Info Game*	

Choose a warm-up activity from the Warm-Up Activity Bank on pages xxii–xxiii.

Warm-Up

A VOCABULARY

Suggested time: 2–3 minutes | Your time:

- Have Ss read and listen, then listen again and repeat.
- To check comprehension, point to the first photo and ask, *What is her first name?* (Alexandra) Repeat for the other items.

B LISTENING COMPREHENSION

Suggested time: 2–3 minutes | Your time:

- Say, *Listen. Circle and underline the titles and names.*
- Do item 1 as a class. Write on the board: *Ms. Abby Lane.* Play the first item and pause. Ask, *Do I circle or underline?* (circle) *Do I circle the title, first name, or last name?* (last name) Circle *Lane*.
- Play the rest of the audio. Have Ss complete the exercise individually.
- Go over the answers. Write items 2 and 3 on the board. Have volunteers circle and underline the answers.

C VOCABULARY

Suggested time: 5 minutes | Your time:

- Add *single* and *married* to the board. Point to each icon and say, *a single man, a single woman, a married man, a married woman.*
- Play the audio. Replay the audio as appropriate.
- Say, *Single and married men use* Mr. *Single women use* Miss *or* Ms. *Married women use* Mrs. *or* Ms.
- Direct Ss' attention to the **Be careful!** box. Say, *We do not use a title with a person's first name.* Review the examples.

OPTION To learn additional titles, Ss can complete the **Vocabulary Expander** activity on page 129.

LANGUAGE AND CULTURE

- A *first name* is also called a *given name*, and a *last name* is also called a *family name* or *surname*.
- In most western cultures, the family name comes after the given name. In many eastern cultures, the family name (or last name) comes first.
- Married women use *Mrs.* + a husband's family name or *Ms.* + their own family name. They can also use *Mrs.* + double family name (e.g. *Anna Smith-Jackson*).

D VOCABULARY PRACTICE

Suggested time: 5–7 minutes | Your time:

- Have Ss circle the correct titles individually. Go over the answers.
- Form pairs. Have Ss practice the conversations.
- Have volunteers perform their conversations for the class.

Remind Ss of additional vocabulary practice in their digital resources.

E LISTENING COMPREHENSION

Suggested time: 2–3 minutes | Your time:

- Say, *Listen to three conversations. Write the titles you hear.* Review the titles in Exercise C on page 18 if appropriate.
- Have Ss preview the items before listening. Then play the audio.
- Go over the answers as a class. Say each statement and elicit the titles. Write the answers on the board.
- Replay the audio if appropriate.

LANGUAGE AND CULTURE Some English names are used by both men and women; for example, the name *Robin*.

EXTENSION (+10 minutes)
STEP 1: Write on the board: *Is her title Mrs. Greeley?* Tell Ss to work individually to write three more *yes / no* questions about the people in the conversations. Challenge higher-level Ss to write six questions. If possible, print out the audio script and pass it out to Ss for reference. Refer Ss to the grammar charts on page 10 for *yes / no* questions and short answers.
STEP 2: In pairs, have Ss take turns asking and answering their questions. Model the exchange with a higher-level S. Model both affirmative and negative short answers. For example: *Is her title Mrs.?* (No, it isn't. It's *Ms.*) *Is his name Noah Harris?* (No, it's not. His last name is Tate.) Monitor. Check for correct word order and subject-verb agreement.

F VOCABULARY

Suggested time: 2–3 minutes | Your time:

- Play the audio. Have Ss read and listen.
- To check understanding, ask volunteers to point to the address, the phone number, and the email address in the three photos.
- Point to *an* in items 1 and 3. Ask, *Why do we use* an *with these words?* (They start with vowels.) Point to item 2. Ask, *Why do we use* a *with* phone number*?* (It starts with a consonant.)

G VOCABULARY PRACTICE

Suggested time: 2–3 minutes | Your time:

- Do item 1 as a class. Hold up your book and point to an email address in the image. Ask, *Is this a phone number? An email address? An address?* Elicit the answer. Write *1. b* on the board.
- Have Ss complete the exercise individually.
- Go over the answers as a class.

H ABOUT YOU

Suggested time: 5 minutes | Your time:

- Copy the form on the board. Model the activity with your own or made up information. Talk about your information in complete sentences as you write it down. For example, say, *My title is [Ms.].* and then write the title in the form.
- Have Ss complete the exercise individually.
- Monitor. Make sure Ss write the appropriate information in each blank.

TEACHING TIPS
- Many cultures use more than one given or family name. In this case, suggest Ss write only the first given and family name in the form.
- Tell Ss that they do not have to use their own information when they complete exercises. They can use different information, if they prefer.

SPEAKING | PAIR WORK

Suggested time: 5–7 minutes | Your time:

- Read the conversation aloud. Then model the activity. Introduce yourself using a title. For example, *Hi! I'm [Ms.] [Turner].*
- Walk around as Ss greet each other in pairs. Listen for the correct pronunciation of titles.

OPTION (+5 minutes) Have Ss stand up. Ask them to walk around and greet as many different classmates as they can in 5 minutes. Remind them to use a title and their last name.

EXTENSION (+10 minutes) Divide Ss into groups of 5-6, and ask them to stand in a circle facing each other. Have Ss complete a chain activity. Write this model on the board and reference it as you explain the activity:

Student A: I'm Janet Carlson. It's a pleasure to meet you!
Student B: My first name is Tom. My last name is Williams. And she's Janet Carlson.
Student C: Hi! I'm Mr. Brown. He is Tom Williams, and she's Janet Carlson.

Student A introduces himself or herself (first name only, first and last name, with or without a title, etc.) Then Student B introduces himself or herself as well as Student A. Then Student C introduces himself or herself as well as Students A and B. Encourage Ss to use different ways to introduce themselves. If a S forgets a classmate's name, the group must start over with Student A.

Remind Ss of additional vocabulary practice in their digital resources.

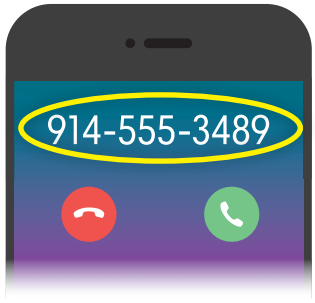
E LISTENING COMPREHENSION | Listen and write the correct title.

1 She's ...Ms.... Ellen Greeley.
2 They're ...Mr.... Noah Tate and ...Mrs.... Rita Harris.
3 The teacher is ...Mr.... Robin Smith.

F VOCABULARY | Contact information | Read and listen. Then listen again and repeat.



1 an address



2 a phone number



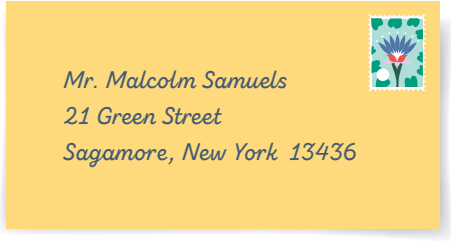
3 an email address

G VOCABULARY PRACTICE | Match the picture with the kind of contact information. Write the letter on the line.

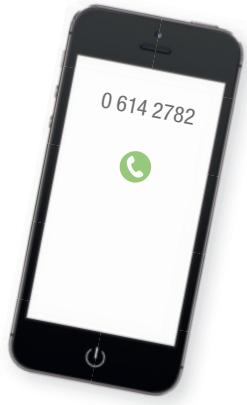
a a phone number
b an email address
c an address



1 ...b.....

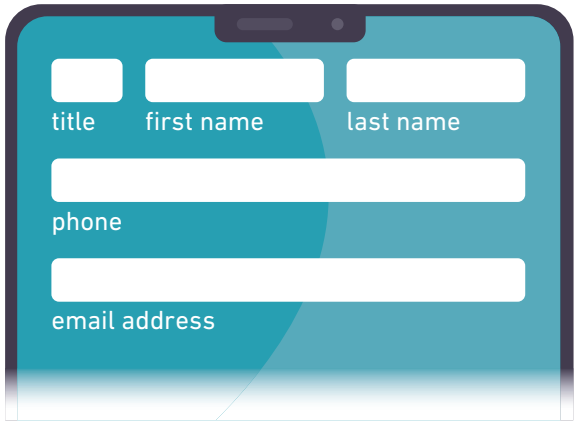


2 ...c.....



3 ...a.....

H ABOUT YOU | Write your contact information.



SPEAKING PAIR WORK | Greet a classmate. Use your title and your last name.

Hello. I'm Mr. Pitt.

Good morning, Mr. Pitt.

1 COMMUNICATION GOAL Describe relationships

A VOCABULARY | Relationships | Read and listen. Then listen again and repeat.



1 a classmate



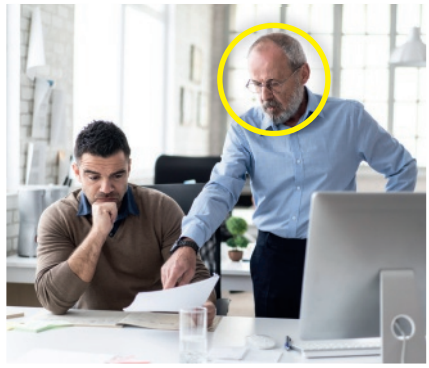
2 a friend



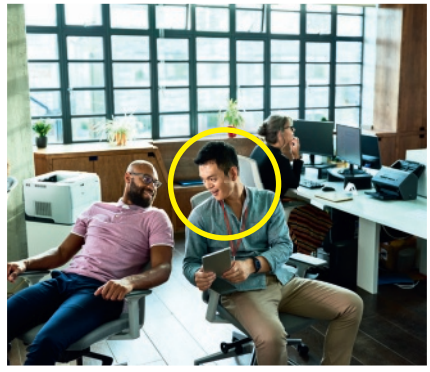
3 a neighbor



4 a teammate



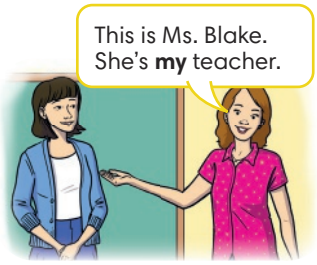
5 a boss



6 a colleague

COACH

B GRAMMAR | Possessive adjectives



Melanie is **my** friend.
She's **your** neighbor.
Ms. Boyce is **his** colleague.
Ann Blake is **her** teacher.
He's **our** classmate.
We're **their** teammates.

Subject pronouns		Possessive adjectives
I	→	**my**
you	→	**your**
he	→	**his**
she	→	**her**
we	→	**our**
they	→	**their**

C PRONOUNCE THE GRAMMAR | Listen and repeat the grammar examples.

D GRAMMAR PRACTICE | Circle the correct word to complete each sentence.

1 Ms. Sands is (my / I) colleague.
2 Is Elaine (you / your) friend?
3 Is Dr. Selden (she / her) doctor?
4 Are (they / their) Andrew and Carla?
5 Mr. Ellis is (we / our) neighbor.
6 I'm (his / he) classmate.

E LISTENING COMPREHENSION | Listen to the conversations. Complete the chart with the relationships.

Name	Relationship	Name	Relationship
1 Len	*neighbor*	4 Mr. Grant	*boss*
2 Bruce	*classmate*	5 Rob	*colleague*
3 Shahana	*neighbor*	6 Carlos	*friend*

LESSON 1 Describe relationships

A VOCABULARY

Suggested time: 2–3 minutes | Your time:

- Have Ss preview the pictures and captions before listening. Point to the circled man in the first photo and say, *He is a classmate.*
- Have Ss read and listen, then listen again and repeat.
- To check comprehension, ask, *Is [Sakeena] your classmate? Is she your neighbor? Are [Jennie and Francisco] your colleagues? Am I your boss?*

LANGUAGE NOTE The letters *gh* in the word *neighbor* are silent.

LANGUAGE AND CULTURE

- *Neighbor* is spelled *neighbour* in British English.
- We usually use *teammate* to refer to a person who is on the same sports team and *classmate* to refer to a person who is in the same class.

B GRAMMAR

Suggested time: 5–7 minutes | Your time:

- Direct Ss' attention to the picture. Read the woman's statement aloud.
- Write on the board: *You are my students.* Read it aloud. Point to the whole class while saying *you.* Point to yourself while saying *my.* Circle *my.* Say, *The word* my *is a possessive adjective. We use possessive adjectives to describe relationships.* Underline *You.* Ask, *Is this pronoun singular or plural?* (plural) Then underline *students* and ask, *Is this noun singular or plural?* (plural) Draw a curved line to show the connection between *You* and *students*: *You are my students.*
- Say, *Look at the examples.* Read the examples aloud.
- Direct Ss' attention to the note on **Subject pronouns** and **Possessive adjectives**. Say, *Each subject pronoun has a possessive adjective.* Read the pronouns and adjectives aloud and have Ss repeat.

LANGUAGE NOTE The contraction *they're* and the possessive adjective *their* have the same pronunciation. Likewise, *you're* and *your* have the same pronunciation. Because of this, Ss often write one when they mean the other.

C PRONOUNCE THE GRAMMAR

Suggested time: 2–3 minutes | Your time:

- Have Ss listen to the examples in the grammar chart and repeat.
- Monitor. Listen for the correct pronunciation of the possessive adjectives.

D GRAMMAR PRACTICE

Suggested time: 5 minutes | Your time:

- Do item 1 as a class. Read the sentence aloud and elicit the answer. Then ask, *Why is* my *the correct answer?* (*My* is a possessive adjective.)
- Have Ss complete the exercise individually and then compare answers in pairs.
- To go over answers, invite volunteers to read the completed sentences aloud. Write the answers on the board.
- For item 4, ask, *Why is* they *the correct answer?* (There are no relationship words in the question.)

TEACHING TIP Prepare answer cards (flashcards) before the lesson. Use them as an engaging way to check answers in class. One side of each card should include the item, for example, *Ms. Sands is (my / I) colleague.* The other side should provide the correct answer; for example, *Ms. Sands is* ***my*** *colleague.* Using flashcards will save time during answer review and will improve Ss' retention of the language learned.

EXTENSION (+10 minutes) Write on the board: ___ *is my* ___. Model the activity. Say, *[Mr. Peters] is my colleague. [Ms. Rodriguez] is my boss.* Ask Ss to write 3–5 statements using the structure on the board to describe their own relationships. Have Ss take turns reading their sentences aloud in pairs.

E LISTENING COMPREHENSION

Suggested time: 5 minutes | Your time:

- Go over the sample answer as a class. Play the audio and pause after the first conversation. Ask, *Is Len his friend?* (no) *Is Len his neighbor?* (yes)
- Say, *In each conversation, listen for the relationship word. Write it in the chart.*
- Play the rest of the audio. Have Ss complete the exercise individually and then compare answers in pairs. Refer Ss to the vocabulary in Exercise A to check their spelling.
- Go over the answers. Copy the chart on the board and invite Ss to write the answers.

TEACHING TIPS

- If you have lower-level Ss who write more slowly, pause after each conversation to give them more time to complete the task.
- If Ss need additional support, make copies of the audio script for this exercise on pages 164-179. Pass it out to Ss. Tell them to read it as they listen.

F GRAMMAR

Suggested time: 5–7 minutes | Your time:

- Write on the board:
  1. teammates *3. boss*
  2. Melanie *4. neighbors*
- Read each item aloud. Ask, *Is this a name, a singular noun, or a plural noun?* Write the answers. (1. plural noun; 2. name; 3. singular noun; 4. plural noun)
- Point to the picture. Read the caption aloud, stressing *Joe's*. Say, *We can also use possessive nouns to describe relationships.*
- Read the rules and examples in the grammar chart aloud.
- Invite volunteers to write the possessive forms of the words on the board. (1. teammates'; 2. Melanie's; 3. boss's; 4. neighbors')
- Say, *Look at the **Be careful!** box*. Read the example aloud.
- To make sure Ss do not confuse contractions with possessive nouns, write on the board: *She's John's friend.* Point to each word with an *'s* and ask, *Is this a contraction or a possessive noun?* (*She's* = a contraction; *John's* = a possessive noun)

G PRONOUNCE THE GRAMMAR

Suggested time: 2–3 minutes | Your time:

- Have Ss listen to the examples in the grammar chart and repeat.

H GRAMMAR PRACTICE

Suggested time: 5 minutes | Your time:

- Go over item 1. Ask, *Why do we add an apostrophe -s ('s) and <u>not</u> -s apostrophe (s')?* (*Don* is singular.)
- Have Ss complete the exercise individually. Refer them to the **Be careful!** box for item 6.
- Go over the answers.

Communication Activator

A CONVERSATION MODEL

Suggested time: 5 minutes | Your time:

These conversation strategies are implicit in the model
- When introducing people, describe relationships
- Greet the person you are being introduced to

- Have Ss preview the conversation before listening. Elicit examples of possessive nouns, possessive adjectives, and relationship words.
- Play the audio and have Ss follow along in their books.
- Call Ss' attention to the **Social language** box. Read the information aloud and have Ss repeat.

B PRONUNCIATION PRACTICE

Suggested time: 5 minutes | Your time:

- Form groups of three. Play the audio. Monitor as Ss role-play.

C CONVERSATION GROUP WORK

Suggested time: 5–7 minutes | Your time:

- To model the exchange, role-play the conversation with higher-level Ss. Play Speaker A.
- Form groups of three. Have Ss personalize the conversation. Suggest they use their real names but other relationships.
- Encourage Ss to use the structures in the **Recycle This Language** box to extend their conversations.

OPTION Play the **Keep Talking!** video as Ss refer to the **Recycle This Language** box. Have Ss raise their hands if the characters in the video say any of the expressions in the box.

TEACHING TIP To ensure Ss practice new language they have learned, encourage them to use the language in the **Recycle This Language** boxes in their speaking practice.

D CHANGE PARTNERS

Suggested time: 5 minutes | Your time:

- Have Ss work in different groups than in Exercise C.
- Have them switch roles and practice again.
- Have volunteers perform their conversations for the class.

LOOK FOR While Ss are doing Exercises C and D, monitor their conversations to determine if they are
- ✓ using vocabulary for relationships
- ✓ using possessive adjectives to describe relationships
- ✓ forming possessives with names, singular nouns, and plural nouns to describe relationships
- ✓ using the conversation strategies

OPTION For all Communication Activator sections in this unit, use the ORAL PROGRESS ASSESSMENT CHARTS to provide feedback to Ss on their speaking (see Teacher Resources in the Pearson English Portal).

CLOSURE ACTIVITY (+10 minutes) Have Ss write their names on a blank sheet of paper. Say, *Write three sentences about the people in your life. Use possessive adjectives and nouns.* Model the activity. Write on the board: *My colleague's name is Lynn. Lynn's neighbors are Mr. and Mrs. Romano.* Collect the papers. Read them to identify areas for review.

Remind Ss of additional vocabulary, grammar, and speaking practice in their digital resources.

COACH

F GRAMMAR | Possessive nouns



This is **Joe's** teacher, Ms. Brown.

Add 's with names and singular nouns.
Joe is **Ms. Brown's** student.
Sally is **Ellen's** neighbor.
He is my **friend's** boss.

Add ' with plural nouns.
My **classmates'** names are Mark and Gillian.
Our **neighbors'** last name is Jones.

Be careful!
Luke and Laura's friend NOT ~~Luke's and Laura's~~ friend

G PRONOUNCE THE GRAMMAR | Listen and repeat the grammar examples.

H GRAMMAR PRACTICE | Write the possessive noun.

1 Are they ..Don's..... (Don) neighbors?
2 He is ..Isabel's..... (Isabel) classmate.
3 Nina is ..Mr. Martin's..... (Mr. Martin) boss.
4 I'm your ..neighbor's..... (neighbor) boss.
5 They're our ..friends'..... (friends) teammates.
6 Peter is ..Liz and Julie's..... (Liz and Julie) teacher.

COMMUNICATION ACTIVATOR

Now let's describe relationships.



A CONVERSATION MODEL | Read and listen.

A: Eric, this is Sophia. Sophia's my classmate.
B: Hi, Sophia.
A: Eric's my neighbor's boss.
C: Hello, Eric. Nice to meet you.
B: Nice to meet you, too.

Social language
When you meet someone new, say...
- Hi. / Hello.
- Good [morning / afternoon /evening].
- How are you?

B PRONUNCIATION PRACTICE | Listen again and repeat. Then practice the Conversation Model with two classmates.

C CONVERSATION GROUP WORK | Role-play the conversation with two classmates. Use other relationships. Then change roles.

A: ....., this is .....'s my ..... .
B: ..... .
A: .....'s ..... .
C: ..... . Nice to meet you.
B: ....., too.

KEEP TALKING! ●●●
Introduce your partners to other classmates.
Watch the video for ideas!

RECYCLE THIS LANGUAGE
I'm ___ .
Are you ___ ?
[Glad to / It's a pleasure to] meet you.
How's it going?
How do you spell ___ ?

D CHANGE PARTNERS | Introduce other classmates.

2 COMMUNICATION GOAL Ask for someone's contact information

A VOCABULARY | Numbers 0–20 | Read and listen. Then listen again and repeat.

0 zero	1 one	2 two	3 three	4 four	5 five	6 six
7 seven	8 eight	9 nine	10 ten	11 eleven	12 twelve	13 thirteen
14 fourteen	15 fifteen	16 sixteen	17 seventeen	18 eighteen	19 nineteen	20 twenty

B PAIR WORK | Partner A: Say the numbers in your chart.
Partner B: Listen and write the numbers. Then change roles.

Partner A

2 14 10
4 6 19 8
17 3 1 13

Partner B

5 18 10 11
15 7 6 12
12 0 20

COACH **C** GRAMMAR | Be: Information questions with What

What is → **What's**

What's her name?	(Maria Sanders. OR It's Maria Sanders.)
What's her last name?	(Sanders. OR It's Sanders.)
What's Ethan's address?	(15 Atlantic Street. OR It's 15 Atlantic Street.)
What's his email address?	(ecooper@bmail.com. OR It's ecooper@bmail.com.)
What's your occupation?	(I'm a teacher.)
What's their phone number?	(914-555-0034. OR It's 914 555-0034.)
What are their first names?	(Nina and Claire.)

How to say email addresses and phone numbers:
Say "e cooper **at** b mail **dot** com."
Say "oh" for zero:
0034 = "**oh-oh**-three-four."

D PRONOUNCE THE GRAMMAR | Listen and repeat the grammar examples.

E GRAMMAR / VOCABULARY PRACTICE | Complete the questions. Begin each question with a capital letter.



1 **A:** What's her address?
B: 12 Pacific Street.



2 **A:** What's his phone number?
B: 32-75-0456.



3 **A:** What's her email address?
B: It's lulu@slipnet.com.



4 **A:** What's their address?
B: It's 18 Mason Lane.

LESSON 2 Ask for someone's contact information

A VOCABULARY

Suggested time: 2–3 minutes | Your time:

- Point to the numbers. Say, *Point to each number as you hear it.*
- Play the audio. Have Ss read and listen. Then have them listen again and repeat after each number.

LANGUAGE NOTE English speakers often drop the second /t/ sound in the word *twenty* and say /'twɛni/.

B PAIR WORK

Suggested time: 5–7 minutes | Your time:

- In pairs, have Ss sit facing each other with one book open to page 22. Each partner will be able to see only his or her own numbers right side up.
- Read the directions. Tell Ss to write the numbers on a blank card.
- Give Ss time to take turns saying and writing down the numbers in front of them. Monitor.

CHALLENGE (+5 minutes) Have Ss review numbers 0–20 in pairs. Write on the board: *page ___*. Partner A says a page number, and Partner B turns to that page. Say, *Only use pages 1 through 20 for this activity.* Model an example with the class. Say, *Page 4.* Check that Ss turn to page 4. Walk around while Ss complete the activity. Listen for the correct pronunciation of the numbers.

C GRAMMAR

Suggested time: 5–7 minutes | Your time:

- Ask a higher-level S, *Are you an English teacher?* (no) Write the question on the board. Say, *This is a* yes / no *question. You can only answer* yes *or* no.
- Then ask the same S, *What's your occupation?* Wait for the answer. Then write the question on the board. Say, *This is an information question. The answer needs more information than just* yes *or* no.
- Direct Ss' attention to the note. Say, What's *is a contraction of* What *and the verb* is. Underline *What's* in the information question on the board.
- Write the first example question and both answers on the board. Read the question aloud. Point to each answer and say, *You can answer* Maria Sanders. *OR* It's Maria Sanders.
- Point to *It's* in the second answer. Say, It *is a subject pronoun. We use* it *for things or ideas.* Underline *her name* in the question and *It* in the answer. Then draw a curved line to connect the two to show that *it* means *her name*.
- Write on the board: *It's = It is.* Say, It's *is a contraction of* it *and the verb* is.
- Tell Ss to follow along in their books as you read the rest of the examples aloud.
- Point out that *what is* can be contracted but *what are* cannot.
- Direct Ss' attention to the note on email addresses and phone numbers. Write on the board: *ecooper@bmail.com* and *914-555-0034*. Read the rules aloud.

CHALLENGE Tell Ss to underline the contact information and circle the possessive forms as you read the examples in the grammar chart aloud.

LANGUAGE AND CULTURE

- Sometimes people leave out the *dot* or *dot com* when saying email addresses. For example: *It's e cooper at b mail.* or *It's e cooper at b mail com.*
- People often say *email* to mean *email address* and *number* to mean *phone number*. For example: *What's your email? What's your number?*
- Zero can be pronounced as *oh* or *zero* in a sequence of numbers, such as phone numbers.

D PRONOUNCE THE GRAMMAR

Suggested time: 2–3 minutes | Your time:

- Have Ss listen to the examples in the grammar chart and repeat. Monitor for the correct pronunciation of the numbers and email addresses.

EXTENSION (+5 minutes) Write on the board more examples of email addresses and phone numbers, and have Ss practice saying them in pairs.

E GRAMMAR / VOCABULARY PRACTICE

Suggested time: 5 minutes | Your time:

- Go over the sample answer in item 1. Point out the capital letter *W* in *What's*.
- Have Ss complete the exercise individually. Refer them to the vocabulary on page 19 if necessary.
- To go over answers, invite volunteers to write the information questions on the board. Correct as needed.

F PAIR WORK

Suggested time: 5 minutes | Your time:

- Have Ss practice the conversations in pairs.
- Monitor to ensure that Ss say the information correctly.
- Have volunteers perform their conversations for the class.

G LISTENING COMPREHENSION

Suggested time: 5 minutes | Your time:

- Say, *Write each person's phone number and email address next to their name in the chart.*
- Play the audio. Have Ss listen and complete the exercise.
- Have Ss check their answers. Replay the audio.
- Copy the chart on the board. To go over answers, invite volunteers to complete it. Correct as necessary.

H PRONUNCIATION

Suggested time: 2–3 minutes | Your time:

- Say, *Each item has two words.*
- Copy *first name* on the board, with a large dot above *first* and a small dot above *name.* Point to the large dot and say, *Say this word or syllable louder.*
- Play the audio. Have Ss listen and repeat.

LANGUAGE NOTE Stressing a syllable or word means saying it higher, louder, and longer.

Communication Activator

A CONVERSATION MODEL

Suggested time: 5 minutes | Your time:

These conversation strategies are implicit in the model
- Make a question more polite with *please*
- Repeat part of a question to clarify
- Repeat information to confirm understanding
- Confirm information with *That's right.*

- Have Ss preview the conversation before listening. Elicit examples of information questions with *What* + *be* and numbers in the conversation.
- Play the audio as Ss follow along in their books.
- Direct Ss' attention to the **Social language** box and Speaker B's last line. Say, *That's right.* Ask Ss to repeat.
- To check comprehension, ask, *What's the first name of the woman in the photo?* (Lucy) *What's her last name?* (Davis) *What's her phone number?* (287-4502)

B PRONUNCIATION PRACTICE

Suggested time: 5 minutes | Your time:

- Play the audio. Make sure Ss use rising intonation when repeating information to confirm understanding.
- Form pairs. Monitor as Ss role-play. Listen for the correct pronunciation of numbers and stress in two-word pairs.

C CONVERSATION PAIR WORK

Suggested time: 5–7 minutes | Your time:

- Form pairs. Have Ss personalize the conversation and then switch roles. Tell Ss they can make up names and contact information if they prefer.
- Monitor. Make sure Ss are writing down information and repeating it to confirm they've understood.
- Read the phrases in the **Keep Talking!** and **Recycle This Language** boxes aloud and have Ss repeat. Encourage Ss to use these phrases to extend their conversations.

D CHANGE PARTNERS

Suggested time: 5 minutes | Your time:

OPTION Instead of Exercise D, have Ss do the Closure Activity below.

- Have Ss work in different pairs than in Exercise C.
- Time permitting, have Ss switch roles and practice again.
- Have volunteers perform their conversations for the class.

LOOK FOR While Ss are doing Exercises C and D, monitor their conversations to determine if they are
- ✓ pronouncing numbers 0–20
- ✓ forming information questions with *what* and *be*
- ✓ forming answers to information questions with *It's*
- ✓ stressing the first word or syllable in two-word pairs
- ✓ using the conversation strategies

CLOSURE ACTIVITY (+10 minutes) Form groups of three. Have Ss take turns asking and answering questions about contact information. First, Student A asks Student B for some contact information: *What's your [phone number]?* Student B answers. Then Student C asks Student A about Student B: *What's his / her [phone number]?* Student A repeats the information: *His / her [phone number] is. . . .* Take notes on areas for review and extra practice in later lessons.

Remind Ss of additional vocabulary, grammar, pronunciation, and speaking practice in their digital resources.

F PAIR WORK | Practice the conversations from Exercise E.

G LISTENING COMPREHENSION | Listen to the conversations. In the chart, write the contact information you hear. Then listen again to check your answers.

Name	Phone number	Email address
1 Mimi Brinker	*238-5803*	*mimi@dmail.net*
2 Delia Potter	*011-98-43-00*	*(no email address)*
3 Conrad Schmitt	*643-2157*	*conrad20@dmail.com*
4 Elaine Ferris	*(no phone number)*	*elaine10@dmail.com*

COACH

H PRONUNCIATION | Stress in two-word pairs | Read and listen. Then listen again and repeat.

first name phone number email address

COMMUNICATION ACTIVATOR

Now let's ask for someone's contact information.



A CONVERSATION MODEL | Read and listen.

A: What's your last name, please?
B: Davis.
A: And your first name?
B: My first name? Lucy.
A: And what's your phone number?
B: 287-4502.
A: 287-4502?
B: That's right.

Social language
Confirm information with "That's right."

B PRONUNCIATION PRACTICE | Listen again and repeat. Then practice the Conversation Model with a partner.

C CONVERSATION PAIR WORK | Personalize the conversation. Write your partner's answers on a separate sheet of paper. Then change roles.

A: What's your last name, please?
B: ..... .
A: And your first name?
B: My first name? ..... .
A: And what's your phone number?
B: ..... .
A: .....?
B: That's right.

KEEP TALKING! ●●●

Talk about another classmate.
That's my classmate, Tom.
Ask about contact information.
What's [his / her last name / phone number]?

D CHANGE PARTNERS | Get other classmates' contact information.

RECYCLE THIS LANGUAGE
Is [he / she] ___ ?
Thank you. / You're welcome.
Nice to meet you.
Good [morning / evening].
Good-bye. / Good night.

3 COMMUNICATION GOAL Find out where people are from

A GRAMMAR | Be from / Questions with Where

Where **are** you **from**?	(We**'re from** Manila.)
Where **is** he **from**?	(He**'s from** Canada.)
Are you **from** Korea?	(Yes, I am. / No, I'm not.)
Is she **from** São Paulo?	(Yes, she is. / No, she's not. OR No, she isn't.)

Contractions
Where is → **Where's**
Where are NOT ~~Where're~~



Be careful!
Are you from Japan?
Yes, I am. NOT Yes, ~~I am from.~~

B PRONOUNCE THE GRAMMAR | Listen and repeat the grammar examples.

C GRAMMAR PRACTICE | Complete the conversations with Where and be from. Use contractions when possible. Begin new sentences with a capital letter.

1 **A:** *Where are* Silvia's colleagues *from*?
B: They *'re from* Italy.

2 **A:** *Where's* your neighbor *from*?
B: She *'s from* Mexico City.

3 **A:** *Where's* Mr. Solomon *from*?
B: He *'s from* Johannesburg.

4 **A:** *Where are* you and your boss *from*?
B: *We're* from Seoul.

5 **A:** *Where are* your colleagues *from*?
B: *They're from* Saint Petersburg.

6 **A:** *Are* you and your teammates *from* Santo Domingo?
B: Yes, *we are*.

7 **A:** *Are* you *from* the U. S.?
B: No, *I'm not*. I *'m from* Canada.

8 **A:** *Is* your friend *from* Chile?
B: No, she *'s not*. She *'s from* Colombia.

D PAIR WORK | Practice the conversations from Exercise C.

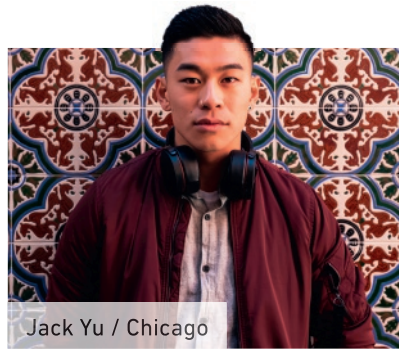
E PAIR WORK | Point to the pictures. Ask and answer questions about the people.

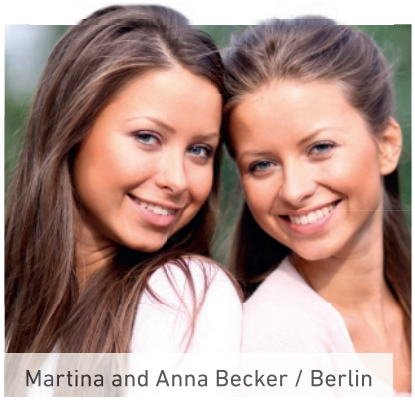
"Where is ___ from?"

"Is ___ from Montreal?"

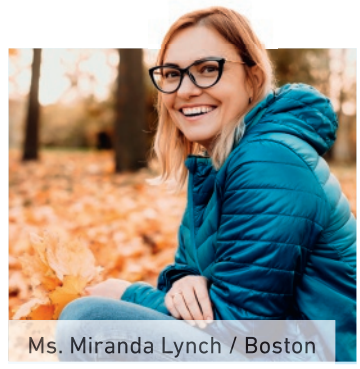
"What's ___'s last name?"


Daniela Mercado / San Juan


Jack Yu / Chicago


Martina and Anna Becker / Berlin


Mr. Kenneth Wong / Shanghai


Ms. Miranda Lynch / Boston

LESSON 3 Find out where people are from

A GRAMMAR

Suggested time: 5–7 minutes | Your time:

- Write the example conversation on the board. Role-play the conversation with a higher-level S.
- Say, *We use* be *with* from *to ask people the name of their home country or city.*
- Add to the board the first question and answer in the grammar box. Read the conversation aloud. Circle the subject pronouns. Underline the forms of *be*.
- Point to both conversations. Say, *The question is the same, but the answers are different.* Ask, *Why?* (*You* is both singular and plural.)
- Tell Ss to follow along in their books as you read the examples aloud.
- Remind Ss that *am not* has only one contracted form while *are not* and *is not* have two.
- Direct Ss' attention to the note about contractions. Say, Where's *is a contraction of* Where *and the verb* is. Point out that *where are* cannot be contracted.
- Say, *Look at the* ***Be careful!*** *box.* Read the example. Say, *We do not repeat* from *in short answers.*

LANGUAGE NOTE We use questions with *where* to ask for the names of places. We use *yes / no* questions to confirm the names of the places.

B PRONOUNCE THE GRAMMAR

Suggested time: 2–3 minutes | Your time:

- Have Ss listen to the examples in the grammar chart and repeat.
- Listen for rising intonation in the *yes / no* questions.

C GRAMMAR PRACTICE

Suggested time: 5–7 minutes | Your time:

- Read the sample answer in item 1 aloud. Ask, *Why do we use* are*?* (because the subject is plural) Point out that Ss should use the contracted form of *are* with pronouns.
- Monitor as Ss complete the exercise. Remind them that *be* must agree with the subject. Make sure they use contractions when possible.
- Have lower-level Ss complete the exercise in pairs. Have higher-level Ss complete the exercise individually and then compare answers in pairs.
- To go over answers, invite volunteers to read the conversations aloud. Write the answers on the board.

D PAIR WORK

Suggested time: 5 minutes | Your time:

- Monitor. Listen for rising intonation in the *yes / no* questions.
- Time permitting, have Ss switch roles.
- Have volunteers perform their conversations for the class.

E PAIR WORK

Suggested time: 5–7 minutes | Your time:

- Model the activity. Hold up your book and point to the first example question. Ask, *Where is Jack Yu from?* (Chicago) Remind Ss to use the question prompts as they talk.
- Form similar-level pairs. If appropriate, refer Ss to the contact information vocabulary on page 19.
- Monitor. Make sure Ss use the correct word order and verb forms in their information and *yes / no* questions.

OPTION (+5 minutes) Give Ss time to use the question prompts to prepare their questions before doing the exercise.

EXTENSION (+5 minutes) Show or project a world map. Invite volunteers to point to the different cities and countries mentioned in Exercises C and E.

CHALLENGE (+10 minutes) In pairs, have Ss choose a photo in Exercise E and write a short description of the person. Tell Ss to include the person's contact information, occupation, and relationships to other people. Provide an example description. Point to the first picture. Say, *This is Daniela. She's from San Juan, and she's a chef. Her address is 14 North Street. Jack Yu is her neighbor.* Invite volunteers to read their descriptions aloud.

F INTEGRATED PRACTICE

Suggested time: 10 minutes | Your time:

- Point to Form 1. Say, *Write your personal information here.* Give Ss a few minutes to complete the task.
- Say, *Now fill out Form 2. What questions do you ask your classmate?* (What's your title? What's your first name? What's your last name? Where are you from?) Write them on the board. Then write: *How do you spell that?* Remind Ss to use this question to ask about spelling.
- Form pairs. Tell Ss to take turns asking information questions and writing down their partner's answers in Form 2.
- Monitor. Make sure Ss are not copying the information from their partner's Form 1.
- Invite volunteers to ask you questions about the information in the form. Tell Ss to write your answers in Form 3.

Communication Activator

A CONVERSATION MODEL

Suggested time: 3–4 minutes | Your time:

These conversation strategies are implicit in the model
- Use . . . , *please?* to request information
- Say *Sure.* to provide requested information
- Use *Oh.* to show that you remembered something
- Show appreciation with *Thanks.*
- Respond with *You're welcome.*

- Say, *Look at the people in the pictures.* Ask, *Are they friends? Are they colleagues?* Elicit ideas.
- Have Ss preview the conversation before listening. Elicit examples of *be from* and questions with *where* + *be* in the conversation to show Ss how the grammar they've learned is used in communication.
- Play the audio as Ss follow along in their books.
- Call Ss' attention to the **Social language** box and the end of the conversation. Say, *You can use* You're welcome. *to respond to* Thanks.

CHALLENGE (+5 minutes) Have Ss brainstorm examples of situations where they can use *Thanks.* and *You're welcome.*

B PRONUNCIATION PRACTICE

Suggested time: 5 minutes | Your time:

- Play the audio. Have Ss listen and repeat. Make sure they use rising intonation for . . . , *please?*
- Monitor as Ss role-play. Listen for the correct use and pronunciation of . . . , *please*?

C CONVERSATION PAIR WORK

Suggested time: 5–7 minutes | Your time:

- Hold up your book and point to the list of names in the chart. Say, *Choose one of these people. Complete the conversation with information about them. You can also choose a person you know.*
- Point out that the last name is listed before the first name in the chart. Say the cities. Have Ss repeat.
- To model the exchange, role-play the conversation with a higher-level S.
- Form pairs. Have Ss role-play the conversation and then switch roles.
- Encourage Ss to use the questions in the **Keep Talking!** box to extend the conversation.

OPTION Have Ss copy the conversation into a new sheet of paper, completing the blanks with their own information and use it as a reference as they talk.

D CHANGE PARTNERS

Suggested time: 5 minutes | Your time:

- Form different pairs than in Exercise C. Encourage Ss to talk about a friend or colleague.
- Time permitting, have Ss switch roles and practice again.
- Have volunteers perform their conversations for the class.

LOOK FOR While Ss are doing Exercises C and D, monitor their conversations to determine if they are
- ✓ forming questions with *where* and *be from*
- ✓ using contractions with *where* and *be* correctly
- ✓ using the conversation strategies

CLOSURE ACTIVITY (+10 minutes) On a blank card, have Ss write down the names and relationships of three people. For example: *1. Lucia, classmate; 2. Mr. and Mrs. Wilson, neighbors; 3. Miss Miller, boss.* On a separate card, Ss write where each person is from. For example: *1. My classmate Lucia is from San José, Costa Rica.* If Ss do not know, they can make up the information. Then form pairs. Tell Ss to show their list of names to their partner. Have Ss take turns asking and answering questions about where the people on their partner's list are from. For example:

A: Is your classmate Lucia from Bolivia?

B: No, she's from Costa Rica.

As Ss discuss, walk around and take notes on areas for review and extra practice in later lessons.

Remind Ss of additional grammar and speaking practice in their digital resources.

F INTEGRATED PRACTICE | Fill out the forms. Write the correct titles. Write the name of the city.

1 About you

Title

First name

Last name

City

2 About a classmate

Title

First name

Last name

City

3 About your teacher

TITLE

FIRST NAME

LAST NAME

CITY

COMMUNICATION ACTIVATOR

Now let's find out where people are from.

A CONVERSATION MODEL | Read and listen.





A: Your name, please?
B: Sure. It's Richard Fisher.
A: And where are you from, Mr. Fisher?
B: I'm from Dallas. . . .
B: Oh. And that's my colleague, Tom Morgan. Right over there.
A: Is Mr. Morgan from Dallas, too?
B: No, he isn't. He's from Boston.
A: Thanks.
B: You're welcome.

Social language
Show appreciation with "Thanks."
Respond with "You're welcome."

B PRONUNCIATION PRACTICE | Listen again and repeat. Then practice the Conversation Model with a partner.

C CONVERSATION PAIR WORK | Role-play the conversation. Choose one of the people from the list, or use *your* relationships. Then change roles.

A: Your name, please?
B: Sure. It's ..... .
A: And where are you from, ... ?
B: I'm from .... Oh. And that's my ..... , ... Right over there.
A: Is ..... from ..... , too?
B: ..... .
A: Thanks.
B: You're welcome.

LAST NAME, FIRST NAME	TITLE	CITY	RELATIONSHIP TO YOU
Purdy, David	Mr.	New York	colleague
Clinton, Sally	Mrs.	Austin	classmate
Kendall, Amy	Ms.	Miami	teammate
Roth, Luis	Mr.	Santiago	friend

KEEP TALKING! ●●●

Ask more questions.
How do you spell that?
What's your occupation?
Is she [a student]?
What's his [phone number]?

D CHANGE PARTNERS | Role-play the conversation again.

4 COMMUNICATION GOAL Get to know people

A VOCABULARY | Countries and nationalities | Read and listen. Then listen again and repeat.

COUNTRY	NATIONALITY
Ana is from **Brazil**.	She's **Brazilian**.
He's from **Canada**.	He's **Canadian**.
She's from **China**.	She's **Chinese**.
They're from **Japan**.	They're **Japanese**.
We're from **Mexico**.	We're **Mexican**.
Pete is from **the U.K.**	He's **British**.
I'm from **the U.S.**	I'm **American**.

See page 127 for a more complete list.

B READING | Read about famous people. What are their nationalities?

WHERE ARE THEY FROM?



Aída Román is an Olympic athlete. Where's she from? She's from Mexico City. Ms. Román is Mexican.

Aída Román is Mexican.



This is **Roger Mooking**. What's his nationality? He's Canadian, and he's Trinidadian, too! He's originally from Trinidad.

Mr. Mooking is a famous chef. But that's not all. He's also a writer and a singer!

Roger Mooking is Canadian.



Meet Brazilian-American **Perla Haney-Jardine**. What's her occupation? She's an actor.

Ms. Haney-Jardine is originally from Brazil. Where in Brazil is she from? She's from Niteroi.

Perla Haney-Jardine is Brazilian-American.



Meet **BTS**, a famous pop band. Where are they from? The singers in BTS are from Seoul. They are South Korean. They are K-pop musicians.

BTS are South Korean.

C PAIR WORK | Ask and answer questions about people in the Reading. Use the verb <u>be</u>.

"What's Ms. Román's nationality?"

"Where are the BTS singers from?"

"Is Mr. Mooking from Canada?"

LESSON 4 Get to know people

A VOCABULARY

Suggested time: 4–5 minutes | Your time:

- Write on the board: *get to know.* Say, *When you* get to know *someone, you learn more about them. For example, you learn their name or occupation.*
- Direct Ss' attention to the chart. Say, *Listen to different countries and nationalities.*
- Have Ss read and listen. Then have them listen again and repeat.
- Write on the board: *Where are you from? = What's your nationality?* Tell Ss the questions have the same meaning.
- Tell Ss they can find more countries and nationalities on page 127.

EXTENSION (+5 minutes) To review syllables, have Ss write the number of syllables in each country and nationality in the chart. To go over answers, say the countries and nationalities and elicit the number of syllables in each. (For example: CA-na-da and Ca-NA-di-an)

LANGUAGE AND CULTURE

- *U.K.* is an abbreviation for the *United Kingdom. U.S.* is an abbreviation for the *United States.* We can also say *U.S.A.*, which is an abbreviation for the full form, the *United States of America.*
- This book uses *American* as the name for the nationality of people from the U.S. because it is the most common term. An alternative, formal term is *U.S. citizen.*

LANGUAGE NOTE We use *the* before countries with plural names (e.g., *the Philippines, the Netherlands*) and with names containing a common noun describing the kind of state (e.g., *the People's Republic of China, the Dominican Republic, the United Arab Emirates*).

B READING

Suggested time: 10 minutes | Your time:

- Direct Ss' attention to the photos. Take a class poll on how well Ss know the famous people. Hold up your book and point to each photo. Ask *yes / no* and information questions. For example: *Is she an athlete? Who are they? What's his occupation?*
- Before listening, give Ss time to read the descriptions silently. Tell them to underline any new or confusing vocabulary. Take notes on vocabulary to review with the class after the listening.
- Play the audio. Tell Ss to listen to the descriptions and read along silently.
- Ask, *Where are they from?* Elicit answers from the class.
- Say, *Look at Perla Haney-Jardine.* Write *Brazilian-American* on the board. Ask Ss to point to the term *Brazilian-American* in the Reading. Say, *When people have two nationalities, we write them as one word with a hyphen.* Point to the hyphen in the word on the board.
- Write on the board: *Where in Brazil is she from?* Say, *This question asks about a city or town in Brazil.*
- To check comprehension, ask, *Where in Mexico is Aida Román from?* (Mexico City) *Where in South Korea is the group BTS from?* (Seoul)
- Go over any new vocabulary. For example, explain that to *be originally from* a place means to have been born there. *But that's not all* means there is more information to add.

OPTION As Ss listen, ask them to underline the names of places, such as cities or countries, and to circle nationalities.

LANGUAGE AND CULTURE An *Olympic athlete* is an athlete who competed in the Olympics, a series of international athletic contests held in a different country every four years.

C PAIR WORK

Suggested time: 10 minutes | Your time:

- Model the activity. Point to the photo of Aida Román in Exercise B. Ask the class the first example question. Write the answer on the board for reference. (She's Mexican.) Ask the other two questions. (The BTS singers are from South Korea; No, he isn't. But Mr. Mooking is Canadian now. He is originally from Trinidad.)
- Form pairs. Tell Ss to take turns asking and answering more questions about the photos in Exercise B.
- Walk around as Ss complete the exercise. Listen for subject-verb agreement with *be*.

CHALLENGE (+5 minutes) Form pairs. Tell Ss to cover up the descriptions of the people. Have them take turns saying as much information as they can remember about each person.

D LISTENING COMPREHENSION

Suggested time: 10 minutes | Your time:

- Say, *Listen and circle the correct answer in each sentence.*
- Do items 1 and 2 as a class. Play the Conversation 1 audio. Have Ss discuss the answers in pairs.
- Ask, *What is the teacher's name?* (Robert Judd) *Is Joseph Madison his student?* (Yes, he is.) *How do you know?* (He says, *You're our teacher. Our* refers to Joseph Madison and his classmates.)
- Say, *In the conversations, the people sometimes give information about other people.* Play the rest of the audio.
- Have Ss complete the exercise individually and then compare answers in pairs. Replay the audio if appropriate.
- To go over answers, call on Ss to read the completed sentences aloud. Address any questions. For example, in item 4, *Philadelphia* is the name of a city, so it cannot be a nationality.

EXTENSION (+5 minutes) Write additional comprehension questions on the board. For example: *Is Joseph Madison from Los Angeles?* (No, Robert Judd is from Los Angeles.) *What's Ms. Biss's occupation?* (She's an engineer.) Replay the audio. Have Ss discuss the answers in pairs or small groups.

Communication Activator

ROLE PLAY

Suggested time: 10–15 minutes | Your time:

- Point to the man in the photo. Say, *He is Speaker A.* Point to the woman. Say, *She is Speaker B.*
- Direct Ss' attention to the **Ideas** and **Recycle This Language** boxes. Ask, *What is the conversation about? What questions does Speaker A ask?* Elicit ideas from the class. Use Ss' ideas to write the beginning of a conversation on the board. For example: *A: Hello! What's your name? B: My first name is Nancy.*
- Form mixed-ability pairs. Say, *Finish this conversation.* Suggest that higher-level Ss play Speaker A and write down the conversation.
- Tell Ss to refer to the **Ideas** and **Recycle This Language** boxes as they work. Suggest they use the Conversation Models on pages 23 and 25.
- Monitor as Ss practice their conversations.
- Have volunteers perform their conversations for the class.

LOOK FOR While Ss are doing the Role Play, monitor their conversations to determine if they are

- ✓ incorporating vocabulary for countries and nationalities
- ✓ using contractions with *be*
- ✓ using correct intonation in information and *yes / no* questions

WRITING

Suggested time: 10 minutes | Your time:

- Ask Ss to fill out the form individually. Remind them they can make up information if they prefer.
- Have Ss write sentences in a paragraph. Tell them they can use the sample answer and the descriptions in the Reading on page 26 as models.
- Collect Ss' writing and compile feedback. Review the most common areas for improvement with Ss as a class.

OPTION Ss can use the WRITING PROCESS WORKSHEETS during this activity. They offer step-by-step guides for completing the writing task (see Teacher Resources in the Pearson English Portal).

OPTION Form similar-level pairs. Hold up your book and point to the questions in the **Guided Writing** on page 135. Say, *Read your partner's sentences. Find an answer to each of these questions.* Tell Ss to open their books to page 135. Give them time to read their partner's writing silently. Ask them to show their partners the questions that do not have an answer.

TEACHING TIP List the requirements of the writing task on the board so Ss know the expectations. Read the checklist aloud. Tell Ss to reference the requirements as do the task. For example:

1. Write 6–8 sentences.
2. Begin sentences with a capital letter.
3. End sentences with a period.
4. Use my *and* I'm *to answer questions.*

CLOSURE ACTIVITY (+10 minutes) Form similar-level pairs. Tell Ss to look at the photos of famous people on pages 14 and 26. Say, *Partner A says information about one of these people. Partner B says the name of that person.* Model the activity with a higher-level S. Say, *He is a chef.* Wait for the S to answer. (Roger Mooking) Tell Partner A to say information about the person until Partner B guesses correctly. As Ss talk, walk around and take notes on areas for review and extra practice in later lessons.

Remind Ss of additional vocabulary, reading, listening, and writing practice in their digital resources.

D LISTENING COMPREHENSION | Listen to the conversations. Complete each statement with the correct word or phrase.

Conversation 1

1 The teacher's name is (Robert Judd / Joseph Madison).
2 Joseph Madison is Robert Judd's (student / colleague).

Conversation 2

3 The doctor's first name is (Thomas / Jack).
4 His nationality is (Philadelphia / American).

Conversation 3

5 Irene Biss's (title / occupation) is Ms.
6 She's (Canadian / American).

Conversation 4

7 Mr. Solis is from (New York City / Riverside Drive).
8 He's (American / Mexican).

Conversation 5

9 Glenn and Amanda are (neighbors / friends).
10 Glenn's nationality is (American / British).

Conversation 6

11 David Harrison is from (Miami / Chicago).
12 Emily Caro is David Harrison's (colleague / boss).

COMMUNICATION ACTIVATOR

Now let's get to know people.



ROLE PLAY | Create a conversation for the people in the picture.

Ideas
name / first name / last name
title
nationality
occupation
contact information

RECYCLE THIS LANGUAGE

Excuse me.	I'm from ___ .
Where ___ ?	Nice to meet you.
What's ___ ?	How do you spell that?
And your ___ ?	That's right.

WRITING

Complete the form about yourself. Then, on a separate sheet of paper, use the information to write sentences about yourself. Begin each sentence with a capital letter. End with a period (.). For example:

My first name is Ana, and my last name is Crane. I'm from . . .

GUIDED WRITING p. 135

PERSONAL INFORMATION

First Name		Last Name	
Nationality			
Occupation			
Address			
Phone Number			
Email Address			

Interactive Cool Down

1 Chat

Read the conversation. Then, with a partner, use the Chat Guides to create your own conversation. Cover your partner's Chat Guide with a sheet of paper.



Silvia: Hello. I'm Silvia. Nice to meet you.

Louise: Nice to meet you, too! I'm Louise.

Silvia: So where are you from, Louise?

Louise: Me? I'm from New York. And you?

Silvia: I'm from Puebla.

Louise: Excuse me?

Silvia: Puebla. I'm Mexican.

Louise: What's your last name?

Silvia: It's Soto.

Louise: Soto? How do you spell that?

Silvia: S-O-T-O. And what's your last name?

Louise: Moore. That's M-O-O-R-E.

Partner A's Chat Guide

A Hello. I'm ___ . Nice to meet you.

B

A: So where are you from, ___ ?

B

A I'm from ___ .

B

A ___ . I'm ___ .

B

A It's ___ .

B

A ___ . What's your last name?

B

Partner B's Chat Guide

A

B Nice to meet you, too! I'm ___ .

A

B Me? I'm from ___ . And you?

A

B Excuse me?

A

B What's your last name?

A

B ___ ? How do you spell that?

A

B ___ . That's ___ .

2 Make a BUSINESS CARD

"What's your last name?"

"How do you spell that?"

Look at the business card. Then make a business card for your partner.

Ask your partner questions to get information for the card.





Interactive Cool Down

1 CHAT

Suggested time: 20 minutes | Your time:

- Say, *Look at the people in the pictures.* Ask, *What is their conversation about?* Elicit ideas.
- Read the conversation aloud with a higher-level S. Play Speaker A. At the end of the conversation, say the underlined word *your* extra loudly. Ask the rest of the class to follow along in their books as they listen.
- Form pairs. Ask Ss to choose roles. Tell Ss that Partner A's role is similar to Silvia's and Partner B's role is similar to Louise's.
- Ask Partner As to stand up so that you can see who is playing which role. Walk around and make sure all Ss are looking at the correct Chat Guide. Assist as needed.
- Say, *Complete your Chat Guide with new information.* Model the activity. Copy the first line of Partner A's Chat Guide on the board. Complete the introduction with your name. Say it.
- Give Ss time to work together to fill out their Chat Guides. Encourage them to personalize the conversation with their own information. Walk around and provide help with spelling and vocabulary.
- When pairs are ready, have them practice their new conversations.
- Invite pairs to role-play their conversation for the class.

OPTION Rather than reading the conversation at the top of the page as a class, Ss can read it aloud once they are in pairs.

OPTION If possible, make a copy of page 28 and cut out each Chat Guide. Then make copies of each Partner Chat Guide and hand them out to the appropriate Ss before starting the exercise.

CHALLENGE Ask higher-level Ss to extend the conversation with additional information and *yes / no* questions. Refer them to the **Keep Talking!** and **Recycle This Language** boxes in the unit, and suggest they use the language from these boxes in their conversations.

TEACHING TIP When Ss preview a picture and try to guess what people shown in the picture are talking about, tell them to pay attention to non-verbal communication. Body language can show what people are saying. For example, people usually shake hands when they say, *Nice to meet you.* Facial expressions and hand gestures can show how the people are feeling.

2 MAKE A BUSINESS CARD

Suggested time: 15 minutes | Your time:

- Point to the example business card. Say, *This is a business card. Do you have a business card?* Ask Ss to hold up their business card if they have one.
- Ask questions about the information on the example card and elicit answers. For example: *What's this person's first name?* (Jonathan)
- Ask, *What information is on a business card?* (first and last name, occupation, phone number, email address, address) Write the answers on the board.
- Form pairs. Point to the blank spaces in the second business card. Say, *Write your partner's information here.* Remind Ss they can make up information if they prefer.
- Have Ss take turns asking and answering information questions to make a business card for their partner.
- Invite volunteers to introduce their partner to the class. Lower-level Ss can look at the business card as they present.

EXTENSION (+15 minutes)
STEP 1: Have Ss make their own business card on a blank card. Encourage them to include the same information as the business card on page 28, but to create their own logos if they prefer.
STEP 2: Say, *You are at a business event. It is time to meet new colleagues.* Have Ss stand up. Form groups of 3–4. Tell Ss to take turns introducing themselves and handing out their business cards. Ss can also walk around in pairs and introduce their partner to otheir classmates. Encourage them to use social language such as *It's a pleasure to meet you.* and ask questions about each other's contact information. Every 3 minutes, call out, *Next!* and ask Ss to find new groups. Make sure Ss take back their business card before they move to a new group. Repeat until Ss have talked with most of their classmates.

CHALLENGE (+5 minutes) Ask higher-level Ss, *What's your occupation? Do people use business cards in your occupation? Where are you from? Do people have business cards in your country?* If appropriate, have Ss share their experiences in pairs.

3 PERSONAL INFO GAME

Suggested time: 25 minutes | Your time:

- Say, *Now, let's play the Personal Info Game.* Write on the board: *info = information.* Say, Info *is short for the word* information.
- Point to the game board. Say, *To play this game, you make questions with the words on these squares.*
- Have Ss preview the game board. Review the meaning of any new or confusing words.
- Direct Ss' attention to the illustrated directions. Hold up a coin. Say, *This is a coin. One side of the coin is called "heads." The other side is called "tails."* Show both sides of the coin. Point to each as you say its name.
- Ask Ss to hold up their own coins. Say, *Show me heads. Show me tails.* Make sure Ss understand the name for each side of the coin.
- Say, *To play the game, you flip the coin.* Hold up your coin and then say, *Flip!* as you flip your coin in the air. Let it land on a desk or table.
- Read the game directions aloud. Tell Ss to follow along in their books.
- Point to the sentence cues on the game board. Say, *These are cues. Use each cue to make a question.* To model this, point to the first cue after **Start** on the game board. Write on the board: *What / name?* Ask, *How do we complete this question?* (What is your name?) Write the complete question on the board.
- Form similar-level pairs. Make sure each pair has a coin. Ask each pair to flip the coin. The S who flips heads goes first.
- Walk around as Ss play the game. Encourage Ss to answer the questions in complete sentences. Make sure they are following directions to flip again or lose a turn if they land on those squares. Take notes on areas for review and extra practice in later lessons.
- If Ss finish the game quickly, have them play again.

TEACHING TIPS

- Bring extra coins with you to class in case Ss don't have any.
- If Ss do not have or know their mother, suggest they answer with another family member's name.
- Remind Ss that they can make up a number if they don't want to give their real phone number.

OPTION Consider having Ss come to the front of the class to stand closer as you demonstrate how to play the game.

OPTION (+10 minutes) Give Ss time to form the questions on a blank sheet of paper before playing the game. Say, *Use* be, *subject pronouns, and possessive forms to make questions.*

Possible questions for *Personal Info Game:*
What is your name? How do you spell [your name]? What is your teacher's last name? What is your teacher's title? Where are you from? What is your phone number? What is your friend's name? What is your mother's first name? What is your teacher's nationality?

PROGRESS SELF-CHECK

- Have Ss complete the **Now I Can** checklist individually. Encourage them to look back at each lesson in the unit and consider the speaking objectives, vocabulary, pronunciation, grammar, and listening, reading, and writing skills.
- Have Ss compare checklists in pairs and talk about the things they need to study or practice more.
- Have Ss work individually to think about what might help them master these goals. Refer individual Ss to specific materials for more practice.

FOR MORE PRACTICE . . .

To review and extend the unit content, additional materials are available in the back of the Student's Book and online. For the online content, go to Teacher Resources in the Pearson English Portal. Instructions for each resource are included in the resource's folder.

UNIT REVIEW, pp. 141–142 The Unit Review section offers two pages of workbook-style activities to review the unit content.

PRACTI-CHANT, p. 158 Practi-Chants reinforce pronunciation, rhythm, and intonation as well as increase vocabulary retention, listening comprehension, and speaking fluency.

***CONNECT TV* (online)** Video presents language from the unit through fun and engaging situational comedy episodes.

TEST-TAKING SKILLS BOOSTER (online) Practice tests featuring *Connectivity*-leveled content expose students to item types found on high-stakes tests.

ADDITIONAL PRINTABLE RESOURCES (online) Abundant supplemental materials include extra practice worksheets, Assessments, Unit Study Guides, Audio and Video Scripts, Answer Keys, and much more.

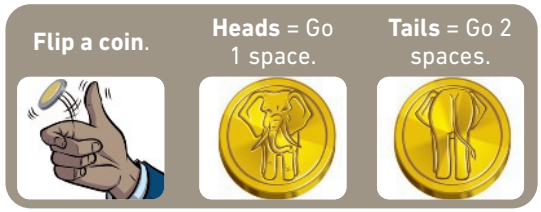
3 Personal info game

Play with a partner. Flip a coin to decide who goes first.

To play, flip again. Heads = go 1 space. Tails = go 2 spaces. Place your coin on the square.

Use the cues to ask your partner a question. Your partner answers and goes next.

The partner who finishes first is the winner.





PROGRESS SELF-CHECK

NOW I CAN

- ☐ Describe relationships.
- ☐ Ask for someone's contact information.
- ☐ Find out where people are from.
- ☐ Get to know people.

For more practice . . .

Unit Review, p. 141 / Practi-Chant, p. 158
Connect TV / Test-Taking Skills Booster

UNIT 3

Neighborhoods

Warm-Up

A VOCABULARY | Means of transportation | Read and listen. Then listen again and repeat.



1 a car



2 a taxi



3 a train



4 a bus



5 a subway



6 a bicycle



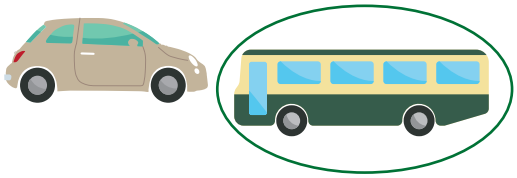
7 a motorcycle



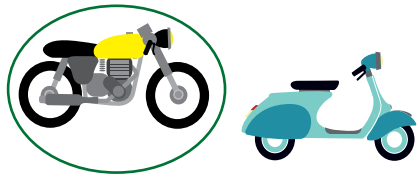
8 a moped

B LISTENING COMPREHENSION | Listen. Circle the picture of the vehicle you hear.

1



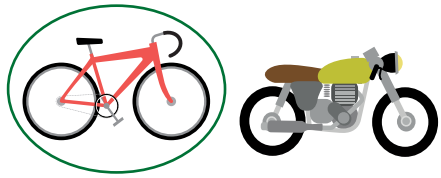
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3



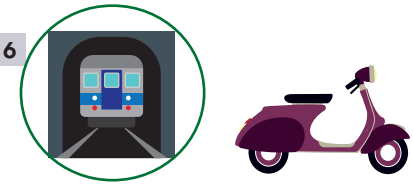
4



5



6



C PAIR WORK | Say one of the Vocabulary words. Your partner writes the word.

bicycle

bicycle

Unit 3 Neighborhoods

WARM-UP	Students learn how to talk about means of transportation and places in the neighborhood.	
LESSON 1 **Ask about locations**	***Vocabulary***	Locations
	Grammar	*Be*: Questions about location with *Where* / Subject pronoun *it*
	Pronunciation	Falling intonation for questions with *Where*
LESSON 2 **Suggest how to get places**	***Vocabulary***	Ways to get places: Verbs
	Grammar	The imperative
LESSON 3 **Talk about means of transportation**	***Grammar***	*By* + a means of transportation
	Vocabulary	Routine destinations
LESSON 4 **Describe a neighborhood**	***Vocabulary***	More locations
	Reading	Read about a neighborhood
	Listening	Listen for descriptions of neighborhoods and relationships
	Writing	Write about your neighborhood
INTERACTIVE COOL DOWN	*Design a neighborhood; Are you at the bank?; Chat*	

Choose a warm-up activity from the Warm-Up Activity Bank on pages xxii–xxiii.

Warm-Up

A VOCABULARY

Suggested time: 4–5 minutes | Your time:

- Hold up your book. Point to the photos. Say, *These are means of transportation. We use them to go places.*
- Have Ss preview the pictures.
- Have Ss read and listen. Then have them listen again and repeat.

LANGUAGE AND CULTURE

- Another word for *taxi* is *cab*.
- Underground transportation has different names around the world. For example, in New York City, Beijing, and Toronto, it is called *the subway*. In Mexico City, São Paulo, Cairo, and other cities with newer systems it is called *the metro*. In London it is called *the Underground* or *the Tube*.

B LISTENING COMPREHENSION

Suggested time: 4–5 minutes | Your time:

- Point to Exercises A and B. Say, *These are vehicles.*
- Do item 1 as a class. Play the audio, pausing after item 1. Ask, *What is the name of the vehicle?* (bus) Say, *Circle the bus.*
- Play the rest of the audio. Have Ss complete the exercise individually and compare answers in pairs.
- Go over the answers. For each item, ask Ss to say the answer and point to the correct picture. Have Ss spell the words as you write them on the board.

OPTION Before Ss listen, have them work in pairs to guess the name of each vehicle shown in Exercise B. Challenge Ss to cover Exercise A.

C PAIR WORK

Suggested time: 10–15 minutes | Your time:

- Form similar-level pairs. Say, *Partner A, say a word in Exercise A. Partner B, write it down.*
- Tell Partner A to check Partner B's spelling before saying the next word. After three words, have Ss switch roles.
- Monitor. Challenge higher-level Ss to close their books as they write.

OPTION Do the exercise as a class. Say the words in Exercise A in a random order and have Ss write the words they hear.

OPTION Have Ss take turns spelling the words aloud rather than saying them.

OPTION Have Ss play a spelling bee in pairs. Partner A calls out a new vocabulary word, and Partner B spells it aloud. After three words, have them switch roles.

D VOCABULARY

Suggested time: 4–5 minutes | Your time:

- Have Ss preview the photos and captions before listening.
- Ask, *What means of transportation are in the photos?* (car, bus)
- Have Ss read and listen. Then have them listen again and repeat.

VOCABULARY EXPANDER (optional, page 129)

EXTENSION (+5 minutes) For more practice, say the places in random order and have Ss point to the correct photos.

LANGUAGE NOTE The word *restaurant* has three syllables but is often pronounced with two: "res-trant" not "res-tau-rant."

LANGUAGE AND CULTURE

- Another word for *pharmacy* is *drugstore*. In British English, a *pharmacy* is called a *chemist*.
- *School* is a place where people learn in classes. Both children and adults go to school, but each kind of school has a special name. An *elementary school* is for young children. A *high school* is for teenaged children. A *university* is for people who have finished high school.
- Another word for *supermarket* is *grocery store.*

E LISTENING COMPREHENSION

Suggested time: 10 minutes | Your time:

- Say, *Listen. Write the places you hear.* Tell Ss to refer to Exercise D to guide their spelling of the places.
- Go over item 1 as a class. Play the audio and pause. Tell Ss to look at the sample answer. Remind them to include the article *a* in their answers.
- Play the rest of the audio. Have Ss complete the exercise individually.
- Replay the audio if appropriate.
- To go over answers, invite volunteers to write them on the board. Correct as necessary.

OPTION To go over answers, call on Ss to spell the places aloud. Write the answers on the board.

EXTENSION (+5 minutes) Form similar-level pairs. Say, *Partner A says a word in Exercise D. Partner B writes it down.* Tell Partner A to check Partner B's spelling before saying the next word. After three words, have Ss switch roles.

SPEAKING | PAIR WORK

Suggested time: 20 minutes | Your time:

- Tell Ss to look at the list in the box. Ask, *What places are in this list?* (school, restaurant, bank, pharmacy) Ask Ss to underline the places in the list.
- Read the example aloud. Substitute the name of your own school for *Avon Avenue School*. Ask Ss to repeat.
- Form pairs and have Ss complete the exercise.
- Monitor. Listen for the correct pronunciation of the places. Correct as necessary.

EXTENSION (+5 minutes) Write on the board: *What are the names of places you know?* Read the question aloud. Tell Ss to write four complete sentences to respond to the question. Suggest they use the example and phrases in the list as models. They can write about places in Exercise D or other places. Then invite volunteers to write their sentences on the board.

Remind Ss of additional vocabulary practice in their digital resources.

D VOCABULARY | Places in the neighborhood | Read and listen. Then listen again and repeat.

VOCABULARY EXPANDER p. 129
More places in the neighborhood



1 a bank



2 a restaurant



3 a pharmacy



4 a school



5 a gas station



6 a bus stop



7 a supermarket



8 a bookstore

E LISTENING COMPREHENSION | Listen. Write the place you hear.

1 *a bus stop*
2 *a school*
3 *a gas station*
4 *a supermarket*
5 *a pharmacy*
6 *a bank*
7 *a bookstore*
8 *a restaurant*

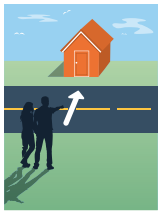
SPEAKING PAIR WORK | Tell your partner the names of places you know.

"The name of my school is Avon Avenue School."

the name of your school
the name of a restaurant in your neighborhood
the names of two banks
the name of a pharmacy

1 COMMUNICATION GOAL Ask about locations

A VOCABULARY | Locations | Read and listen. Then listen again and repeat.


1 across the street


2 down the street


3 around the corner


4 on the left


5 on the right



6 next to the bank

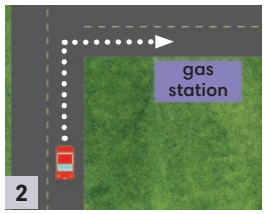


7 between the bookstore and the bank

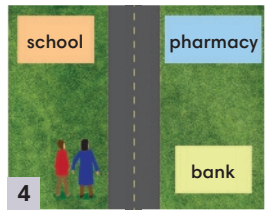
B PAIR WORK | Make statements about the location of the places.

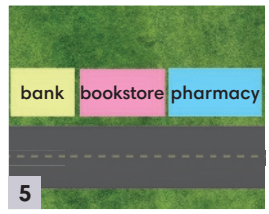
"The bank is across the street."











COACH **C** GRAMMAR | Be: Questions about location with Where / Subject pronoun it

Ask questions with Where for locations.
Where's the bookstore?

Use the subject pronoun it to replace the names of places.
It's down the street. (It = the bookstore)

Contractions
Where is → **Where's**
It is → **It's**



D PRONOUNCE THE GRAMMAR | Listen and repeat the grammar examples.

COACH **E** PRONUNCIATION | Falling intonation for questions with Where | Read and listen. Then listen again and repeat.

1 Where's the bank?
2 Where's the school?
3 Where's the bus stop?
4 Where is it?

F INTEGRATED PRACTICE | Read the sentences. Write questions and answers, using Where and It's.

1 The restaurant is down the street.
A: *Where's the restaurant* ?
B: *It's down the street* .

2 The Harvey School is across the street.
A: *Where's the Harvey School* ?
B: *It's across the street* .

3 The gas station is around the corner.
A: *Where's the gas station* ?
B: *It's around the corner* .

Answers for Exercise B

1. *The bus stop is across the street.*
2. *The gas station is around the corner.*
3. *The school is next to the restaurant. / The restaurant is next to the school.*
4. *The pharmacy is down the street on the right. / The school is down the street on the left. / The bank is across the street.*
5. *The bookstore is between the bank and the pharmacy. / The bookstore is between the pharmacy and the bank.*

LESSON 1 Ask about locations

A VOCABULARY

Suggested time: 2–3 minutes | Your time:

- Have Ss preview the pictures and captions before listening. Ask, *What two places are in the pictures?* (a bank, a bookstore)
- Have Ss read and listen. Then have them listen again and repeat.
- To check comprehension, write on the board *across, down, around, left, right, next to*, and *between*. Demonstrate the meaning of these words in random order. For example, face a S to demonstrate *across*. Elicit the words as you act them out. Challenge higher-level Ss to call out the words without looking at their books.

LANGUAGE AND CULTURE *Down the street* and *up the street* are often used interchangeably.

B PAIR WORK

Suggested time: 5–7 minutes | Your time:

- Lead a class brainstorm. Ask, *What places are in the pictures?* Elicit the answers. List them on the board for reference.
- Point to the first picture. Write on the board:

PLACE	+	*is*	+	*LOCATION*
The bank		*is*		*across the street.*

- Read the example aloud. Point out how it follows the formula. Tell Ss to follow this formula as they make their statements.
- Form pairs. Have Ss take turns making statements about the pictures.
- Monitor. Listen for the correct use and pronunciation of places and locations.

EXTENSION (+5 minutes) Have Ss write down the statements they make.

C GRAMMAR

Suggested time: 5 minutes | Your time:

- Direct Ss' attention to the photo. Read the conversation aloud.
- Read the first rule and example in the grammar chart aloud. Provide more examples using the places on page 31, such as *Where's the school? Where's the bus stop?*
- Read the second rule aloud. Write on the board: *It is down the street. = The bookstore is down the street.* Explain that *it* can refer to a place.
- Say, *Look at the* ***Contractions*** *note*. Write on the board: *Where is* and *It is*. Ask for volunteers to come up and form the contractions.

LANGUAGE NOTE In *Where's the bank?* the definite article *the* is used because the question is about a specific place—both speakers are talking about the same bank.

D PRONOUNCE THE GRAMMAR

Suggested time: 2–3 minutes | Your time:

- Have Ss listen to the examples in the grammar chart and repeat.
- Monitor. Listen for correct pronunciation of the contractions.

E PRONUNCIATION

Suggested time: 2–3 minutes | Your time:

- Write on the board: *Is the bank over there?* Read the *yes / no* question aloud with rising intonation. As you say it, mark it with a rising arrow.
- Write item 1 on the board: *Where's the bank?* Read the information question aloud with falling intonation. As you say it, mark it with a falling arrow.
- Point out the difference in intonation between the two types of questions. Read the examples aloud several times. Ask Ss to repeat.
- Play the audio. Have Ss listen and repeat.
- Call on Ss to say the questions with the correct intonation.

F INTEGRATED PRACTICE

Suggested time: 10 minutes | Your time:

- Go over item 1 and the sample answers with the class. Write on the board: *The restaurant is down the street.* Ask, *Where's the restaurant?* as you circle *restaurant* in the sentence. Say, *It's down the street* as you underline *down the street*. Point out the contractions *Where's* and *It's*.
- Make sure Ss understand that the exercise includes items 4 and 5 on the next page.
- Have Ss complete the exercise individually and then compare answers in pairs.
- To go over answers, invite volunteers to read the completed sentences aloud. Elicit the questions and answers. Write them on the board.

EXTENSION (+5 minutes) Have Ss write more questions and answers based on the statements they made in Exercise B.

G PAIR WORK

Suggested time: 5 minutes | Your time:

- In pairs, have Ss practice the conversations in Exercise F.
- Monitor. Make sure Ss are correctly saying the places and locations.
- Have volunteers perform their conversations for the class.

Communication Activator

A CONVERSATION MODEL

Suggested time: 4–5 minutes | Your time:

These conversation strategies are implicit in the model

- Introduce a question with *Excuse me.*
- Repeat what someone said to confirm understanding
- Use *You're welcome.* to respond to *Thanks!*

- Direct Ss' attention to the picture. Point to the people. Say, *In this conversation, the man asks the woman about locations.* Encourage Ss to explore the context of the picture. Ask, *Where are they? What are these places?*
- Have Ss preview the conversation before listening. Elicit examples of questions with *Where,* statements with *It*, and locations in the conversation to help Ss see the connection between grammar and communication.
- Ask Ss to underline the sentences with contractions in the conversation. Invite volunteers to say the sentences with full forms.
- Play the audio as Ss follow along in their books.
- Call Ss' attention to the **Social language** box. Read the information aloud. Ask Ss to repeat the example with rising intonation.
- To check comprehension, ask, *Where's the bus stop?* (around the corner) *Where's the restaurant?* (down the street on the right)

B PRONUNCIATION PRACTICE

Suggested time: 5–7 minutes | Your time:

- Play the audio. Have Ss listen and repeat. Make sure they use falling intonation for *Where's the bus stop?* and *Where's the restaurant?*
- Monitor as Ss role-play. Listen for the correct use and pronunciation of questions with *Where.*

C CONVERSATION PAIR WORK

Suggested time: 5–7 minutes | Your time:

- To model the exchange, role-play the conversation with a higher-level S.
- Remind Ss to refer to the vocabulary and the grammar chart on page 32 if necessary.
- Form pairs. Have Ss role-play the conversation and then switch roles.
- Monitor. Listen for the correct pronunciation of locations. Model and correct as needed.
- Direct Ss' attention to the **Keep Talking!** box. Ask, *What places are on the map?* Write the answers on the board. Encourage Ss to extend the conversation by asking about other locations on the map.
- Point to the **Recycle This Language** box. Read the phrases aloud. Use rising intonation for *And the bank?* Say, *You can use these phrases in your conversation.*

TEACHING TIP To encourage Ss to use as much language from the **Recycle This Language** box as possible, suggest they check off the phrases as they use them.

D CHANGE PARTNERS

Suggested time: 5 minutes | Your time:

- Have Ss work in different pairs than in Exercise C. Remind them to use the conversation in Exercise C as a model.
- Time permitting, have them switch roles and practice again.
- Invite volunteers to role-play their conversation for the class.

LOOK FOR While Ss are doing Exercises C and D, monitor their conversations to determine if they are

- ✓ using vocabulary for locations
- ✓ forming questions with *Where* for locations
- ✓ using the subject pronoun *it* to replace the names of places
- ✓ using falling intonation in questions with *Where*
- ✓ using the conversation strategies

OPTION For all Communication Activator sections in this unit, use the ORAL PROGRESS ASSESSMENT CHARTS to provide feedback to Ss on their speaking (see Teacher Resources in the Pearson English Portal).

CLOSURE ACTIVITY (+10 minutes) Copy the map in Exercise A on the board, but put the people and places in different locations. You do not need to draw the means of transportation. Form pairs and have Ss ask and answer *Where* questions about locations on the map. For example: *Where's the restaurant?* (It's [around the corner].) Walk around and take notes on areas for review.

Remind Ss of additional vocabulary, grammar, pronunciation, and speaking practice in their digital resources.

4 The bank is next to the pharmacy.
A: *Where's the bank* ?
B: *It's next to the pharmacy* .

5 The supermarket is on the left.
A: *Where's the supermarket* ?
B: *It's on the left* .

G **PAIR WORK | Practice the conversations from Exercise F.**

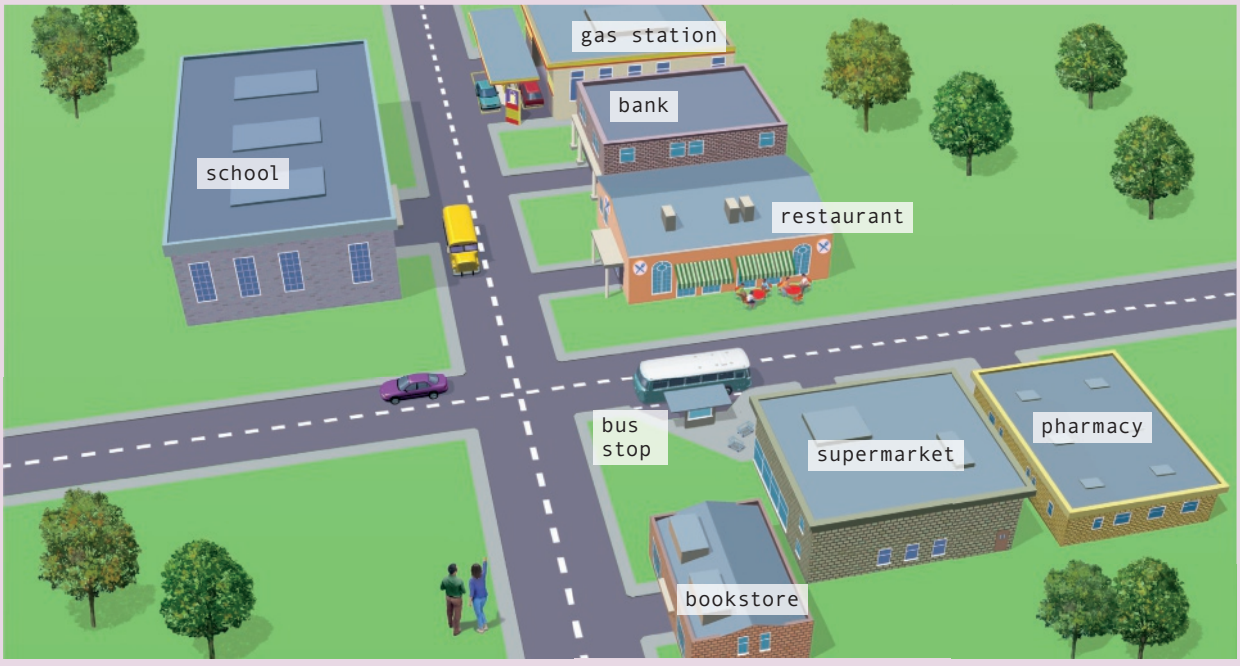
COMMUNICATION ACTIVATOR

Now let's ask about locations.

A **CONVERSATION MODEL | Read and listen.**

A: Excuse me. Where's the bus stop?
B: The bus stop? It's around the corner.
A: Thanks! And where's the restaurant?
B: It's down the street. On the right.
A: Thanks again!
B: You're welcome.

Social language
Repeat to confirm: "The bus stop?"



B **PRONUNCIATION PRACTICE | Listen again and repeat. Then practice the Conversation Model with a partner.**

C **CONVERSATION PAIR WORK | Change the conversation. Use the places on the map. Then change roles.**

A: Excuse me. Where's the ..... ?
B: The ..... ? It's ..... .
A: Thanks! And where's ..... ?
B: It's . . .

KEEP TALKING! ●●●
Ask about the location of other places.

RECYCLE THIS LANGUAGE
And the bank?
It's right over there.
On the right?
That's right.
Bye!

D **CHANGE PARTNERS | Ask about other locations.**

2 COMMUNICATION GOAL Suggest how to get places

A VOCABULARY | Ways to get places: Verbs | Read and listen. Then listen again and repeat.



1 walk



2 drive



3 take a taxi



4 take the train / take the subway



5 take the bus

B LISTENING COMPREHENSION | Listen. Complete each question. Then listen again to check your answers.

1 Can I *walk* to the *restaurant*?
2 Can I *take the bus* to the *supermarket*?
3 Can I *drive* to the *pharmacy*?
4 Can I *take a taxi* to the *bank*?

COACH **C** GRAMMAR | The imperative

Use imperatives to give instructions.

Affirmative imperatives	Negative imperatives
Drive [to the pharmacy].	**Don't walk**.
Take a taxi [to the restaurant].	**Don't take** a taxi.

Don't = Do not



D PRONOUNCE THE GRAMMAR | Listen and repeat the grammar examples.

E LISTENING COMPREHENSION | Listen to six instructions. Write the number next to the correct instruction. Listen again if necessary.

..... Take the bus.	...2... Walk.
...1... Don't drive.	..... Drive.
..... Don't walk.	...4... Take a taxi.
...6... Take the train.	..... Don't take a taxi.
...3... Don't take the subway.	..... Take the subway.
...5... Don't take the bus.	

LESSON 2 Suggest how to get places

A VOCABULARY

Suggested time: 2–3 minutes | Your time:

- Have Ss preview the pictures and captions before listening. Ask, *What are the means of transportation in these pictures?* (a car, a taxi, the train / the subway, the bus) Tell Ss to circle these words in the captions.
- Have Ss read and listen. Then have them listen again and repeat.

LANGUAGE NOTE We use the definite article *the* in *take the train / subway / bus* because the action refers to a specific vehicle that goes to a specific destination. We use the indefinite article *a* in *take a taxi* because the action refers to any taxi.

B LISTENING COMPREHENSION

Suggested time: 4–5 minutes | Your time:

- Direct Ss' attention to the man's question below the exercise. Write on the board: *Can I drive to the bank?* Say, *Listen to questions like this. Write the verbs and places that you hear.*
- Play the audio. Have Ss listen and complete the exercise.
- Replay the audio. Tell Ss to check their answers.
- To go over answers, call on Ss to read the questions aloud.

OPTION Play the audio twice. The first time, tell Ss to write down the verbs. The second time, tell them to write down the places.

TEACHING TIP Avoid asking Ss to produce forms they have not yet been taught. For example, in this lesson, *Can I* questions are presented as formulas to ask if it's possible to get somewhere in some way. However, Ss don't learn *can* for ability and possibility until a later unit. In this lesson, Ss should not be expected to produce *Can* questions with different subjects. New verbs like *drive* and *take* are presented in the imperative form only. Ss should not be expected to produce them using other tenses.

C GRAMMAR

Suggested time: 5–7 minutes | Your time:

- Have Ss look at the photos. Write *imperatives* on the board. Read the man's question aloud. Say, *We can use imperatives to answer this question.* Read the imperatives aloud.
- Write on the board: *Walk. Don't walk.* Say, *Walk* and then demonstrate. Say, *Don't walk*, and stop walking.
- Tell Ss to look at the grammar chart. Ask them to follow along in their books as you read the examples aloud. Remind Ss that the verb *take* comes before a vehicle.
- Direct Ss' attention to the note. Say, Don't *is a contraction of the verb* do *and* not.
- Write the affirmative examples on the board. Invite a volunteer to make them negative. Make sure they add *Don't* and change *Drive* and *Take* to lowercase letters.

D PRONOUNCE THE GRAMMAR

Suggested time: 2–3 minutes | Your time:

- Have Ss listen to the examples in the grammar chart and repeat.

E LISTENING COMPREHENSION

Suggested time: 5–7 minutes | Your time:

- Read the directions. Make sure Ss understand that they need to find only six imperatives—they won't use all the answer choices.
- Have Ss preview the list of instructions.
- Go over the sample answer as a class. Write on the board: ___ *Don't drive.* Play the audio and pause after item 1. Write *1* in the blank on the board.
- Play the rest of the audio. Have Ss listen and complete the exercise.
- Replay the audio. Tell Ss to check their answers.
- To go over answers, say each item number and elicit the answer from the class.

OPTION (+5 minutes) Pause the audio after each item. Have Ss listen, repeat, and then write the number next to the correct instruction.

EXTENSION (+5 minutes) Have Ss close their books. Say an affirmative imperative and ask Ss to make it negative using *Don't*. For example, say, *Walk.* Elicit the negative imperative from Ss. (Don't walk.)

EXTENSION (+5 minutes) Form pairs. Partner A says the instructions in a random order. Partner B responds with the opposite instruction. For example: *A: Take the bus. B: Don't take the bus.* Time permitting, have Ss switch roles.

F ACTIVATE GRAMMAR AND VOCABULARY

Suggested time: 8 minutes | Your time:

- Tell Ss to look at the pictures. Ask, *What vehicles do you see?* (train, taxi, car, bus)
- Have Ss preview the questions.
- Read item 1 aloud. Point to the pictures of the means of transportation as you read Speaker B's response. Stress the words *train* and *taxi* to show contrast. Have Ss repeat.
- Have Ss complete the exercise individually. Refer them to Exercise A on page 34 to guide their spelling.
- To go over answers, invite volunteers to write the imperatives on the board. Correct as needed.

G PAIR WORK

Suggested time: 5 minutes | Your time:

- Have Ss practice the conversations in pairs. Time permitting, have Ss switch roles.
- Invite volunteers to perform the conversations.

Communication Activator

A CONVERSATION MODEL

Suggested time: 4–5 minutes | Your time:

These conversation strategies are implicit in the model

- Use *Sure.* to say *Yes.*
- Say *OK.* to agree to follow directions
- Ask for additional information with *And what about . . . ?*

- Say, *Look at the people in the photo. What is their conversation about?* Elicit ideas.
- Have Ss preview the conversation before listening. Elicit examples of ways to get places and affirmative and negative imperatives in the conversation.
- Play the audio as Ss follow along in their books.
- Call Ss' attention to the **Social language** box and Speaker A's use of the language. Read the explanation. Say *And what about* with rising intonation. Ask Ss to repeat.

B PRONUNCIATION PRACTICE

Suggested time: 5 minutes | Your time:

- Play the audio. Have Ss listen and repeat. Make sure they use rising intonation for *And what about the supermarket?* and pause between *Don't walk.* and *Take a taxi.*
- Form pairs. Monitor as Ss role-play.

C CONVERSATION PAIR WORK

Suggested time: 5–7 minutes | Your time:

- Have Ss look at the photos and identify each place. (pharmacy, school, restaurant, gas station, bank)
- To model the exchange, role-play the conversation with a higher-level S. Play Speaker B.
- Refer Ss to the vocabulary and grammar presentations on page 34 if necessary.
- Form pairs. Have Ss role-play the conversation and then switch roles.
- Monitor. Make sure Ss are using the correct intonation.
- Go over the information in the **Keep Talking!** box and, to provide more support, play the **Keep Talking!** video . Encourage Ss to use this information to extend their conversations.

OPTION Play Step 1 of the **Keep Talking!** video. Say, *This is one way to change the conversation.* Have Ss complete Exercise C. Then play Step 2 of the video. Say, *This is one way to ask about more places.* Have Ss complete Exercise D.

D CHANGE PARTNERS

Suggested time: 5 minutes | Your time:

- Have Ss work in different pairs than in Exercise C. Remind them to use the conversations in Exercise C and the **Keep Talking!** video as models.
- Time permitting, have Ss switch roles and practice again.
- Have volunteers perform their conversations for the class.

LOOK FOR While Ss are doing Exercises C and D, monitor their conversations to determine if they are

✓ using vocabulary to say ways to get places
✓ forming the affirmative and negative imperative
✓ using the conversation strategies

CLOSURE ACTIVITY (+10 minutes) Ask Ss to bring their books and stand in two lines, Line A and Line B. Each S should face one classmate. Write on the board:

	take the bus		*bank?*
Can I	*walk*	*to the*	*restaurant?*
	drive		*pharmacy?*

Say, *Line A, ask how to get to a place. Line B, answer with imperatives.* For example:
A: Can I take the bus to the bank?
B: No. Don't take the bus. Walk.
Start the activity and after 30 seconds, have Ss switch roles. After 1 minute, call out, *Next!* Ask Line A to move one partner to the left. The S at the end of Line A moves to the front. Repeat for 5–10 minutes. Take notes on areas for review.

Remind Ss of additional vocabulary, grammar, and speaking practice in their digital resources.

F ACTIVATE GRAMMAR AND VOCABULARY | Give instructions with negative and affirmative imperatives. Begin each sentence with a capital letter. End with a period.

1 **A:** Can I take the train to the bookstore?
B: *Don't take the train. Take a taxi.*

2 **A:** Can I drive to the supermarket?
B: *Don't drive. Take the bus.*

3 **A:** Can I walk to the pharmacy?
B: *Don't walk. Drive.*

4 **A:** Can I take a taxi to the bank?
B: *Don't take a taxi. Walk.*



G PAIR WORK | Practice the conversations from Exercise F.

COMMUNICATION ACTIVATOR

Now let's suggest how to get places.



A CONVERSATION MODEL | Read and listen.

A: Can I walk to the bookstore?
B: The bookstore? Sure.
A: And what about the supermarket?
B: The supermarket? No. Don't walk. Take a taxi.
A: OK. Thanks!

Social language
Ask for additional information with "And what about ___ ?"

B PRONUNCIATION PRACTICE | Listen again and repeat. Then practice the Conversation Model with a partner.

C CONVERSATION PAIR WORK | Change the conversation. Use the places below and the Vocabulary from page 34. Then change roles.

A: Can I ..... to the ..... ?
B: The ..... ? Sure.
A: And what about the ..... ?
B: The ..... ? No. Don't ....
A: OK. Thanks!











KEEP TALKING! ●●●

Ask about locations.
Where's the [bookstore]?
Is the [supermarket] on the right?

Describe locations.
It's [down the street / around the corner].

Watch the video for ideas!

D CHANGE PARTNERS | Ask about more places.

3 COMMUNICATION GOAL Talk about means of transportation

COACH

A GRAMMAR | By + a means of transportation

Use by + a means of transportation to express your means of transportation to a place.
by bus **by** car **by** taxi



Be careful!
Don't use the or a / an with a by phrase.
by subway NOT by ~~the~~ subway

B PRONOUNCE THE GRAMMAR | Listen and repeat the grammar examples.

C GRAMMAR PRACTICE | Complete each conversation. Use by and the means of transportation in the picture.

1 **A:** How do you go to the bank?
B: *By bicycle*.



2 **A:** How do you go to the pharmacy?
B: *By motorcycle*.



3 **A:** How do you go to the restaurant?
B: Me? *By taxi*. And you?
A: *By bicycle*.





4 **A:** How do you go to the supermarket? By bicycle or by bus?
B: *By bus*.



5 **A:** How do you go to the gas station?
B: The gas station? *By car*!



D PAIR WORK | Practice the conversations from Exercise C.

E VOCABULARY | Routine destinations | Read and listen. Then listen again and repeat.

How do you ___ ?



1 go to work



2 go home



3 go to school

Be careful!
Don't use the or a / an with routine destinations.
go to work NOT go to ~~the~~ work

LESSON 3 Talk about means of transportation

A GRAMMAR

Suggested time: 5 minutes | Your time:

- Direct Ss' attention to the photos and the women's conversation. Read the conversation aloud with a higher-level S.
- Tell Ss to look at the grammar chart. Read the rule and examples aloud.
- Take a class poll. Ask, *How do you go to school? By bus? By car? By taxi?* Ask Ss to raise their hands to show which means of transportation they use.
- Direct Ss' attention to the **Be careful!** box. Say, *We do not use* a, an, *or* the *with a* by *phrase.* Go over the examples.

OPTION (+5 minutes) Say other means of transportation in Exercise A on page 30. Elicit the *by* phrase for each and write it on the board. For example: *moped* (by moped).

B PRONOUNCE THE GRAMMAR

Suggested time: 2–3 minutes | Your time:

- Have Ss listen to the examples in the grammar chart and repeat.

C GRAMMAR PRACTICE

Suggested time: 8 minutes | Your time:

- Have Ss identify all the means of transportation in the pictures. (a bicycle, a motorcycle, a taxi, a bicycle, a bus, a car)
- Read the conversation in item 1 aloud. Point to the picture of the bicycle as you say *By bicycle*.
- Have Ss complete the exercise individually and then compare answers in pairs.
- To go over answers, read the conversations aloud with different volunteers. Play Speaker A. Write the answers on the board.

TEACHING TIP Groups of words that are often said together are called "chunks" of language. An example is the structure *How do you go to. . . .* To help Ss more easily understand natural speech, model chunks of language when appropriate. For example, say, */ˈhaʊduju ˈgoʊtu/* rather than each word separately.

D PAIR WORK

Suggested time: 5 minutes | Your time:

- Have Ss practice the conversations in pairs.
- Monitor. Listen for the correct use of *by* phrases and pronunciation of means of transportation.
- Time permitting, have Ss switch roles.
- Invite volunteers to perform the conversations.

E VOCABULARY

Suggested time: 4–5 minutes | Your time:

- Write on the board: *routine destinations.* Say, *Routine destinations are places we go many times.*
- Have Ss preview the pictures and captions before listening.
- Have Ss read and listen. Then have them listen again and repeat.
- Point out that there is no *to* in *go home*.
- Direct Ss' attention to the **Be careful!** box. Say, *We do not use* the, a, *or* an *with routine destinations.*

EXTENSION (+5 minutes) Write on the board: *How do you go to work? Where's your work?* Form pairs. Partner A asks the questions on the board. Partner B answers, using the subject pronoun *it*. Model the exchange with a higher-level S. For example:

A: How do you go to work?

B: By bus.

A: Where's your work?

B: It's next to the supermarket.

Then have Ss repeat the exchange with *home* and *school*. Make sure they ask *How do you go home?* (without *to*) Time permitting, have Ss switch roles. Walk around as Ss talk. Invite volunteers to role-play their conversation for the class.

F LISTENING COMPREHENSION

Suggested time: 10 minutes | Your time:

- Have Ss preview the chart before listening. Suggest they write *work, home,* and *school* above the appropriate pictures in their books.
- Say, *In each conversation, listen for the place and the means of transportation.* Refer Ss to the vocabulary on page 30 to guide their spelling as they complete the exercise.
- Go over the sample answer as a class. Play the audio and pause after the first conversation. Ask, *What place does the man ask about?* For a hint, add, *Work, home, or school?* (home) Point to the picture of the house and the sample checkmark. Ask, *How does the woman go home?* (by car) Point to the sample answer in item 1.
- Play the rest of the audio. Have Ss complete the exercise individually and then compare answers in pairs.
- If you have Ss who write more slowly, pause after each conversation.
- To go over answers, copy the chart on the board. Write *work, home,* and *school* as the column headings. Invite volunteers to write the answers.
- Replay the audio if appropriate.

OPTION Play the audio three times. The first time, tell Ss to make a checkmark in the appropriate column. The second time, tell them to write the *by* phrase. Finally, have them check their answers.

Communication Activator

A CONVERSATION MODEL

Suggested time: 4–5 minutes | Your time:

These conversation strategies are implicit in the model

- Respond positively to *How are you?*
- Ask *What about you?* to show interest in another person
- Ask *Me?* to confirm understanding

- Say, *Look at the people in the photo. Where are they?* Elicit ideas.
- Have Ss preview the conversation before listening. Ask them to point out routine destination and the *by* phrase in the conversation.
- Play the audio as Ss follow along in their books.
- Call Ss' attention to the **Social language** box. Play the audio and have Ss repeat. Tell Ss they can use any of the expressions to respond.

LANGUAGE AND CULTURE In spoken English, it is more common to ask, *How do you get to [work / school]?* than *How do you go to [work / school]?*

B PRONUNCIATION PRACTICE

Suggested time: 5–7 minutes | Your time:

- Play the audio. Have Ss listen and repeat.
- Monitor as Ss role-play. Make sure they use correct intonation for questions. *And you?* and *Me?* should have rising intonation.

C CONVERSATION PAIR WORK

Suggested time: 5–7 minutes | Your time:

- To model the exchange, role-play the conversation with a higher-level S. Play Speaker A.
- Remind Ss to refer to the vocabulary on page 36 if necessary.
- Form pairs. Have Ss role-play the conversation and then switch roles.
- Monitor. Listen for the correct pronunciation of means of transportation and routine destinations.
- Direct Ss' attention to the **Keep Talking!** box. Encourage Ss to use this idea to extend their conversations.

D CHANGE PARTNERS

Suggested time: 5 minutes | Your time:

- Have Ss work in different pairs than in Exercise C.
- Remind Ss to use the conversation in Exercise C as a model.
- Time permitting, have Ss switch roles and practice again.
- Have volunteers perform their conversations for the class.

LOOK FOR While Ss are doing Exercises C and D, monitor their conversations to determine if they are

✓ forming *by* phrases with means of transportation
✓ using vocabulary for routine destinations
✓ using the conversation strategies

CLOSURE ACTIVITY (+10 minutes) Have Ss write their names on a blank sheet of paper. Tell them to look at the chart in Exercise F. Say, *Use the information in the chart to write six complete sentences.* Model the activity. Write on the board: *I go home by car.* Collect the papers and read them to identify areas for review.

Remind Ss of additional vocabulary, grammar, and speaking practice in their digital resources.

F LISTENING COMPREHENSION | Listen. Use a by phrase to write the means of transportation. Then check (✓) the column for work, home, or school. Then listen again to check your answers.





Means of transportation			
1 *by car*		✓	
2 *by subway*	✓		
3 *by train*			✓
4 *by motorcycle*	✓		
5 *by bus*		✓	
6 *by taxi*			✓

COMMUNICATION ACTIVATOR

Now let's talk about means of transportation.



A CONVERSATION MODEL | Read and listen.

A: Hey, Cara! How's it going?
B: Fine, thanks. And you?
A: Pretty good. Cara, how do you go to school?
B: By subway. What about you?
A: Me? I walk.

Social language
Respond positively to "How are you?" with:
- Fine.
- Pretty good.
- Great.
- Not bad.
- OK.

B PRONUNCIATION PRACTICE | Listen again and repeat. Then practice the Conversation Model with a partner.

C CONVERSATION PAIR WORK | Personalize the conversation. Ask about work, school, and home. Then change roles.

A: Hey, ... ! How's it going?
B: ..... , thanks. And you?
A: .... , how do you go ..... ?
B: By ..... . What about you?
A: Me? I walk.

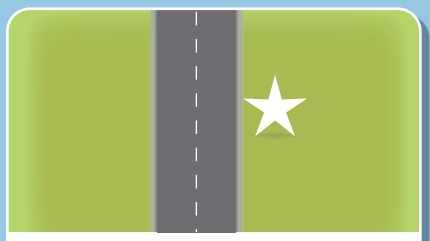
KEEP TALKING! ●●●
Ask about means of transportation to other places.

D CHANGE PARTNERS | Personalize the conversation again.

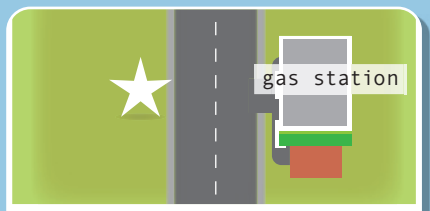
4 COMMUNICATION GOAL Describe a neighborhood

A VOCABULARY | More locations | Read and listen. Then listen again and repeat.

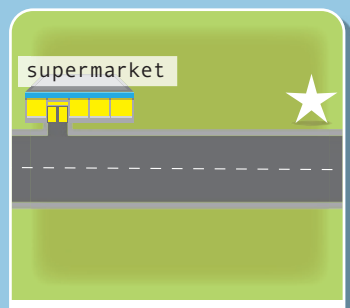
Where's the __ ?



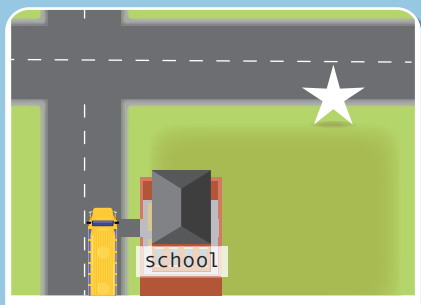
1 It's **on the right side** of the street.



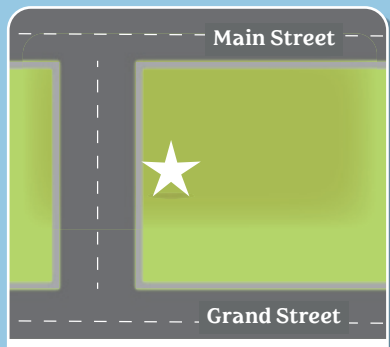
2 It's **across from** the gas station.



3 It's **down the street from** the supermarket.



4 It's **around the corner from** the school.



5 It's **between** Main Street **and** Grand Street.

B READING | Read the email message about a neighborhood. Who is Matt?

My new neighborhood!
From Emily
To Marisol

He's Emily's neighbor / colleague. OR He's a teacher.

Hey, Marisol!

How's it going? Danny and I are fine! Here's a photo of our new home in our new neighborhood. It's great! The bus stop's right around the corner, so I can take the bus to the supermarket or the pharmacy. And Danny's bookstore is right down the street, so he can walk home from work.

In the morning, I take the bus to work—or I go by car with Matt. Matt's our neighbor from across the street. We're both teachers at the same school. Oh! And my bank's right next to the school. Not bad, right?

Thanks again for the pictures, Marisol! You look great! What about you? How's work? Write!

xo Your friend, Emily



LESSON 4 Describe a neighborhood

A VOCABULARY

Suggested time: 2–3 minutes | Your time:

- Tell Ss to preview the pictures. Ask them to scan the captions and underline vocabulary they know.
- Write on the board: *Where's the ___?* Say, *Listen to more locations. They answer questions with* Where.
- Have Ss read and listen. Then have them listen again and repeat.
- To clarify how this vocabulary presentation builds on the locations Ss already learned on page 32, write on the board:

on the right	*It's on the right side of the street.*
across the street	*It's across from the gas station.*
down the street	*It's down the street from the supermarket.*
around the corner	*It's around the corner from the school.*
between the bookstore and the bank	*It's between Main Street and Grand Street.*

  Say, *These sentences give more information about locations.*
- Read the two phrases with *right* aloud. Point to *side of*. Say, *Use* side of *with* the street.
- Read the phrases with *across, down*, and *around* aloud. Point to *from* in the phrases. Say, *Use* from *with a place.*
- Read the *between* phrases aloud. Point to the street names. Say, *We can use places and street names with* between.

CHALLENGE (+5 minutes) Form similar-level pairs. Have Ss take turns asking questions with *Where* and answering using the statements in Exercise A. For example: *Partner A: Where's your home?*
Partner B: It's on the right side of the street.

B READING

Suggested time: 10 minutes | Your time:

- Give Ss a few minutes to preview the reading. Ask, *Who is the email message from?* (Emily) *Who is it to?* (Marisol) *What is the message about?* (Emily's new neighborhood)
- Point to the photo. Ask, *Who is this?* (Emily)
- Say, *Listen for information about Matt in the email message.* Play the audio.
- Have Ss read along silently as they listen. Elicit the answer to the question in the directions.
- Clarify any new terms or expressions in the reading.

OPTION (+ 5 minutes) Have Ss read the email individually before listening.

OPTION (+10 minutes) To use this reading for pronunciation practice, have Ss read silently as they listen to the audio and circle words they want to practice. Ask Ss for their circled words, model the pronunciation of these words one by one, and have Ss repeat.

OPTION Before Ss listen, ask them to scan the email and complete a prereading task. First, have Ss underline the means of transportation each person uses. (take the bus, walk, go by car) Then ask them to circle vocabulary for places and routine destinations. (home, supermarket, pharmacy, bookstore, work, school, bank)

CHALLENGE (+5 minutes) Have Ss read the email again. Then ask them to close their books. Write on the board: *Emily, Marisol, Danny,* and *Matt.* Pronounce each name and have Ss repeat. Then read the sentences below aloud. After each, ask, *What is the name of this person?* Elicit the answers from the class:
She's in a new home. (Emily)
She takes the bus to the supermarket. (Emily)
He walks home from work. (Danny)
He drives to work. (Matt)
They live in a new neighborhood. (Emily and Danny)
He's Emily and Danny's neighbor. (Matt)
His house is across the street from Emily's. (Matt)
She's Emily's friend. (Marisol)

LANGUAGE AND CULTURE The term *xo* and multiples of it, such as *xoxo*, means "hugs and kisses." It is common at the end of informal letters or messages between family members or close friends. We do not usually use the term in spoken English.

TEACHING TIP To help Ss find information in a reading quickly, encourage them to scan the reading before listening. *Scanning* is reading to find specific information. When scanning, we run our eyes quickly over the text until we find the item we want. After we find it, we stop reading.

C PAIR WORK

Suggested time: 10 minutes | Your time:

- Do item 1 as a class. Read the question aloud. Say, *Read the email again. Look for the words* teacher *or* student. Elicit the answer.
- Have Ss work individually to answer the questions on a blank sheet of paper. For item 8, have them write their own question and answer about Emily. If appropriate, lower-level Ss can work in pairs to complete this task.
- Form pairs. Partner A asks a question. Partner B answers. Partner A checks Partner B's answer. Then have Ss switch roles.
- Make sure both partners get the chance to ask their question in item 8.
- Monitor. Make sure Ss use rising intonation in *yes / no* questions and falling intonation in *Where* questions.
- To go over answers, call on two Ss for each item. Student A reads the question, and Student B answers.

D LISTENING COMPREHENSION

Suggested time: 10 minutes | Your time:

- Point to the photos. Say, *This is Ken and Linda. They talk about their neighborhoods and relationships.*
- Have Ss preview the items. Suggest they underline words to listen for that will help them complete the statements, such as *bookstore*.
- Play the audio. Pause the audio in between speakers to allow Ss time to write.
- Have Ss complete the exercise individually and then compare answers in pairs. Then replay the audio and tell Ss to check their answers.
- To go over answers, call on Ss to read the completed sentences aloud. Write the answers on the board. Correct as necessary.

Communication Activator

A TALKING POINTS

Suggested time: 10 minutes | Your time:

- Draw on the board a simple grid of the neighborhood the school is in. Label one place on the map.
- Have Ss work individually to complete the map in their books with other places near the school. Refer them to Exercise D on page 31 to guide their spelling.
- Monitor. Provide help with the names and spelling of places not included in the book.
- To encourage Ss to add detail to their maps, ask questions about the location of places. For example: *Where's the pharmacy? Where's the bookstore?*

OPTION Have Ss work in pairs to complete the exercise. Encourage them to ask each other questions with *Where* about places. Tell them to use the vocabulary on pages 32 and 38 as they describe different locations.

B GROUP WORK

Suggested time: 10 minutes | Your time:

- If appropriate, have Ss review the vocabulary and grammar charts in the unit before they begin the activity.
- Form groups of three. Have Ss take turns making statements about the locations on their maps.

LOOK FOR While Ss are doing Exercise B, monitor their conversations to determine if they are

✓ using vocabulary for more locations
✓ using the contraction *It's* to refer to places
✓ using correct intonation in information and *yes / no* questions

WRITING

Suggested time: 5–7 minutes | Your time:

- Say, *Write five sentences about your neighborhood.* Read the writing sample aloud.
- Encourage Ss to write sentences in paragraph format rather than list format, and to use capital letters and periods. Suggest they model their statements on the descriptions in the email in Exercise B on page 38.
- Monitor. Have Ss check their sentences and make any necessary corrections before turning them in.
- Collect Ss' writing and compile feedback. Review the most common areas for improvement with Ss as a class.

GUIDED WRITING (optional, page 135)

OPTION Ss can use the WRITING PROCESS WORKSHEETS during this activity. They offer step-by-step guides for completing the writing task (see Teacher Resources in the Pearson English Portal).

CLOSURE ACTIVITY (+10 minutes) Write true and false statements about the neighborhood map in Exercise A on page 39. Read them aloud. For each statement, ask, *Is this true or false?* Invite volunteers to correct your false statements. For example:
T: The school is around the corner from the [pharmacy].
S: False. The school is around the corner from the [bank].
As Ss answer, listen for areas for review and extra practice in later lessons.

Remind Ss of additional vocabulary, reading, listening, and writing practice in their digital resources.

Answers will vary. Possible answers include:

C **PAIR WORK** | **Ask and answer the questions about the reading.**

1 Is Emily a student or a teacher? *1. She's a teacher.*
2 Is Danny a student? *2. No, he's not / he isn't.*
3 Is Matt Emily's teacher? *3. No, he's not / he isn't. He's her neighbor / colleague.*
4 Is Danny Matt's colleague? *4. No, he's not / he isn't. He's Emily's colleague.*
5 Where's the bus stop? *5. It's around the corner from her home.*
6 Where's Emily's bank? *6. It's next to the school.*
7 Where's the bookstore? *7. It's down the street from their home.*
8 (Write a question about Emily for your partner.) *8. Answers will vary.*?

D **LISTENING COMPREHENSION** | **Listen to Ken and Linda describe their neighborhoods and their relationships. Complete each statement. Then listen again to check your answers.**

About Ken



1 Ken Tunney is a(n) *manager* at a bookstore.
2 Ken and his *neighbor / friend* go to work by *car*.
3 Emile is a(n) *chef* at a French *restaurant*.
4 Emile and Ken are neighbors, and they are *friends*, too.
5 Ken's *bookstore* is *across the street* from the restaurant.

About Linda



6 Linda's *last* name is Sellers.
7 Linda and Michael are *teachers / colleagues* at a school.
8 Linda and Michael go to the school by *bus*.
9 Emile is Michael's *friend*.
10 Linda and her *colleague / friends / neighbors* go home by *car*.

COMMUNICATION ACTIVATOR

Now let's describe a neighborhood.

A **TALKING POINTS** | **Make a map of the places near your school. Write the names of the places.**

B **GROUP WORK** | **With your classmates, take turns describing the locations of the places on the map.**

WRITING **Write sentences about your neighborhood. Describe the locations of the places. Begin each sentence with a capital letter and end with a period.**

The bus stop is across from the pharmacy. It's . . .

GUIDED WRITING p. 135

Interactive Cool Down

1 DESIGN A NEIGHBORHOOD

First, take the survey. Check the places that are important in a perfect neighborhood. Compare surveys with a partner.

SURVEY Your perfect neighborhood

- ☐ bus stops
- ☐ schools
- ☐ gas stations
- ☐ supermarkets
- ☐ pharmacies
- ☐ banks
- ☐ bookstores
- ☐ restaurants
- ☐ other_____

Use your survey to design your perfect neighborhood. Draw the places on your map. Then point to places and describe your neighborhood. Ask questions about your partner's neighborhood.

> The restaurant is here. It's across the street from the bank.

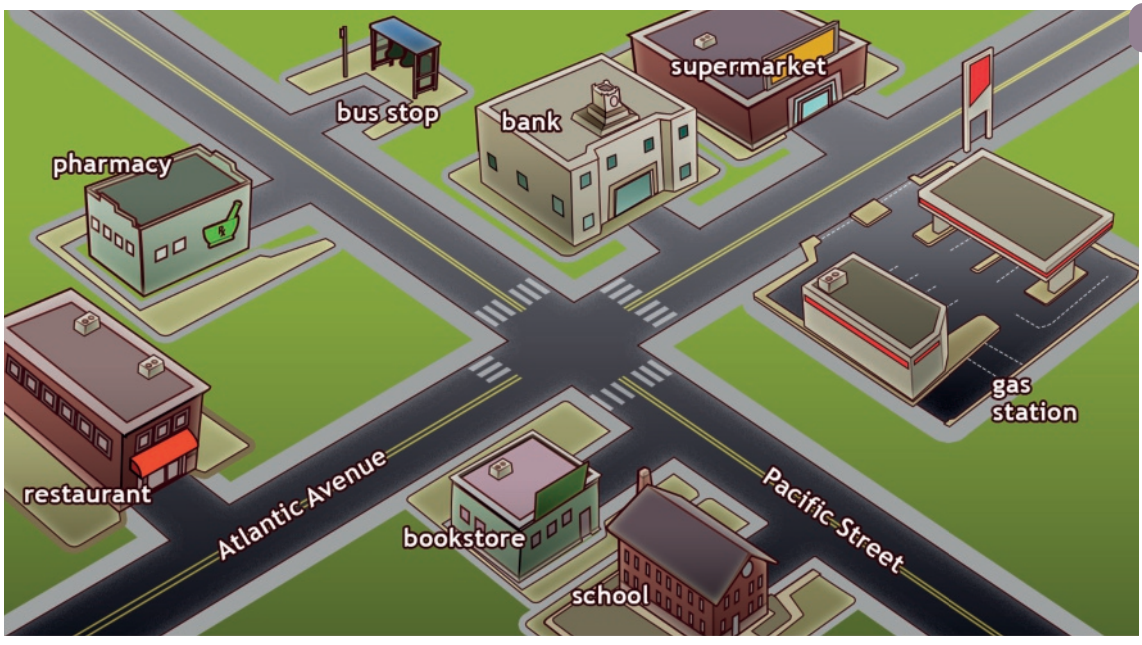


IDEAS

- across the street
- down the street
- around the corner
- on the left
- on the right
- next to the [bank]
- between the [pharmacy] and the [gas station]
- on the right side of the street
- on the left side of the street
- across from the [bookstore]
- down the street from the [restaurant]
- around the corner from the [bus stop]
- between [Tenth Street] and [Elton Street]

2 ARE YOU AT THE BANK?

Play a guessing game. Take turns. Describe where you are. Your partner points to the place on the map.



I'm across the street from the gas station.

Are you at the supermarket?

No. I'm not.

Are you at the bank?

Yes, I am!

Interactive Cool Down

1 DESIGN A NEIGHBORHOOD

Suggested time: 20 minutes | Your time:

- Read the directions aloud.
- Point to the survey. Ask, *What places are in your perfect neighborhood?* Read the places in the survey aloud.
- Model the activity. Write the places in the survey on the board. Ask, *What places are in your perfect neighborhood?* Look at the board. Say, *This is my answer. Schools.* Put a checkmark by *schools*.
- Have Ss complete the survey individually. If necessary, refer them to the vocabulary in Exercise D on page 31.
- Form pairs. Model this exchange with a higher-level S:
  T: What is in your perfect neighborhood?
  S: Me? Oh, Italian restaurants.
- Give Ss five minutes to compare surveys.
- Have Ss work individually to draw a map of their perfect neighborhood. Ask them to include at least four places on their map. Have lower-level Ss work in pairs.
- Say, *Now describe the places in your neighborhood to your partner.* To model this activity, read the example on the right aloud.
- Direct Ss' attention to the **Ideas** box. Ask for volunteers to read the phrases aloud. Tell Ss to use these ideas when they describe their neighborhood.
- Encourage Ss to write statements about the locations of their places before talking. Challenge higher-level Ss to write as many statements as they can.
- Form similar-level pairs. Have Ss take turns asking and answering *Where* questions about their maps.
- Invite volunteers to present their maps to the class and describe the locations of a few places.
- Follow up on the activity by asking, *Where is your perfect neighborhood? In what city? In what country?* Have Ss share their preferences in pairs.

CHALLENGE (+5 minutes) In more advanced classes, consider asking Ss to say how many restaurants or bus stops, etc., it's important to have in a neighborhood.

2 ARE YOU AT THE BANK?

Suggested time: 20 minutes | Your time:

- Tell Ss to look at the map. Say, *Describe your location on this map. Your partner guesses where you are.* Explain the word *guess* if necessary.
- Read the example conversation aloud with a higher-level S.
- Give Ss a few minutes to preview the map.
- Form pairs. Have Ss play the game.
- Monitor. Listen for the correct use and pronunciation of location vocabulary.
- If Ss finish the game quickly, have them play again with the map in Exercise A on page 33.

OPTION Divide the class into small teams. Ask the teams *yes / no* questions and questions with *Where* about the places on the map. Point to the places on the map as you speak. Give each team one point for each question it answers correctly in 30 seconds. If a team can't answer the question, the next team tries to answer the same question. For example:
Where is the bank? (The bank is next to the supermarket.)
Is the school on Atlantic Avenue? (No, it isn't.)
Is the bank around the corner from the pharmacy? (Yes, it is.)

CHALLENGE (+5 minutes) If appropriate, have Ss look up a map of a neighborhood in their city on their phones and play the game again.

CHALLENGE (+ 5 minutes) Divide the class into small teams. Give Ss 1 minute to study the map. Keep time. After 1 minute, tell Ss to close their books. Have teams take turns saying one statement about the location of places on the map. Alternatively, they can write their statements on the board. For example: *The school is next to the bookstore.* A different team member must speak for the team each turn. Give teams one point for each statement that is correct in both form and meaning.

3 CHAT

Suggested time: 20 minutes | Your time:

- Say, *Look at the people in the pictures. Who are they?* (students)
- Read the conversation aloud with a higher-level S. Play the role of Josh. Ask the rest of the class to follow along in their books as they listen.
- Form pairs. Ask Ss to choose roles. Tell Ss that Partner A's role is similar to Josh's and Partner B's role is similar to Paul's.
- Tell pairs to choose a map to use in the conversation. They can use either one of their maps from this Interactive Cool Down.
- Say, *Complete your Chat Guide with new information.* Model the activity. Copy the first line of Partner A's Chat Guide on the board. Complete the introduction with your name. Consider using a different greeting, like *Good morning!* or *How's everything?* Read it aloud.
- Give Ss time to work together to fill out their Chat Guides. Encourage them to personalize the conversation with their own information. Suggest they use the phrases in the **Social language** boxes on pages 35 and 37.
- Walk around and provide help with spelling and vocabulary.
- When pairs are ready, have them practice their new conversations.
- Invite pairs to role-play their conversation for the class.

OPTION Rather than reading the conversation at the top of the page as a class, Ss can read it aloud once they are in pairs.

OPTION If possible, make a copy of page 41 and cut out each Chat Guide. Then make copies of each Partner's Chat Guide and hand them out to the appropriate Ss before starting the exercise.

CHALLENGE Ask higher-level Ss to extend the conversation with additional information and *yes / no* questions about the places on the map. Refer them to the **Keep Talking!** and **Recycle This Language** boxes on pages 33 and 35 for ideas.

PROGRESS SELF-CHECK

- Have Ss complete the **Now I Can** checklist individually. Encourage them to look back at each lesson in the unit and consider the speaking objectives, vocabulary, pronunciation, grammar, and listening, reading, and writing skills.
- Have Ss compare checklists in pairs and talk about the things they need to study or practice more.
- Have Ss work individually to think about what might help them master these goals. Refer individual Ss to specific materials for more practice.

FOR MORE PRACTICE . . .

To review and extend the unit content, additional materials are available in the back of the Student's Book and online. For the online content, go to Teacher Resources in the Pearson English Portal. Instructions for each resource are included in the resource's folder.

UNIT REVIEW, pp. 143–144 The Unit Review section offers two pages of workbook-style activities to review the unit content.

PRACTI-CHANT, p. 159 Practi-Chants reinforce pronunciation, rhythm, and intonation as well as increase vocabulary retention, listening comprehension, and speaking fluency.

***CONNECT TV* (online)** Video presents language from the unit through fun and engaging situational comedy episodes.

TEST-TAKING SKILLS BOOSTER (online) Practice tests featuring *Connectivity*-leveled content expose students to item types found on high-stakes tests.

ADDITIONAL PRINTABLE RESOURCES (online) Abundant supplemental materials include extra practice worksheets, Assessments, Unit Study Guides, Audio and Video Scripts, Answer Keys, and much more.

3 Chat

Read the conversation. Then, with a partner, use the Chat Guides to create your own conversation. Use one of the maps from Unit 3 Interactive Cool Down. Cover your partner's Chat Guide with a sheet of paper.







Josh: Hey, Paul! How's it going?

Paul: I'm fine, thanks. And you?

Josh: Pretty good. Paul, can I walk to the pharmacy?

Paul: Sure! It's around the corner and down the street.

Josh: On the right or on the left?

Paul: On the left. Across the street from the supermarket.

Josh: And where's the bus stop?

Paul: The bus stop? It's across from the supermarket too. Next to the pharmacy.

Josh: Oh, and what about the bank?

Paul: The bank? It's down the street, on the right.

Josh: Thanks for the directions, Paul.

Paul: Anytime!

Josh: Oh. One more question: How do you go to school?

Paul: Me? I go by bicycle. And what about you?

Josh: I walk.

Paul: Bye! See you later, Josh.

Josh: Take care.

Partner A's Chat Guide

A Hey, ___ ! How's it going?

B

A Pretty good. ___ , can I walk to the ___ ?

B

A On the right or on the left?

B

A And where's the ___ ?

B

A Oh, and what about the ___ ?

B

A Thanks for the directions, ___ .

B

A Oh. One more question: How do you go to ___ ?

B

A I ___ .

B

A ___ .

Partner B's Chat Guide

A

B I'm fine, thanks. And you?

A

B Sure! It's ___ .

A

B On the ___ . ___ .

A

B The ___ ? It's ___ .

A

B The ___ ? It's ___ .

A

B Anytime!

A

B Me? I ___ . And what about you?

A

B Bye! See you later, ___ .

A

PROGRESS SELF-CHECK

NOW I CAN

- ☐ Ask about locations.
- ☐ Suggest how to get places.
- ☐ Talk about means of transportation.
- ☐ Describe a neighborhood.

For more practice . . .

Unit Review, p. 143 / Practi-Chant, p. 159
Connect TV / Test-Taking Skills Booster

UNIT 4

Families

Warm-Up

A VOCABULARY | Family relationships | Read and listen. Then listen again and repeat.



B VOCABULARY PRACTICE | Complete the sentences. Write two more sentences.

1 Rick is Rita's *husband*.
2 Mia is Gabe's *sister*.
3 Rita is Gabe's *mother*.
4 Rick and Rita are Mia's *parents*.
5 Rita is Rick's *wife*.
6 Gabe and Mia are Rita's *children*.
7 Gabe is Mia's *brother*.
8 Rick is Mia's *father*.
9 *Answers will vary.*
10 *Answers will vary.*

C PAIR WORK | Point and make statements. Use he, she, or they.

"She's Rick's daughter."



Unit 4 Families

WARM-UP	Students learn how to talk about their family relationships.	
LESSON 1 **Comment on family photos**	***Grammar***	*Be:* questions with *Who*
	Vocabulary	Adjectives to describe people
	Grammar	*Be* with adjectives / Adverbs *very*, *really*, and *so*
LESSON 2 **Ask about relatives**	***Grammar***	Verb *have / has*: affirmative statements
	Vocabulary	Numbers 21–101
	Pronunciation	Clarifying numbers
	Grammar	*Be*: questions with *How old*
LESSON 3 **Describe appearance**	***Vocabulary***	Adjectives to describe hair; The face
	Grammar	Describing people with *be* and *have*
LESSON 4 **Talk about someone's family**	***Reading***	Read about actors and their families
	Listening	Listen for descriptions of families
	Writing	Write about your relatives
INTERACTIVE COOL DOWN	*Math Challenge; Chat; Family Relationship Game; Describe-athon*	

Choose a warm-up activity from the Warm-Up Activity Bank on pages xxii-xxiii.

Warm-Up

A VOCABULARY

Suggested time: 4–5 minutes | Your time:

- Hold up your book. Point to the picture in the frame. Say, *This is a family*. Have Ss preview all the pictures and each person's statement before listening.
- Have Ss read and listen, then listen again and repeat.
- Direct Ss' attention to item 2 and the note. Say, *We say* one child *but* two children. Have Ss repeat *child / children*.

OPTION (+5 minutes) While Ss preview the family pictures, write on the board: *man, woman, boy, girl*. Point to people in the pictures and ask, *Is she a woman? Is he a boy?* Ss can answer *yes* or *no*.

OPTION (+5 minutes) Lead a quick review. Write item 1 on the board. Underline *They*. Say, They *is a subject pronoun.* Circle *our*. Say, Our *is a possessive adjective.* Remind Ss that possessive adjectives describe relationships. Tell Ss to underline the subject pronouns and circle the possessive adjectives in the statements. Refer Ss to the grammar charts on pages 6 and 20.

B VOCABULARY PRACTICE

Suggested time: 10 minutes | Your time:

- Do item 1 as a class. Point to Rick in the pictures in Exercise A. Ask, *Who is Rick?* (the father) Point to Rita. *Who is Rita?* (the mother) Write item 1 on the board. Read it aloud. Elicit the answer and complete the sentence.
- Point to *Rita's* in item 1 on the board. Remind Ss that we add *'s* to names. If appropriate, have them review possessive nouns on page 21.
- Have Ss complete the exercise individually and then compare answers in pairs.
- To go over answers, call on Ss to read aloud the sentences in 1–8. Invite volunteers to write their sentences for 9–10 on the board. Correct as necessary.

OPTION (+5 minutes) Have Ss replace the names in Exercise B with the appropriate subject pronouns. Ask them to make contractions with *be*. Monitor. Check that Ss make the contraction *They're* in items 4 and 6.

C PAIR WORK

Suggested time: 10 minutes | Your time:

- Write the example on the board. Point to each *'s* ending and ask, *Is this a contraction or a possessive noun?* (*She's* is a contraction. *Rick's* is a possessive noun.)
- Model the activity. Read the example aloud. Point to Mia as you say *She's* and to Rick as you say *Rick's*.
- Form pairs. Have Ss take turns pointing to the pictures in Exercise A and making statements about the people. Tell Ss to use the statements in Exercise B as models.
- Monitor. Listen for the correct pronunciation and use of the vocabulary.

D VOCABULARY

Suggested time: 4–5 minutes | Your time:

- Have Ss preview the pictures and each person's statement before listening.
- Play the audio. Have Ss read and listen. Ask them to underline *grand* in each word in bold. Then have them listen again and repeat.
- Direct Ss' attention to item 2 and the note. Say, *We say* one grandchild, *but* two grandchildren. Have Ss repeat *grandchild / grandchildren* several times.

OPTION (+5 minutes) To help Ss' pronunciation, have them count the syllables of each word in bold in Exercises A and D. Write the words on the board. Draw a large dot above the first syllable of all the multi-syllabic words. Say, *In long family words, we stress the first syllable. We say it louder.* Model saying a few words. Ask Ss to tap or clap out the syllables as they say the words in pairs. Remind them to tap more loudly on the stressed syllable.

EXTENSION (+5 minutes) To check comprehension, ask the class more questions about the pictures. For example: *Is a grandson a boy or girl?* (a boy)

E VOCABULARY PRACTICE

Suggested time: 5 minutes | Your time:

- Write item 1 on the board. Say, *Look at Exercise D. Point to Joe.* Make sure Ss are pointing to the correct person. Then read the answer choices aloud and ask, *Who is Joe?* Elicit the answer. Fill in the blank in item 1 with *d*. Tell Ss to do the same.
- Have Ss complete the exercise individually and then compare answers in pairs.
- To go over answers, say the item number and elicit the letter. For example: *Number one?* (d) Then invite volunteers to read the completed sentences aloud.

EXTENSION (+10 minutes) Have Ss write two affirmative and two negative statements about the people in Exercise D. Provide an example. Write on the board: *Joe is Faye's husband. Joe isn't Mia's father.*

EXTENSION (+10 minutes)
STEP 1: Write on the board: *Is Faye Gabe's mother?* Have Ss work individually to write three more *yes / no* questions about the people in Exercises A and D. Challenge higher-level Ss to write six questions. Monitor. Check for correct word order and subject-verb agreement.

STEP 2: Form similar-level pairs. Have Ss take turns asking and answering their questions. Model the activity with a higher-level S. Play Speaker B. For example:
A: Is Faye Gabe's mother?
B: No, she's not. She's his grandmother.

F LISTENING COMPREHENSION

Suggested time: 10 minutes | Your time:

- Write *relatives* on the board. Say, Relatives *are the people in your family*.
- Do item 1 as a class. Play the audio and pause after item 1. Point to each picture in item 1 and ask, *Is he her husband?* Draw a checkmark on the board and say, *Check the photo of her husband.* Make sure Ss check the correct picture.
- Play the rest of the audio. Have Ss complete the exercise individually. Replay the audio if appropriate.
- Go over the answers as a class. Write on the board: ___ *is her* ___. Tell Ss to point to the correct picture for item 1. Call on a S to complete the sentence. (He is her husband.) Repeat for the other items in the exercise.

OPTION (+5 minutes) Before Ss listen, have them write a numbered listed from 1–6 on a blank card. Say, *Listen two times. The first time, write the relationship word in each statement. The second time, put a checkmark next to the correct photo in your book.* Play the audio and pause after the first item. Write on the board: *1. husband.* Play the rest of the audio. Have Ss complete the exercise.

SPEAKING | PAIR WORK

Suggested time: 15 minutes | Your time:

- Point to the list. Say, *I have two relatives: Sam and Emma.* Read the example aloud.
- Have Ss write the names of at least three relatives. If appropriate, give lower-level Ss time to write sentences before they speak. Challenge higher-level Ss to write more than three sentences.
- Form similar-ability groups. Have Ss take turns making statements about their family relationships.
- Monitor. Listen for the correct pronunciation of the family relationships.

Remind Ss of additional vocabulary practice in their digital resources.

D VOCABULARY | More family relationships | Read and listen. Then listen again and repeat.



1 They're our **grandparents.**



2 They're our **grandchildren.***

*one **grandchild** / two **grandchildren**



3 She's my **granddaughter.**



4 He's my **grandfather.**

5 He's my **grandson.**



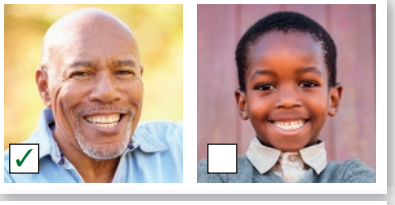
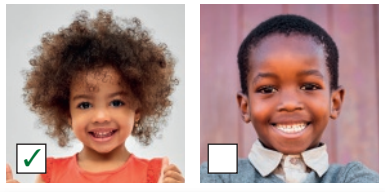
6 She's my **grandmother.**

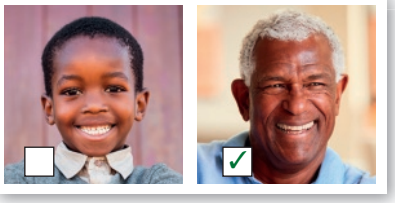
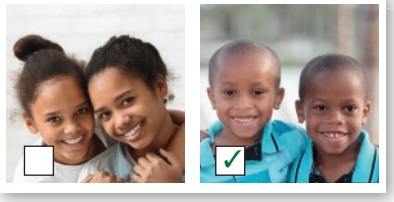
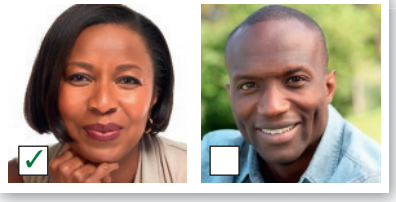
E VOCABULARY PRACTICE | Complete each statement. Write the letter.

1 Joe is ....d....
2 Faye is ....b....
3 Gabe is ....a....
4 Mia is ....c....

a Joe's grandson
b Mia's grandmother
c Faye's granddaughter
d Faye's husband

F LISTENING COMPREHENSION | Listen to a woman talk about her relatives. Check the correct photos.

1

2

3

4

5

6


SPEAKING

PAIR WORK | Write the names of your relatives on a separate sheet of paper. Then tell your partner about your family relationships.

Sam
Emma

"Sam is my brother."

1 COMMUNICATION GOAL Comment on family photos



COACH **A** GRAMMAR | Be: Questions with Who

Contractions
Who is → **Who's**

Who's she?	(She's my mom.*)	**Who are** they?	(They're my grandparents.)
Who's Nick?	(He's my dad.*)	**Who are** Tina and Joy?	(They're my sisters.)

*mom and dad = informal for mother and father

Be careful!
Who are NOT ~~Who're~~

B PRONOUNCE THE GRAMMAR | Listen and repeat the grammar examples.

C GRAMMAR PRACTICE | Write questions with Who's or Who are. Use he, she, or they.

1 **A:** *Who's she* ?
B: She's my grandmother.

2 **A:** *Who's he* ?
B: He's my father.

3 **A:** *Who are they* ?
B: They're my mom and dad.

4 **A:** *Who's she* ?
B: She's Mrs. Bell's granddaughter.

5 **A:** *Who's he* ?
B: He's Lucille's husband.

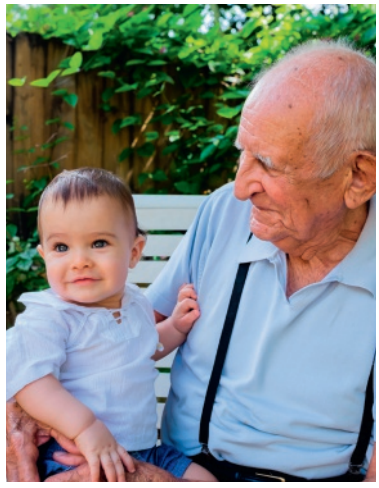
6 **A:** *Who are they* ?
B: They're my friend's sisters.

D PAIR WORK | Practice the conversations from Exercise C.

E VOCABULARY | Adjectives to describe people | Read and listen. Then listen again and repeat.

VOCABULARY EXPANDER p. 130
More adjectives to describe people


1 He's **short.** 2 He's **tall.**


3 He's **young.** 4 He's **old.**



5 They're **good-looking.**
6 She's **pretty / beautiful.** 7 He's **handsome.**


8 She's **cute.**

COACH **F** GRAMMAR | Be with adjectives / Adverbs very, really, and so

Describe people with a form of be and an adjective.
The adverbs very, really, and so make adjectives stronger.
Your sister is **pretty**! Their children are **very cute**!
Bob's son is **tall**! Your brothers are **so good-looking**!

Be careful!
Adjectives don't have plural forms.
They're cute. NOT They're ~~cutes~~.


She's **tall**, but her husband is **really tall!**

G PRONOUNCE THE GRAMMAR | Listen and repeat the grammar examples.

LESSON 1 Comment on family photos

A GRAMMAR

Suggested time: 4–5 minutes | Your time:

- Direct Ss' attention to the photo. Read the women's conversation aloud. Write on the board: *Who's he?* Point to the word *Who*. Say, *We use the word who to ask questions about people.*
- Tell Ss to look at the grammar chart. Read the first two example questions and answers aloud. Remind Ss that *mom* and *dad* are often used in informal speech for *mother* and *father*.
- Have Ss look at the note about contractions. Say, Who's *is a contraction of* Who *and* is. *We can say* Who is *or* Who's.
- Read the rest of the example questions and answers aloud.
- Direct Ss' attention to the **Be careful!** box. Say, Who are *cannot be contracted. We say* Who are.

LANGUAGE AND CULTURE

- In informal English, *mom, ma,* and *mommy* are often used for *mother.* In British English, *mum* and *mummy* are often used.
- In informal English, *dad* and *daddy* are often used for *father*. *My baby sister* or *my baby brother* refers to a younger sister or brother. *My big sister* or *my big brother* refers to an older sister or brother. *Grandma* is often used for *grandmother*. *Grandpa* and *granddad* are often used for *grandfather*.

B PRONOUNCE THE GRAMMAR

Suggested time: 2–3 minutes | Your time:

- Have Ss listen to the examples in the grammar chart and repeat. Make sure they use falling intonation for the questions with *Who.*

C GRAMMAR PRACTICE

Suggested time: 5 minutes | Your time:

- Read item 1 aloud with a higher-level S. Remind Ss to use *Who's* with *she / he* and *Who are* with *they*.
- Have Ss complete the exercise individually and then compare answers in pairs.
- To go over the answers, write them on the board.

D PAIR WORK

Suggested time: 5 minutes | Your time:

- Monitor as Ss practice the conversations. Listen for correct intonation in the questions with *Who*.
- Time permitting, have Ss switch roles.
- Have volunteers perform their conversations for the class.

E VOCABULARY

Suggested time: 2–3 minutes | Your time:

- Have Ss preview the photos and captions before listening. Then say, *Listen to the statements. They describe the people in the photos.*
- Have Ss read and listen. Then have them listen again and repeat.
- For item 5, tell Ss they can use *good-looking* with *he* or *she* as well.

VOCABULARY EXPANDER (optional, page 130)

LANGUAGE AND CULTURE

- In most English-speaking countries, it can be rude to refer to someone directly as *old*.
- *Beautiful* is a stronger word than *pretty*.
- *Cute* can also be used to describe adults.

LANGUAGE NOTE If a word is hyphenated, such as *good-looking,* we do not pause between the two words when we pronounce them.

F GRAMMAR

Suggested time: 4–5 minutes | Your time:

- Have Ss look at the photo. Read the caption aloud, stressing the word *really*.
- Tell Ss to look at the grammar chart. Read the rules and examples aloud. Stress the words *very* and *so* in the examples. Tell Ss that these adverbs are usually stressed.
- Direct Ss' attention to the **Be careful!** box. Read the rule and example aloud. To check understanding, write on the board: *Your brothers are so ___!* Ask, *Do we say* tall *or* talls? (tall) Complete the sentence on the board.

G PRONOUNCE THE GRAMMAR

Suggested time: 2–3 minutes | Your time:

- Have Ss listen to the examples in the grammar chart and repeat.
- Monitor. Make sure Ss stress the adverbs as they speak.

H LISTENING COMPREHENSION

Suggested time: 4–5 minutes | Your time:

- Write item 1 on the board. Play the audio and pause after *He's so good-looking!* Elicit the answer and complete the sentence on the board.
- Play the rest of audio. Have Ss listen and complete the exercise. Refer them to Exercise E on page 44 for spelling.
- Replay the audio if appropriate. To go over answers, ask for volunteers to read the completed sentences aloud.

I PAIR WORK

Suggested time: 2–3 minutes | Your time:

- Form pairs. Read the example aloud. Have Ss take turns describing their classmates with the adjectives and adverbs in Exercises E and F. Monitor to make sure Ss are saying the adjectives correctly.

TEACHING TIP Ss may feel uncomfortable commenting on their classmates—for example, on their appearance, as in Exercise I. In such cases, they can comment on images of people in the book.

J INTEGRATED PRACTICE

Suggested time: 5 minutes | Your time:

- Read the writing sample aloud.
- Have Ss complete the exercise individually. Monitor. Refer Ss to the vocabulary and adverbs on page 44.
- Invite volunteers to read their sentences aloud.

Communication Activator

A CONVERSATION MODEL

Suggested time: 2–3 minutes | Your time:

These conversation strategies are implicit in the model
- Shift to a new topic with *And . . .*
- Use *Oh, . . .* when pausing to think
- Use *very* and *so* to make adjectives stronger

- Have Ss preview the conversation before listening. Elicit examples of questions with *who* and statements with adjectives and adverbs in the conversation.
- Play the audio as Ss follow along in their books.
- Read the first question and answer aloud. Write on the board: *Who's that? = Who's he? / Who's she?*
- Call Ss' attention to the **Social language** box. Read the note aloud. Have Ss find *And . . .* in the conversation.

B PRONUNCIATION PRACTICE

Suggested time: 5 minutes | Your time:

- Play the audio. Have Ss listen and repeat.
- Monitor as Ss practice. Make sure they stress *that* in *Who's that* and *very tall* in *He's very tall!*

C CONVERSATION PAIR WORK

Suggested time: 5 minutes | Your time:

- Have Ss show two family photos on their phones or ask them to bring in photos from home. On a blank card, ask Ss to list the relatives in their photos and adjectives to describe them. To model this, write on the board: *sister: tall, an athlete; grandfather: old, short.*
- If Ss do not have their own photos, have them use the family photos in the Warm-Up and Lesson 1.
- Model the exchange and role-play the conversation with a higher-level S. Play Speaker A. Ask the S to show you his or her family photos. To start the conversation, point to a photo and ask, *Who's that?* Then point to another photo and ask, *And who's that?* Make sure to stress *that* in the question.
- Form pairs. Have Ss role-play the conversation and then switch roles.
- Monitor. Listen for the correct question formation and word order.
- Read the questions in the **Keep Talking!** box aloud. Encourage Ss to use these questions to ask about people in their partner's family.

D CHANGE PARTNERS

Suggested time: 5 minutes | Your time:

- Form new pairs. Monitor as Ss practice their conversations.
- Have them switch roles and practice again.

LOOK FOR While Ss are doing Exercises C and D, monitor their conversations to determine if they are
- ✓ forming questions with *be* and *who*
- ✓ using falling intonation in questions with *Who*
- ✓ using *be* with adjectives to describe people
- ✓ using the adverbs *very, really,* and *so*
- ✓ using the conversation strategies

OPTION For all Communication Activator sections in this unit, use the ORAL PROGRESS ASSESSMENT CHARTS to provide feedback to Ss on their speaking (see Teacher Resources in the Pearson English Portal).

CLOSURE ACTIVITY (+10 minutes) Bring in several pictures of famous families to class. Have Ss create conversations describing them. Form groups and pass out the pictures. Monitor and take notes on areas for review and extra practice. Invite volunteers to role-play their conversations.

Remind Ss of additional grammar, vocabulary, and speaking practice in their digital resources.

H LISTENING COMPREHENSION | Listen to each conversation. Complete the statement.

1 Her husband *is* so *good-looking*.
2 Her daughter *is* really *cute*.
3 His brothers and sisters *are* very *young*.
4 Her son *is* really *tall*.
5 His sisters *are* so *beautiful*.
6 Her dad *is* really *short* and *handsome / really handsome*.

I PAIR WORK | Use the Vocabulary to describe your classmates.

"Karen and Vicky are so tall!"

J INTEGRATED PRACTICE | Write three sentences about people in your family. Use be, the adverbs very, really, and so, and the Vocabulary.

1 My parents are very tall.

1
2
3

COMMUNICATION ACTIVATOR

Now let's comment on family photos.

A CONVERSATION MODEL | Read and listen.

A: Who's that?
B: Oh, that's my father. He's a teacher.
A: He's very tall!
B: Yes, he is.
A: And is she your mother?
B: Yes. She's a doctor.
A: She's so pretty!

Social language
Shift to a new topic with "And ...."



B PRONUNCIATION PRACTICE | Listen again and repeat. Then practice the Conversation Model with a partner.

C CONVERSATION PAIR WORK | Personalize the conversation, using photos of your own relatives. (Option: Use the photos in Exercise E on page 44 as "your family.") Then change roles.

A: Who's that?
B: Oh, that's my ....'s ..... .
A: ..... !
B: Yes, ... is.
A: And ..... ?
B: ....

KEEP TALKING!

Ask about other people in your partner's family.
Who's [he / she]?
Who are they?
What's [his / her] [name / occupation]?

D CHANGE PARTNERS | Comment on your partner's family photos.

2 COMMUNICATION GOAL Ask about relatives



kids = informal for children

A GRAMMAR | Verb have / has: Affirmative statements

I You We They	**have** two sisters.	He She	**has** a brother.

B GRAMMAR PRACTICE | Complete the statements. Use have or has.

1 She *has* two brothers.
2 They *have* a cute granddaughter.
3 Our neighbors *have* two kids.
4 Betty *has* five brothers and sisters.
5 My wife and I *have* three grandchildren.
6 I *have* no brothers or sisters.
7 Our boss *has* two boys.
8 You *have* a handsome son!

C PRONOUNCE THE GRAMMAR | Now listen and practice the statements in Exercise B.

D ABOUT YOU | Write two sentences about your family. Use have and has.

E VOCABULARY | Numbers 21–101 | Read and listen. Then listen again and repeat.

21 twenty-one	22 twenty-two	23 twenty-three	24 twenty-four	40 forty	50 fifty	60 sixty
25 twenty-five	26 twenty-six	27 twenty-seven	28 twenty-eight	70 seventy	80 eighty	90 ninety
29 twenty-nine	30 thirty	31 thirty-one	32 thirty-two	100 one hundred	101 one hundred one	

F PRONUNCIATION | Clarifying numbers | Listen and repeat. Then practice the numbers on your own.

13 / 30 14 / 40 15 / 50 16 / 60 17 / 70 18 / 80 19 / 90

G PAIR WORK | Take turns saying a number from the chart. Your partner writes the word on a separate sheet of paper.

23	45	40	18	94	21	20	14	58	102
43	89	90	44	53	13	30	19	60	99
22	50	52	100	15	47	33	54	17	66
77	70	64	78	95	80	87	101	1	31

52 — fifty-two

LESSON 2 Ask about relatives

A GRAMMAR

Suggested time: 5 minutes | Your time:

- Write on the board:
  I <u>have</u> a sister. Her name is Melanie. Melanie is my sister.
  He <u>has</u> a friend named Rebecca. Rebecca is his friend.
- Point to yourself and read the first three sentences aloud. Gesture towards a S and read the fourth and fifth sentences aloud, substituting the pronouns and name: *[He] <u>has</u> a friend named [Rebecca]. [Rebecca] is [his] friend.*
- Say, *We can use* have *and* has *to talk about our relationships and relatives.*
- Tell Ss to look at the grammar chart. Read the examples aloud with each subject pronoun.
- Have Ss look at the photo. Read the women's conversation aloud.
- Point out that *kids* is often used for *children,* and *kid* for *child,* in informal speech.

B GRAMMAR PRACTICE

Suggested time: 2–3 minutes | Your time:

- Do item 1 as a class. Read the sentence aloud and elicit the answer. Ask, *Why is* has *the correct answer?* (*She* is the subject.)
- Have Ss complete the exercise individually and then compare answers in pairs.
- To go over answers, invite volunteers to read the completed sentences aloud. Write the answers on the board.
- For items 3, 4, 5, and 7, repeat the sentences back to the class using subject pronouns. (3. *They have . . .* 4. *She has . . .* 5. *We have . . .* 7. *He* or *She has . . .*)

EXTENSION (+5 minutes) Write on the board a few correct and incorrect sentences with *have*. Point to each sentence. Ask, *Is it OK?* Invite volunteers to correct the wrong sentences on the board.

EXTENSION (+5 minutes) To practice the forms of *have*, do a substitution drill with the class. Say a sentence with *have*. Then say a different subject. Call on Ss to repeat your sentence with the new subject / subject pronoun. For example:

T: I have a son. She.
S1: She has a son.
T: Your neighbor.
S2: My neighbor has a son.
T: Grace and Marty.
S3: They have a son.

C PRONOUNCE THE GRAMMAR

Suggested time: 2–3 minutes | Your time:

- Have Ss listen to the statements and repeat.
- Monitor. Listen for the correct word stress.

D ABOUT YOU

Suggested time: 2–3 minutes | Your time:

- Have Ss complete the exercise individually. Refer them to the sentences in Exercises A and B if necessary.
- To go over answers, call on Ss to read their sentences aloud. Make sure Ss use both *have* and *has*.

E VOCABULARY

Suggested time: 2–3 minutes | Your time:

- Before listening, lead a class review of the numbers 0–20. Write different numbers on the board. Point to a number and call on Ss to say it. If appropriate, refer them to the numbers presentation on page 22.
- Hold up your book and point to the numbers. Say, *Point to each number as you hear it.*
- Play the audio. Have Ss read and listen. Then have them listen again and repeat after each number.

LANGUAGE AND CULTURE For the numbers 101, 102, etc., people also say *one hundred <u>and</u> one,* etc.

F PRONUNCIATION

Suggested time: 5 minutes | Your time:

- Write on the board: *thirteen (13) / thirty (30)*. Draw a large dot above *-teen* in *thirteen* and *thir-* in *thirty*. Point to *thirteen*. Say, *Say the second syllable louder*. Point to *thirty*. Say, *Here, say the first syllable louder*. Say the words several times. Ask Ss to repeat.
- Say, *Listen to the numbers. Notice which syllable is stressed.*
- Play the audio. Have Ss listen and repeat.

G PAIR WORK

Suggested time: 5 minutes | Your time:

- Ask Ss to close their books. Model the activity. Say a number, for example, *52*. Tell Ss to write the word for the number on a blank card. Then have them check their answer on page 46.
- Form pairs. Have Ss take turns saying a number from the chart and writing the word.
- Encourage Ss to repeat the number with rising intonation to confirm understanding.
- Monitor. Listen for the correct pronunciation of numbers.

H GRAMMAR

Suggested time: 5 minutes | Your time:

- Have Ss look at the photo. Read the example conversation aloud.
- Tell Ss to look at the grammar chart and follow along as you read the example questions and answers aloud.
- Point out that we cannot make contractions with *How old* and *be*.
- Write the first three example answers on the board. Say, *Answer* How old *questions in these three ways*.

LANGUAGE AND CULTURE In spoken English, we often contract *old* and *is* in the question *How old is . . . ?* For example: *How old's your sister?* In writing, we use the full form.

I PRONOUNCE THE GRAMMAR

Suggested time: 2–3 minutes | Your time:

- Have Ss listen to the examples in the grammar chart and repeat.

J GRAMMAR PRACTICE

Suggested time: 5 minutes | Your time:

- Do item 1 as a class. Ask, *Is the answer* How old is *or* How old are? Elicit the answer. Ask, *Why?* (*Your dad* is singular.)
- Have Ss complete the exercise individually and then compare answers in pairs.
- To go over answers, invite volunteers to read the questions aloud.

LANGUAGE AND CULTURE In informal English, *grandkids* is often used for *grandchildren*.

Communication Activator

A CONVERSATION MODEL

Suggested time: 4–5 minutes | Your time:

These conversation strategies are implicit in the model

- Say *tell me about . . .* to invite someone to talk about a topic
- Use *Well, . . .* to indicate you are deciding how to respond
- Show interest with *Really?*

- Have Ss preview the conversation before listening. Elicit examples of the numbers, *have / has* affirmative statements, and *How old* questions in the conversation.
- Play the audio as Ss follow along in their books.
- Direct Ss' attention to the **Social language** box. Read the explanation. Ask, *Really?* with rising intonation. Ask Ss to repeat. Have Ss find *Really?* in the conversation.

B PRONUNCIATION PRACTICE

Suggested time: 5 minutes | Your time:

- Play the audio. Have Ss listen and repeat. Make sure they pause slightly after *Well,* and use rising intonation for *Really?*
- Form pairs. Monitor as Ss role-play.

C CONVERSATION PAIR WORK

Suggested time: 5 minutes | Your time:

- To model the exchange, role-play the conversation with a higher-level S. Play Speaker A.
- Remind Ss to refer to the grammar chart and vocabulary on page 46 if necessary.
- Form pairs. Have Ss role-play the conversation and then switch roles.
- Monitor. Listen for the correct pronunciation of family relationships and numbers.
- Read the questions in the **Keep Talking!** box aloud and play the video, if appropriate. Encourage Ss to use these questions and the ideas in the video to extend their conversations.

D CHANGE PARTNERS

Suggested time: 5 minutes | Your time:

- Form new pairs. Monitor as Ss practice their conversations.
- Time permitting, have Ss switch roles and practice again.
- Have volunteers perform their conversations for the class.

LOOK FOR While Ss are doing Exercises C and D, monitor their conversations to determine if they are

✓ forming affirmative statements with *have* and *has*
✓ pronouncing numbers 21–101
✓ clarifying numbers
✓ forming questions with *how old* and *be*
✓ using the conversation strategies

CLOSURE ACTIVITY (+10 minutes) In the same pairs as Exercise D, ask Ss to talk about their partner's relatives. Ask both Ss to stand up. Say to Student A, *Tell me about your partner's family*. For example: *Student A: She has a cute daughter. She's 4 years old. Her husband is 30 and an engineer*. Then have Ss switch roles. Repeat for all Ss. As Ss present, take notes on areas for review.

Remind Ss of additional grammar, vocabulary, pronunciation, and speaking practice in their digital resources.

COACH

H GRAMMAR | Be: Questions with How old

How old **is** he?	(He's 30 years old.)
How old **is** Olivia?	(She's 23.)
How old **is** your grandfather?	(Sixty-five.)
How old **are** they?	(They're 52.)
How old **are** your girls?	(Four and six.)



I PRONOUNCE THE GRAMMAR | Listen and repeat the grammar examples.

J GRAMMAR PRACTICE | Complete the questions with How old is or How old are.

1 *How old is* ..... your dad?
2 *How old are* ..... her grandkids?
3 *How old are* ..... Lou's brothers?
4 *How old is* ..... Janet's mom?
5 *How old are* ..... your children?
6 *How old is* ..... his granddaughter?

COMMUNICATION ACTIVATOR

Now let's ask about relatives.

A CONVERSATION MODEL | Read and listen.

A: So, tell me about your family.
B: Well, I have two sisters and one brother.
A: Really? How old are your sisters?
B: Eighteen and twenty-one.
A: And your brother?
B: He's 20.

Social language
Show interest with "Really?"



B PRONUNCIATION PRACTICE |

Listen again and repeat. Then practice the Conversation Model with a partner.

C CONVERSATION PAIR WORK |

Personalize the conversation with information about your family. Then change roles.

A: So, tell me about your family.
B: Well, I have ..... .
A: Really? How old .....?
B: ..... .
A: And your .....?
B: ....

D CHANGE PARTNERS |

Personalize the conversation again.

KEEP TALKING! ●●●

Ask for more information.
What ['s her] name?
What [are their] occupations?
Tell me about your [parents].
What about you?

Watch the video for ideas!

3 COMMUNICATION GOAL Describe appearance

A VOCABULARY | Adjectives to describe hair | Read and listen. Then listen again and repeat.

Her hair is . . .

1 black | 2 brown | 3 red | 4 blond | 5 gray | 6 white



7 dark ← → 8 light



9 straight | 10 wavy | 11 curly

His hair is . . .



12 long | 13 short



14 He's **bald.**

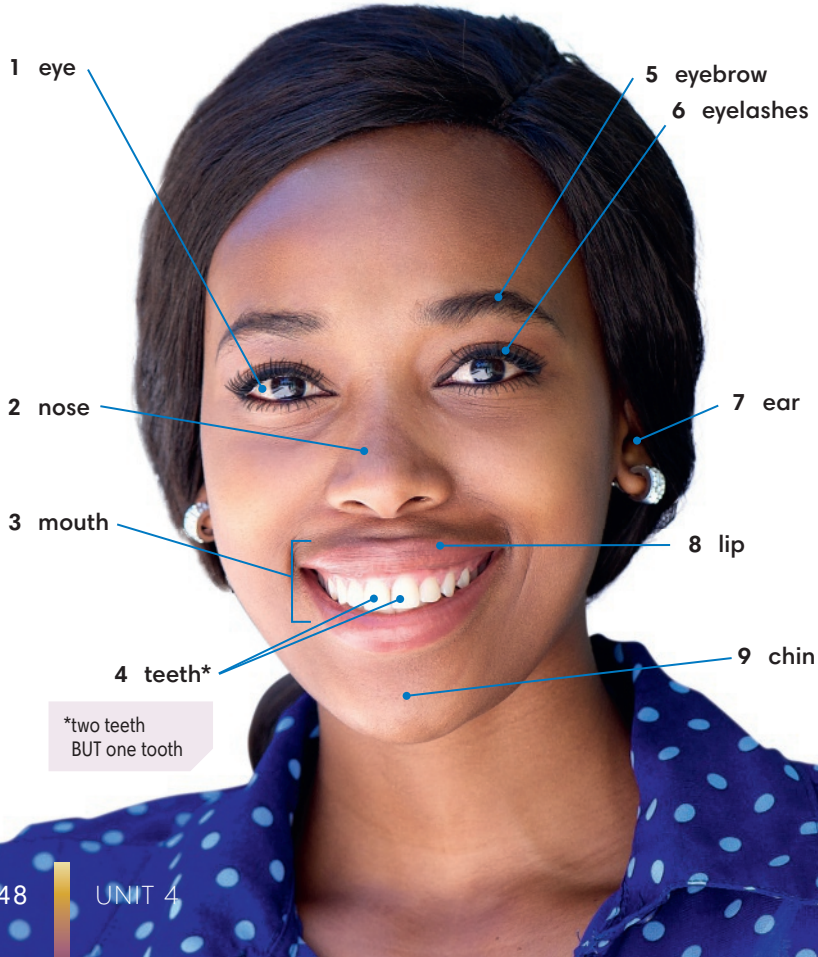
15 He has **a mustache.**

16 He has **a beard.**

B PAIR WORK | Describe your classmates.

"Adam's hair is very short."

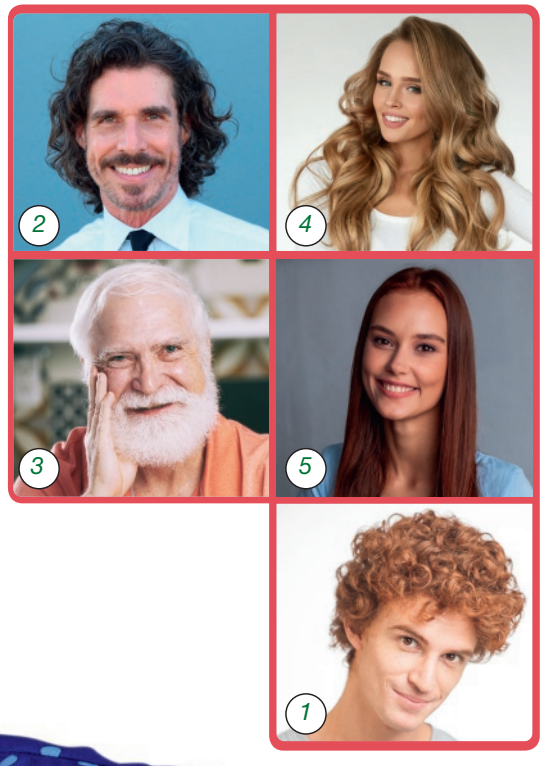
C VOCABULARY | The face | Read and listen. Then listen again and repeat.



1 eye
2 nose
3 mouth
4 teeth*
5 eyebrow
6 eyelashes
7 ear
8 lip
9 chin

*two teeth
BUT one tooth

D LISTENING COMPREHENSION | Listen to each description. Write the number of the description next to the correct photo.



LESSON 3 Describe appearance

A VOCABULARY

Suggested time: 4–5 minutes | Your time:

- Touch or point to your hair. Say, *This is my hair*.
- Have Ss preview the pictures and vocabulary before listening.
- Point to the photo under *black.* Say, *Her hair is black. Listen for other adjectives to describe hair*.
- Have Ss read and listen. Then have them listen again and repeat.
- Demonstrate that all the adjectives can be used for both men and women. Point to the photo for *black* (1) and say, *Her hair is long*. Point to the photo for *short* (13) and say *His hair is black*.
- Point to the man with the beard (14, 15, 16). Say, *He is bald. He has a mustache. He has a beard. We use* have *with* mustache *and* beard.

EXTENSION (+5 minutes) In pairs, have Ss take turns pointing to different photos in Exercise A and describing the person's hair. Tell them to start their statements with *Her hair is . . .* and *His hair is . . .* Monitor to make sure they use all the different adjectives to describe both men and women.

LANGUAGE AND CULTURE

- We often use *light* or *dark* before the color *brown* to describe people's hair. For example: *His hair is light brown. Her hair is dark brown.*
- The word *mustache* (or *moustache*) originally comes from French and is pronounced with a /ʃ/ ("sh") sound at the end.

B PAIR WORK

Suggested time: 4 minutes | Your time:

- Write the example on the board. Underline *is* and circle *short*.
- Point to *is*. Tell Ss they can use *[Adam's] hair is . . .* or *[Adam] has . . .* to describe someone's hair. Add to the board: *Adam has very short hair*. Underline *has* and circle *short*.
- Encourage Ss to use the adverbs *very, really,* and *so* to make the adjectives stronger. Refer them to the grammar chart on page 44 as appropriate.
- Form pairs. Say, *Describe your partner's hair*. Monitor. Listen for the correct pronunciation.
- Point to different Ss in the class. Elicit descriptions. Make sure Ss use complete sentences.

C VOCABULARY

Suggested time: 2–3 minutes | Your time:

- Touch or point to your face. Say, *This is my face*.
- Have Ss preview the picture and vocabulary before listening.
- Have Ss read and listen. Then have them listen again and repeat.
- Direct Ss' attention to item 4 and the note. Say, *We say* one tooth *but* two teeth. Have Ss repeat *tooth / teeth*.

OPTION (+5 minutes) Replay the audio. This time, ask Ss to point to the parts of their face as they hear them.

EXTENSION (+10 minutes) Play a memory game. Point to the photo of the woman. Say, *Look at this photo and the face words*. Give them 30 seconds to do this. Then say, *Close your books and write the words for the face*. Give them 1 minute to write down all the words they remember on a blank card. If Ss are stuck, point to parts of your face and ask, *What's this?* Have Ss open their books again to see how many words they remembered.

D LISTENING COMPREHENSION

Suggested time: 5–7 minutes | Your time:

- Form similar-level pairs. Ask lower-level Ss to work together to make a list of adjectives to describe the person in each photo. Challenge higher-level Ss to take turns saying descriptions of the people in the photos.
- Do item 1 as a class. Play the audio and pause after the first description. Point to each picture and ask, *Does the man describe this person?* Elicit the answer. Walk around to make sure Ss wrote *1* next to the last photo.
- Play the rest of the audio. Have Ss complete the exercise individually. Replay the audio if appropriate.
- Go over the answers as a class. Point to each photo and elicit a description from volunteers.

LANGUAGE NOTE When using more than one adjective to describe hair, we follow this order: length (long / short), texture (straight / wavy / curly), and then color. For example: *long wavy brown hair* in the recording.

E GRAMMAR

Suggested time: 4–5 minutes | Your time:

- Write on the board:

NOUN	+	*be*	+	*ADJECTIVE*
Her eyes		*are*		*pretty.*

- Have Ss look at the grammar chart. Read the *be* examples aloud and point out how they follow the formula.
- Write on the board:

have	+	*ADJECTIVE*	+	*NOUN*
She has		*pretty*		*eyes.*

- Read the *have* examples aloud as you point out how they follow the formula. Invite volunteers to write examples from the chart under the two formulas.
- Read the **Be careful!** box aloud. Point to the *have* formula on the board and say, *Have + Adjective + Noun*. Say, *We say* hair, *not hairs*.

LANGUAGE NOTE When the word *hair* refers to all the hairs on someone's head, it is non-count, so it takes the singular form without an article. But when it refers to individual hairs, it takes the plural form.

F PRONOUNCE THE GRAMMAR

Suggested time: 2–3 minutes | Your time:

- Have Ss listen to the examples in the grammar chart and repeat.

G GRAMMAR PRACTICE

Suggested time: 2–3 minutes | Your time:

- Do item 1 as a class. Write the sentences on the board. Elicit the answer. Ask, *Why do we use* is? (There are adjectives [*curly* and *black*] after the verb but no noun.)
- Have Ss complete the exercise individually and then compare answers in pairs.
- To go over answers, read the conversations aloud with different volunteers.

H PAIR WORK

Suggested time: 4–5 minutes | Your time:

- Have Ss practice the conversations in pairs.
- Time permitting, have Ss switch roles.
- Invite volunteers to perform the conversations.

I PAIR WORK

Suggested time: 5 minutes | Your time:

- Read the example aloud. Say, *Make sentences like this about your relatives*.
- Form similar-level pairs. Give lower-level Ss time to write down their statements before sharing in pairs.
- Monitor. Listen for the correct use of *be* and *have*.

Communication Activator

A CONVERSATION MODEL

Suggested time: 2–3 minutes | Your time:

These conversation strategies are implicit in the model
- Say *OK!* to agree to follow directions
- Say that information is wrong with *That's wrong*.
- Soften a negative response with *Sorry*.

- Have Ss preview the photos before listening. Encourage Ss to say as much as they can about each person and to look them up on their phones if appropriate.
- Elicit examples of descriptions using *be, have,* and adjectives in the conversation.
- Play the audio as Ss follow along in their books.
- Read the **Social language** box and the note next to it aloud. Say, *Sorry. That's wrong.* Make a slight pause after *Sorry*. Have Ss repeat.

B PRONUNCIATION PRACTICE

Suggested time: 5 minutes | Your time:

- Play the audio. Have Ss listen and repeat.
- Monitor to ensure Ss use falling intonation for *Sorry*.

C CONVERSATION PAIR WORK

Suggested time: 5–7 minutes | Your time:

- Form pairs. Have Ss role-play the conversation and then switch roles.
- Direct Ss' attention to the **Keep Talking!** box. Encourage Ss to use the questions to extend their conversations.

D CHANGE PARTNERS

Suggested time: 5 minutes | Your time:

- Form new pairs. Monitor as Ss practice their conversations.
- Time permitting, you can play the game as a class. Invite a higher-level volunteer to play Speaker A.

LOOK FOR While Ss are doing Exercises C and D, monitor their conversations to determine if they are
- ✓ using adjectives to describe hair
- ✓ using vocabulary for parts of the face
- ✓ forming descriptive statements with *be* and *have*
- ✓ using the conversation strategies

CLOSURE ACTIVITY (+10 minutes) On a blank sheet of paper, have Ss write three statements describing the people in the photos on page 49. Remind them to use both *be* and *have*. Collect Ss' papers and read them to identify areas for review.

Remind Ss of additional vocabulary, grammar, and speaking practice in their digital resources.

COACH

E GRAMMAR | Describing people with be and have

With be	With have
Her **eyes** are **pretty**.	She has **pretty eyes**.
Brad's **hair** is **curly**.	Brad has **curly hair**.
My sons' **beards** are **short**.	My sons have **short beards**.

Be careful!
She has **red hair**.
NOT She has ~~hair red~~.
NOT She has red ~~hairs~~.

F PRONOUNCE THE GRAMMAR | Listen and repeat the grammar examples.

G GRAMMAR PRACTICE | Complete each sentence with the correct form of be or have.

1 **A:** So, tell me about your mother.
B: Her hair ...*is*... curly and black.

2 **A:** Is her son good-looking?
B: Yes. He ...*has*... wavy blond hair, and he ...*has*... a long mustache.

3 **A:** That's my sister Sally in the photo.
B: Wow, her eyes ...*are*... really beautiful.

4 **A:** Tell me about your daughter.
B: My daughter? She ...*'s*... very tall, and her hair ...*is*... long and pretty.

5 **A:** Is that your grandfather?
B: No. My grandfather ...*has*... curly gray hair.

6 **A:** Tell me about your father.
B: Well, he ...*has*... a beard, and he ...*'s*... bald.

H PAIR WORK | Practice the conversations from Exercise G.

I PAIR WORK | Describe your relatives. Use be and have.

"My sister Maya has long black hair. She's really pretty."

COMMUNICATION ACTIVATOR

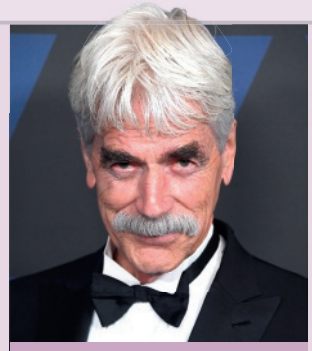
Now let's describe appearance.

A CONVERSATION MODEL | Read and listen.

A: Guess who?
B: OK!
A: His hair is curly and gray, and he has a mustache and a beard. Who is it?
B: I know! It's Sam Elliot.
A: Sorry. That's wrong. It's Morgan Freeman. My turn!

Social language
Soften a negative response with "Sorry."

Sorry. That's wrong. ☹
That's right. ☺


Sam Elliot, actor (U.S.)


Beyoncé Knowles, singer (U.S.)


Morgan Freeman, actor (U.S.)


Prince Harry (U.K.)


Song Ji Hyo, actor (South Korea)

B PRONUNCIATION PRACTICE | Listen again and repeat. Then practice the Conversation Model with a partner.

C CONVERSATION PAIR WORK | Play your own guessing game. Use the photos, or describe a classmate.

A: Guess who?
B: OK!
A: ..... . Who is it?
B: I know! It's ..... .
A: ..... . It's ..... . My turn!

KEEP TALKING! ●●●
Ask questions.
Is his hair black?
Is she pretty?
Is he old?

D CHANGE PARTNERS | Change the conversation again.

4 COMMUNICATION GOAL Talk about someone's family

A READING | Read about the actors and their families.

FAMOUS Sisters and Brothers

Lupita Nyong'o is a beautiful actor from Mexico City. Now New York is Lupita's home. Her mother, Dorothy, and her father, Peter, are from Kenya. Lupita has five brothers and sisters. Her younger brother is named Peter, like their father, and he's a student.



Lupita and her brother Peter



The Hemsworth brothers

Chris Hemsworth is a handsome actor from Australia. His younger brother, Liam (on the left), and his older brother, Luke (on the right), are actors, too. Their parents are Craig and Leonie Hemsworth. Leonie is an English teacher. Chris's wife is Spanish actor Elsa Pataky. They have a daughter and two young sons.



Maggie and her brother Jake

Maggie Gyllenhaal is a famous actor from New York City. Her brother, Jake, is a famous actor, too. Their parents, Stephen and Naomi, are movie directors and writers. Maggie's husband is the actor Peter Sarsgaard. They have two daughters, Ramona and Gloria Ray.

B READING COMPREHENSION | Correct these statements.

1 Ramona is Maggie Gyllenhaal's ~~son~~. *daughter*
2 Chris Hemsworth's ~~father~~ is a teacher. *mother*
3 Jake Gyllenhaal is ~~a movie director and writer~~. *an actor*
4 Lupita Nyong'o's ~~father~~ is a student. *brother*
5 Maggie Gyllenhaal's brother's name is ~~Peter~~. *Jake*
6 Dorothy and Peter Nyong'o have ~~five~~ children. *six*
7 Chris Hemsworth and his wife have ~~no~~ children. *three*

C READING COMPREHENSION | Complete each sentence about the reading. Write the letter.

1 Peter's sister's name is ...*c*....
2 Peter's wife's name is ...*f*....
3 Elsa's husband's name is ...*g*....
4 Gloria Ray's grandfather's name is ...*a*....
5 Liam's mother's name is ...*d*....
6 Dorothy's husband's name is ...*e*....
7 Naomi's son's name is ...*b*....

a Stephen
b Jake
c Lupita
d Leonie
e Peter
f Maggie
g Chris

LESSON 4 Talk about someone's family

A READING

Suggested time: 10 minutes | Your time:

- Direct Ss' attention to the photos. Read the title and captions aloud. Ask, *Who are these people? Do you know them?* Elicit ideas. (actors, famous people, famous sisters and brothers)
- Play the audio. Tell Ss to listen to the descriptions and read along silently.
- Clarify any new terms in the reading, such as *movie director* (a person who tells everyone what to do while making a movie).

OPTION To review vocabulary they learned in earlier units, ask Ss to underline the names of places—such as cities or countries—and circle occupations as they listen.

TEACHING TIP To support reading comprehension, encourage Ss to annotate the text as they read. They can underline main ideas, circle unfamiliar vocabulary, and note important information in the margin.

B READING COMPREHENSION

Suggested time: 5 minutes | Your time:

- Say, *Each statement has one wrong word.*
- Do item 1 as a class. Read the sentence aloud. Say, *Maggie Gyllenhaal has a daughter, not a son.* Ask Ss to identify the sentence that tells this answer in the reading and underline it. (They have two daughters, Ramona and Gloria Ray.)
- Have Ss complete the exercise individually and then compare answers in pairs.
- Walk around as Ss complete the exercise. Assist Ss who cannot identify the answers in the text.
- To go over answers, invite volunteers to read the corrected sentences aloud. Item 5 has two possible answers.

OPTION (+5 minutes) Have lower-level Ss complete the exercise in pairs. Tell them to take turns reading each statement aloud before correcting it.

EXTENSION (+10 minutes) Ask Ss questions with *who* about the actors and their families. For example: *Who is from Mexico City?* (Lupita Nyong'o) *Who has a Spanish wife?* (Chris Hemsworth) *Who is an English teacher?* (Leonie Hemsworth) Pause after each question to give Ss time to find the answers. Have lower-level Ss work in pairs to complete the activity.

CHALLENGE (+15 minutes) Have Ss write their own questions with *who* about the people in the reading. Write on the board:
Who is ___? Who are ___? Who is from ___? Who has ___?
CATEGORIES: subject pronouns, adjectives, countries, cities, relationship words
Tell Ss to complete the questions using the categories. Model the activity by completing the first question in two different ways: *Who is she? Who is handsome?* Monitor. When Ss are ready, form similar-level pairs. Have them take turns asking and answering each other's questions. Tell Ss to point to the pictures as they ask *Who* questions with *he*, *she*, and *they*.

TEACHING TIP To help Ss answer reading comprehension items more efficiently, encourage them to underline key words or phrases in the items and then look for those words or phrases in the Reading. For example, in item 1, they could underline *Ramona* and *Maggie Gyllenhaal* and then look for those names in the Reading.

C READING COMPREHENSION

Suggested time: 4–5 minutes | Your time:

- Write item 1 on the board. Read it aloud. Hold your book and point to the photos in Exercise A. Ask, *Who is Peter?* Wait for Ss to point to Peter's picture. Then ask, *What is his sister's name?* Write *c* in the blank.
- Have Ss work individually to find the answers in the text and complete the exercise.
- To go over answers, read each sentence aloud and elicit the letter answer. Say the sentence again with the person's name.

EXTENSION (+10 minutes) Tell Ss to write statements about people in the reading without naming them. Form similar-level pairs. Have partners switch papers and read each other's statements. At the end of each statement, the partner guesses and writes the name of the person / people. For example: *Their mother is an English teacher.* (the Hemsworth brothers)

D LISTENING COMPREHENSION

Suggested time: 5 minutes | Your time:

- Point to the photos. Say, *These are family photos.*
- Have Ss preview the photos. Have them write words that describe the people in each family. For example: for the woman in the first photo: *woman, pretty, long straight brown hair, wife.*
- Say, *Listen to people talk about two photos. Write the conversation number next to the photo they talk about.*
- Have Ss complete the exercise individually. Pause the audio after the first conversation to allow Ss time to think. Then play the rest of the audio.
- Replay the audio as Ss check their answers.
- To go over answers, say, *Conversation one. Conversation two.* Ask Ss to point to the correct family photo for each conversation.

OPTION Do the exercise as a class. Pause after each conversation and ask, *Which family photo do they talk about?*

OPTION (+5 minutes) Before Ss listen, have them talk about the photos in pairs or small groups. Ask them to point to different people and describe them.

Communication Activator

A PAIR WORK

Suggested time: 15 minutes | Your time:

- Have Ss copy the chart on a blank sheet of paper. Give them a few minutes to write information about at least three relatives. Higher-level Ss can write about five.
- To model the activity, have a higher-level S read the example aloud. To answer the S, hold up your book and point to each piece of information in the sample answer in the chart as you talk. Say, *Well, I have a brother. His name is Doug. He is 14 years old. He's a student. He's very tall. He has short black hair.*
- Form similar-level pairs. Have Ss take turns telling their partner about their family and writing their partner's information in the chart.
- Remind Ss to show interest with *Really?* and ask about spelling with *How do you spell that?* and *Could you spell that, please?*
- Monitor. Listen for the correct pronunciation and use of adverbs, adjectives, and numbers.

CHALLENGE Encourage Ss to ask and answer *Who* and *What* questions in their interviews. To prepare Ss for this, point to *Relative's name* in the chart and say, *What question can you ask your partner?* (What's your relative's name?) Elicit questions or prompts for the other columns in the chart. For example: *What is his / her relationship to you? How old is he / she? What's his / her occupation? Describe his / her appearance.* Write them on the board.

B GROUP WORK

Suggested time: 10 minutes | Your time:

- Read the example aloud.
- Have the pairs in Exercise A form groups of four. Tell Ss to take turns describing their partner's family to the group. Encourage Ss to use their notes as they speak.
- Invite volunteers to talk about their partner's family.

LOOK FOR While Ss are doing Exercises A and B, monitor their conversations to determine if they are
✓ using adjectives to describe relatives
✓ using vocabulary for hair and parts of the face
✓ forming descriptive statements with *be* and *have*

WRITING

Suggested time: 10 minutes | Your time:

- Say, *Write about two of your relatives. Write five sentences about each person.* Read the writing sample aloud. Say, *Write sentences like these.*
- Encourage Ss to write sentences in a paragraph rather than a list. Suggest they use the descriptions in the Reading on page 50 as a model.
- Monitor. Have Ss check their sentences before turning them in.
- Collect Ss' writing and compile feedback. Review the most common areas for improvement with Ss as a class.

GUIDED WRITING (optional, page 136)

OPTION Ss can use the WRITING PROCESS WORKSHEETS during this activity. They offer step-by-step guides for completing the writing task (see Teacher Resources in the Pearson English Portal).

CLOSURE ACTIVITY (+10 minutes) Have Ss write their names on a blank sheet of paper. Say, *Write five sentences about your partner's family.* Tell them to use the notes from their interview on page 51 to complete the activity. Challenge higher-level Ss to write ten sentences. Monitor. Provide help with grammar and vocabulary as necessary. Collect Ss' papers and read them to identify areas for review.

Remind Ss of additional reading, listening, and writing practice in their digital resources.

D LISTENING COMPREHENSION | Listen to two conversations. Write the number of each conversation next to the family photo. Then listen again to check your answers.


1






2

COMMUNICATION ACTIVATOR

Now let's talk about someone's family.

A PAIR WORK | Interview your partner. Complete the notepad with information about your partner's family.

"So tell me about your relatives . . ."

Relative's name	Relationship	Age	Occupation	Description
Doug	brother	14	student	He's very tall. He has short black hair.

B GROUP WORK | Now tell your classmates about your partner's family.

"Nicole's brother Doug is 14. He's . . ."

WRITING Choose two of your relatives. Write a description of each person.

My sister Tahlia is 24 years old. She's a student. She's tall and good-looking. She has wavy brown hair and . . .

GUIDED WRITING p. 136

Interactive Cool Down

1 MATH Challenge

Choose one of the math problems. Ask your partner to add the numbers.

What is twelve plus twenty?

It's thirty-two.

Remember:
That's right!
Sorry. That's wrong.

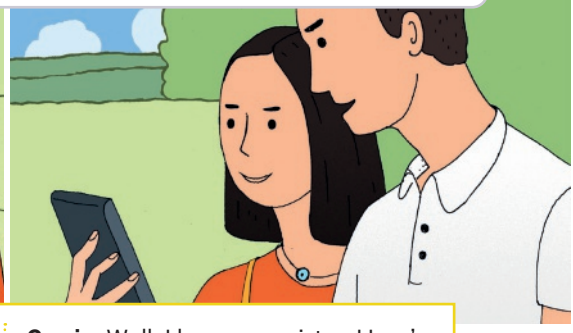
12 + 20 =	75 + 21 =	101 + 26 =	88 + 3 =
24 + 38 =	96 + 13 =	53 + 42 =	11 + 102 =
9 + 49 =	14 + 64 =	67 + 18 =	14 + 33 =

2 Chat

Read the conversation. Then, with a partner, use the Chat Guides to create your own conversation. Use your own photos. Cover your partner's Chat Guide with a sheet of paper.







Carrie: Who's that?
Cody: Oh, that's my brother, Adam.
Carrie: Your brother? He's so tall!
Cody: And that's his daughter, Maureen.
Carrie: She's really cute!
Cody: Yes, she is! She's 6 years old.
Carrie: And is that his wife?
Cody: Yes. Her name's Pam. She's a bank manager.
Carrie: She has beautiful eyes. What about Adam? What's his occupation?
Cody: My brother? He's a chef.
Carrie: A chef?
Cody: That's right. What about you? Tell me about *your* family, Carrie.
Carrie: Well, I have one sister. Here's a photo.
Cody: Oh, great! How old is she?
Carrie: Twenty-six. And that's her husband, Bob. He's a teacher.
Cody: And is that you on the right?
Carrie: Yes. My hair's so short!

Partner A's Chat Guide

A Who's that?
B
A Your ___ ? ___'s so ___ !
B
A ___'s really ___ !
B
A And is that ___ ?
B
A ___ has ___ . What about ___ ? What's ___ occupation?
B
A A(n) ___ ?
B
A Well, I have ___ . Here's a photo.
B
A ___ . And that's ___ . ___'s a(n) ___ .
B
A Yes. My ___ so ___ !

Partner B's Chat Guide

A
B Oh, that's ___ .
A
B And that's ___ .
A
B Yes, ___ is! ___'s ___ years old.
A
B Yes. ___ name's ___ . ___'s a(n) ___ .
A
B ___ ? ___'s a(n) ___ .
A
B That's right. What about you? Tell me about *your* family, ___ .
A
B Oh, ___ ! How old ___ ?
A
B And is that you on the ___ ?
A

Interactive Cool Down

1 MATH CHALLENGE

Suggested time: 10 minutes | Your time:

- Write *math* on the board. Point to the math problems. Say, *These are math problems*.
- Introduce the language of addition. Write the *plus* sign (+) on the board and say, *Plus*. Write the *equals* sign (=) and say, *Equals*.
- Do the first math problem with the class. Write the problem on the board. Say, *Let's add the numbers*. Ask the class the example question. Then say, *Twelve plus twenty equals thirty-two. It's thirty-two*. Write *32* after the equals sign in the example on the board.
- Read the directions. Direct Ss' attention to the **Remember** note. Say the expressions and ask Ss to repeat. Remind Ss to use them as they complete the exercise.
- Form similar-level pairs. Tell Partner A to choose a math problem and Partner B to add the numbers. Then have Ss switch roles.
- Have higher-level Ss complete more than one math problem each.
- Follow up on the activity by choosing a couple of math problems and asking the class to call out the answers. For example: *What's ninety-six plus thirteen?* (It's one hundred and nine.) Write their answers on the board. Correct as necessary.

2 CHAT

Suggested time: 15 minutes | Your time:

- Say, *Look at the people in the pictures. What is their conversation about?* Elicit ideas.
- Read the conversation aloud with a higher-level S. Ask the rest of the class to follow along in their books as they listen.
- Form pairs. Ask Ss to choose roles. Tell Ss that Partner A's role is similar to Carrie's and Partner B's role is similar to Cody's.
- Tell Ss to choose a family photo to talk about and show the photo on their phone. If Ss don't have family photos on their phone, give them photos to use as props.
- Say, *Complete your Chat Guide with information about your own family photo*.
- Give Ss time to work together to fill out their Chat Guides. Remind them that we use the article *a* with occupations that start with consonants, and the article *an* with occupations that start with vowels.
- Monitor and provide help with spelling and vocabulary.
- When pairs are ready, have them practice their new conversations. Remind them to stress *your* in *Tell me about <u>your</u> family*. Suggest they use the social language from pages 45 and 47 in their conversations.
- Invite pairs to role-play their conversation for the class.

OPTION In the lesson before this activity, ask Ss to find a family photo at home and bring it to class the next day.

OPTION Rather than reading the conversation at the top of the page as a class, Ss can read it aloud once they are in pairs.

TEACHING TIP To make this activity easier to manage, consider making a copy of page 52 and cutting out each Chat Guide. Then make copies of each Partner's Chat Guide and hand them out to the appropriate Ss before starting the exercise.

3 FAMILY RELATIONSHIP GAME

Suggested time: 25 minutes | Your time:

- Have Ss preview the photos and captions. Say the names and have Ss repeat.
- Read the directions and the **Remember** note aloud.
- Point to the example conversations. Read the first question and response aloud. Ask, *Who's Jason?* Have Ss point to the picture of Jason. Repeat with the other questions and responses.
- Divide the class into two teams. Tell each team to work together to write ten questions with *Who* and *What* about the relationships in the photos. For many questions, there are multiple correct answers. Encourage Ss to write all the possible answers to their questions.
- Tell Ss that each team member must participate in the game. Have teams decide which team member will ask which question.
- When Ss are ready, look at Team 1 and say, *Heads*. Look at Team 2 and say, *Tails*. Flip a coin. Point to the team that goes first and say, *This team goes first*.
- Direct Ss' attention to the scorecard. Say, *Fill in this scorecard as we play the game*.
- Look at Team 1 and say, *Ask your first question*. Ask the S who is speaking to stand up. Write the S's question on the board. Say, *That's right!* and draw a checkmark if the question is formed correctly. Say, *That's wrong*. and draw an *X* if it is not.
- If the question is correct, Team 1 makes a checkmark in the first box on their scorecard. If not, they leave their scorecard blank.
- Look at Team 2. Say, *Answer the question*. Tell Ss that only one S can answer at a time. Ask the S who is answering to stand up.
- Write the S's answer on the board next to the question. Draw a checkmark if it is correct and an *X* if it is not.
- If the answer is correct, Team 2 makes a checkmark in the first box of *correct answers* on their scorecard. If not, Team 2 leaves their scorecard blank.
- Next, have the teams switch roles. Team 2 follows the steps above to ask questions, and Team 1 answers the questions.
- After both teams ask and answer ten questions, tell each team to add up their total points. The team with the most points wins.

OPTION Have Ss play the game in pairs. After the game, Ss can correct the questions and answers they got wrong.

4 DESCRIBE-ATHON

Suggested time: 10 minutes | Your time:

- Lead a class review of the adjectives on pages 44 and 48. Elicit the adjectives and write them on the board. Have Ss refer to this list as they complete the activity.
- Read the example conversations aloud with two higher-level Ss. Tell Ss to use these conversations and the conversation model on page 49 as models.
- Form similar-level pairs. Have Ss take turns saying descriptions and guessing who the descriptions are about.
- Suggest lower-level Ss write descriptions of the photos on a blank sheet of paper before completing the activity. If higher-level Ss finish the activity early, they can repeat it with the family photos on page 51.
- Monitor. Listen for the correct pronunciation and use of adverbs and adjectives. Make sure Ss are correctly using *be* and *have* in their descriptions.
- Invite pairs to role-play their conversation for the class.

PROGRESS SELF-CHECK

- Have Ss complete the **Now I Can** checklist individually. Encourage them to look back at each lesson in the unit and consider the speaking objectives, vocabulary, pronunciation, grammar, and listening, reading, and writing skills.
- Have Ss compare checklists in pairs and talk about the things they need to study or practice more.
- Have Ss work individually to think about what might help them master these goals. Refer individual Ss to specific materials for more practice.

FOR MORE PRACTICE . . .

To review and extend the unit content, additional materials are available in the back of the Student's Book and online. For the online content, go to Teacher Resources in the Pearson English Portal. Instructions for each resource are included in the resource's folder.

UNIT REVIEW, pp. 145–146 The Unit Review section offers two pages of workbook-style activities to review the unit content.

PRACTI-CHANT, p. 159 Practi-Chants reinforce pronunciation, rhythm, and intonation as well as increase vocabulary retention, listening comprehension, and speaking fluency.

***CONNECT TV* (online)** Video presents language from the unit through fun and engaging situational comedy episodes.

TEST-TAKING SKILLS BOOSTER (online) Practice tests featuring *Connectivity*-leveled content expose students to item types found on high-stakes tests.

ADDITIONAL PRINTABLE RESOURCES (ONLINE) Abundant supplemental materials include extra practice worksheets, Assessments, Unit Study Guides, Audio and Video Scripts, Answer Keys, and much more.

3 FAMILY RELATIONSHIP GAME

Form two teams. Flip a coin to decide which team goes first.

Take turns. Each team asks an information question with Who or What about the family relationships in the photos. The other team answers.

Teams get one point for each correct question and one point for each correct answer.

The first team to get 20 points wins.

Who's Jason? Jason? He's Janie's brother.

Who's Annie's grandson? Victor.

What are Janie's parents' names? Kelly and Leo.

REMEMBER
That's right!
That's wrong.

MY TEAM'S SCORECARD

Correct questions ☐☐☐☐☐☐☐☐☐☐

Correct answers ☐☐☐☐☐☐☐☐☐☐

TOTAL POINTS ☐





4 Describe-athon

Take turns. Describe people in the Family Relationship Game photos. Your partner guesses who.

Guess who! She has blond hair, and she's really cute. Linda?

Guess who! He's tall and he has gray hair, and she has straight blond hair. Barry and Diana?

PROGRESS SELF-CHECK NOW I CAN

- ☐ Comment on family photos.
- ☐ Ask about relatives.
- ☐ Describe appearance.
- ☐ Talk about someone's family.

For more practice . . . Unit Review, p. 145 / Practi-Chant, p. 159
Connect TV / Test-Taking Skills Booster

UNIT 5

Time and Events

Warm-Up

A VOCABULARY | What time is it? | Read and listen. Then listen again and repeat.



1 It's nine o'clock.



2 It's nine fifteen. OR
It's a quarter after nine.



3 It's nine twenty. OR
It's twenty after nine.



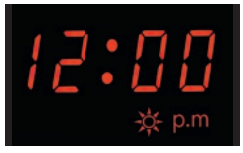
4 It's nine thirty. OR
It's half past nine.



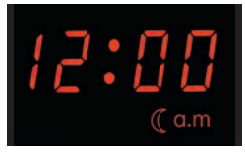
5 It's nine forty. OR
It's twenty to ten.



6 It's nine forty-five. OR
It's a quarter to ten.



7 It's noon.



8 It's midnight.

0:00 to 11:59 = A.M.
12:00 to 23:59 = P.M.



Say "eight **A.M.**" OR "eight **P.M.**"

COACH

B PRONUNCIATION | Sentence rhythm | Read and listen. Then listen again and repeat.

1 It's **TEN** after **FIVE**.
2 It's **TWEN**ty to **ONE**.
3 It's a **QUAR**ter to **TWO**.

C PAIR WORK | Take turns. Ask your partner what time it is. Pay attention to sentence rhythm.

"What time is it?"

1 It's a quarter after three.
2 It's ten to five.
3 It's twenty after six.
4 It's five to ten.

D VOCABULARY | Late, early, and on time | Read and listen. Then listen again and repeat.



1 She's **late**.



2 He's **early**.



3 They're **on time**.

Unit 5 Time and Events

WARM-UP	Students learn how to tell and talk about time.	
	Pronunciation	Sentence rhythm
LESSON 1 **Ask about the time of events**	***Vocabulary***	Events
	Grammar	*Be*: Questions with *When* and *What time* / Preposition *at*
LESSON 2 **Plan to attend an event**	***Vocabulary***	Days of the week
	Grammar	*Be:* Questions with *When* and *What day* / Preposition *on*
	Grammar	Expressing parts of a day: Prepositions *in* and *at*
LESSON 3 **Ask about birthdays**	***Vocabulary***	Ordinal numbers; Months of the year
	Grammar	*Be:* Questions with *When* or *What month* / Prepositions *in* and *on*
LESSON 4 **Describe a time span**	***Reading***	Read about events
	Listening	Listen for information about events
	Writing	Write about events in your city or town
INTERACTIVE COOL DOWN	*Community Events Showdown; Chat*	

Choose a warm-up activity from the Warm-Up Activity Bank on pages xxii–xxiii.

Warm-Up

A VOCABULARY

Suggested time: 5 minutes | Your time:

- Write *clock* on the board. Hold up your book and point to the pictures. Say, *These are clocks. Clocks show the time.*
- Have Ss read and listen, then listen again and repeat.
- Draw a round clock showing *6:00* on the board. Say, *It's six o'clock.* Write on the board: *6:00 / 6:15 / 6:20.* Point to *6:15* and *6:20* and say, *It's six fifteen. It's six twenty. We don't say* o'clock *with these times.* Then point to *6:00.* Say, *Six o'clock is before six fifteen.* Point to *6:20.* Say, *Six twenty is after six fifteen.*
- Write on the board:
  quarter = 15 minutes / half = 30 minutes
  a quarter after nine / half past nine.
  Say, After *and* past *have the same meaning.*
- Write: *twenty to ten.* Say, To *means* before. *It's twenty minutes before ten.*
- Write: *midnight = 0:00.* Point to *0:00* and say, *Midnight.*
- Read the note next to item 8 aloud. Then write on the board: *8:00 / 20:00.* Cross out *20:00* and write *8:00.* Add A.M. to the first time and P.M. to the second. Say, *Eight A.M. is in the morning. Eight P.M. is in the evening.*

LANGUAGE AND CULTURE

- Most countries use the 24-hour clock. The U.S., Canada, and Australia use the 12-hour clock.
- English speakers use *oh* when saying times digit by digit: *eight-oh-four* (8:04).

B PRONUNCIATION

Suggested time: 2–3 minutes | Your time:

- Have Ss read and listen. Then have them listen again and repeat.
- Write the times on the board. Draw dots above the stressed words or syllables.
- Call on Ss to say the times. Model the correct rhythm as necessary.

C PAIR WORK

Suggested time: 5 minutes | Your time:

- Say, *What time is it?* Have Ss repeat.
- Have Ss take turns asking *What time is it?* and answering with items 1–4. Monitor. Listen for the correct sentence rhythm.
- Write items 1–4 on the board. Invite volunteers to draw dots over the stressed words or syllables. Say the times again as a class.

D VOCABULARY

Suggested time: 5 minutes | Your time:

- Say, *Look at the pictures.* Point to picture 1. Say, *The train comes at 4:00 P.M. What time is it?* (4:01 P.M.) Repeat the question for pictures 2 and 3. (picture 2: 7:30 A.M., picture 3: 8:45 A.M.)
- Write on the board: *late, early, on time.* Say, *Use these words to talk about time.*
- Have Ss read and listen, and then listen again and repeat.

E VOCABULARY PRACTICE

Suggested time: 5 minutes | Your time:

- Have Ss preview the pictures and captions.
- Write on the board: *I'm* ___. Tell Ss to look at item 1. Read the conversation aloud with a higher-level S. Play Speaker A. Elicit the answer. Complete the sentence on the board with *early*.
- Have Ss complete the exercise individually.
- Go over the answers as a class.

LANGUAGE AND CULTURE Different cultures have different beliefs about the appropriate time to arrive for an event. In most English-speaking countries, it is important to arrive on time or early for events. It is also polite to let someone know if you're going to be late.

F PAIR WORK

Suggested time: 5 minutes | Your time:

- Have Ss practice the conversations in pairs. Time permitting, have them switch roles.
- Monitor. Listen for the correct pronunciation of numbers and time.

G LISTENING COMPREHENSION

Suggested time: 10 minutes | Your time:

- Copy the chart on the board.
- Say, *Listen to the conversations. Check if the person is late, early, or on time.*
- Do item 1 as a class. Play the first conversation and pause. Ask, *Is the man early, late, or on time?* Put a checkmark under *late*, next to item 1 in the chart.
- Play the rest of the audio. Have Ss complete the exercise individually.
- To go over answers, invite volunteers to complete the chart on the board.
- To clarify new vocabulary in the listening, write on the board: *Thank goodness!* Say, *Thank goodness. I'm on time. That's great!* Have Ss repeat.
- Write on the board: *A: What time is it? B: Let me check. . . .* Have a S ask you the question. Say, *Let me check.* Point to a clock or pretend to look at a watch on your wrist. Say the time.

TEACHING TIP To help Ss see the value of vocabulary in everyday situations, throughout class ask, *What time is it now?* Encourage Ss to respond using the expression *Let me check* before saying the time.

H ACTIVATE VOCABULARY

Suggested time: 5–7 minutes | Your time:

- Form similar-level pairs. Have Ss take turns asking and answering the questions. Monitor.
- To go over answers, read the questions aloud. Call on Ss to answer the questions.

TEACHING TIP Whenever possible, give Ss the opportunity talk about their real-life experiences. Asking and answering questions about their lives helps activate Ss' background knowledge of the topic and relate to the theme.

SPEAKING | PAIR WORK

Suggested time: 15 minutes | Your time:

- Tell Ss to look at the map. Ask, *What cities are on the map?* Ask volunteers to call out answers. Correct their pronunciation if necessary. Ask, *Where are we right now?* Have Ss point to your location on the map. Ask, *Where is [New York]?* Walk around and make sure Ss are pointing to the correct city on the map.
- Write on the board: *What time is it in* ___*?* Read the example question aloud. Have two volunteers read the answers aloud. Point out that these are two ways to say the time.
- Form mixed-level pairs. Have Ss take turns asking and answering questions about the times on the map. Ask higher-level Ss to help lower-level Ss say the times when necessary.
- Monitor. Help Ss pronounce the names of the cities. Listen for the correct use and pronunciation of numbers and time vocabulary. Remind Ss to say each time two ways.

EXTENSION (+5 minutes) For additional practice, have Ss take turns saying a time on the map and then saying which city matches that time. For example:

Partner A: It's 2:40 A.M. Where am I?
Partner B: You're in Sydney.
Partner A: That's right!

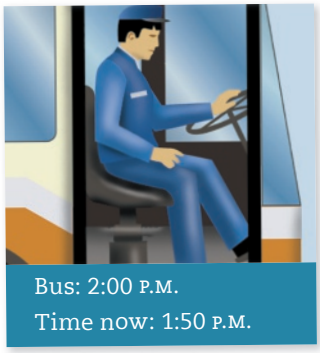
EXTENSION (+5 minutes) For a quick review of information questions, have Ss complete this matching exercise in pairs. Write on the board:

1. ___ is she? She's my sister.	*a. What*
2. ___ is her name? Her name is Jane.	*b. What time*
3. ___ is it? It's 4:30 P.M.	*c. Who*
4. ___ are they? They're 16.	*d. Where*
5. ___ is Paris? It's in France.	*e. How old*

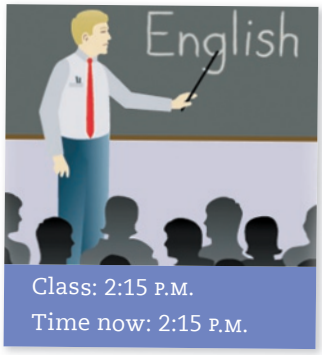
Elicit the answers. (1. c; 2. a; 3. b; 4. e; 5. d) Write them on the board. Invite volunteers to read the conversations aloud for the class.

Remind Ss of additional vocabulary and pronunciation practice in their digital resources.

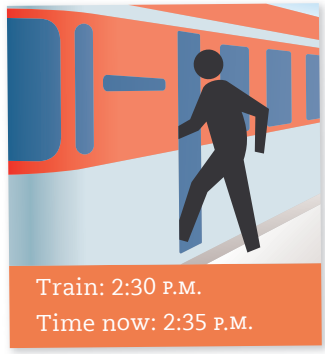
E **VOCABULARY PRACTICE** | **Look at the pictures. Complete the conversations with late, early, or on time.**



1 **A:** What time is it?
B: It's 1:50.
A: Whew! The bus is at 2:00. I'm ...early.....



2 **A:** What time is it?
B: Now? It's a quarter after two.
A: It is? That's great. I'm ...on time.....



3 **A:** Is it 2:30?
B: No, it isn't. It's 2:35.
A: No way! I'm ...late.....

F **PAIR WORK** | **Practice the conversations from Exercise E.**

G **LISTENING COMPREHENSION** | **Listen to the conversations. Check late, early, or on time.**

	late	early	on time
1	✓		
2	✓		
3			✓
4		✓	

H **ACTIVATE VOCABULARY** | **Ask and answer the questions with a partner.**

1 What time is it?
2 Are your classmates on time to English class?
3 Are you on time to English class?

SPEAKING **PAIR WORK** | **Look at the map. Ask your partner about times in the different cities. Say each time two ways.**



1 COMMUNICATION GOAL Ask about the time of events

A VOCABULARY | Events | Read and listen. Then listen again and repeat.

VOCABULARY EXPANDER p. 130
More events



1 a party



2 a game



3 a meeting



4 a concert



5 a movie



6 a play



7 a talk



8 an exhibit

B LISTENING COMPREHENSION | Listen to the conversations. Write the kind of event and circle the time of the event. Then listen again to check your answers.

1 *talk*	(6:00 / 6:30)
2 *meeting*	(4:15 / 4:45)
3 *play*	(7:15 / 7:45)
4 *concert*	(8:30 / 9:00)
5 *party*	(9:45 / 10:15)
6 *movie*	(8:10 / 7:50)
7 *game*	(12:00 A.M. / 12:00 P.M.)
8 *exhibit*	(1:30 / 12:45)

COACH

C GRAMMAR | Be: Questions with When and What time / Preposition at

Use When or What time to ask about the time of events. Use the preposition at with times. Look at three ways to answer.

When's the movie?
What time's the movie?

It's at eight o'clock.
At eight o'clock.
Eight o'clock.

Remember: At is also used for places.
He's a chef **at** a French restaurant.



Contractions
What time is → **What time's**
When is → **When's**

Be careful!
When is it? NOT ~~When's~~ it?
What time is it? NOT What ~~time's~~ it?

D PRONOUNCE THE GRAMMAR | Listen and repeat the grammar examples.

LESSON 1 Ask about the time of events

A VOCABULARY

Suggested time: 2–3 minutes | Your time:

- Have Ss preview the pictures and captions before listening. Say, *An* event *is something that people do or watch together.*
- Have Ss read and listen. Then have them listen again and repeat.
- Tell Ss to look at item 8. Ask, *Why is it* an exhibit *and not* a exhibit*?* (*Exhibit* starts with a vowel.)

VOCABULARY EXPANDER (optional, page 130)

EXTENSION (+5 minutes) Write these sentences on the board:

1. A(n) ___ is in a game.
2. A(n) ___ is in a meeting.
3. A(n) ___ is in a concert.
4. A(n) ___ is in a movie or a play.

Ask for volunteers to complete the sentences with appropriate words. (For example: 1. soccer player, 2. colleague, 3. singer, 4. actor) Make sure they use the correct article before each occupation.

EXTENSION (+5 minutes) Tell Ss to give examples of games, concerts, and movies they know. See Language and Culture note below.

LANGUAGE AND CULTURE

- A *game* is a physical or mental activity that has rules and that people often do for pleasure, such as a sports game, a board game, or an online game.
- We can add a music word to specify the type of concert: a *rock concert*, a *classical concert*.
- A *talk* is a formal conversation, usually with a speaker and a group of listeners called the *audience*.
- An *exhibit* is a single object or a collection put in a public space for people to look at. Exhibits are usually shown in galleries and museums.

B LISTENING COMPREHENSION

Suggested time: 10 minutes | Your time:

- Say, *Listen for the event. Write it in the chart. Circle the time you hear.* Tell Ss to refer to Exercise A to guide their spelling.
- Do item 1 as a class. Play the audio and pause after the first conversation. Ask, *What is the event? What time is the talk?* Have Ss write *talk* and circle *6:30.*
- Play the rest of the audio. Have Ss complete the exercise individually. Then replay the audio and have Ss check their answers.
- To go over the answers, ask, *What is the event? What time is the [event]?* for each item. Write the answers on the board. When appropriate, elicit alternative ways of saying the time.

OPTION (+5 minutes) Play the audio twice. The first time, have Ss write the event. The second time, have them circle the time.

C GRAMMAR

Suggested time: 5 minutes | Your time:

- Direct Ss' attention to the photo. Say, *In this conversation, the men talk about an event. What is the event?* (a talk) Read the conversation aloud.
- Tell Ss to look at the grammar chart. Say, *We use* When *and* What time *with* be *to ask questions about the time of events.* Write on the board:

When / *What time*	+	*be*	+	*EVENT?*
When		*is*		*the movie?*

- Ask Ss to follow along as you read the examples aloud. Invite a volunteer to write the second example question under the formula on the board.
- Say, *Use the preposition* at *with clock times.* Remind Ss that we use the same preposition with places. Read the examples aloud.
- Point out that we can answer questions with *When* and *What time* with a complete sentence, with *at* plus the time, or with just the time.
- Write on the board: *It's at eight o'clock. = The movie is at eight o'clock.* Explain that *It* refers to an event.
- Say, *Look at the* ***Contractions*** *note*. Write on the board: *What time is* and *When is*. Ask for volunteers to come up and form the contractions. (What time's, When's)
- Direct Ss' attention to the **Be careful!** note. Say, *Do not use* What time's *and* When's *with* it.

LANGUAGE NOTE The example questions in the grammar chart use the definite article *the* because they are about a specific event—both speakers talk about the same movie.

D PRONOUNCE THE GRAMMAR

Suggested time: 2–3 minutes | Your time:

- Have Ss listen to the examples in the grammar chart and repeat.
- Monitor. Listen for a /z/ sound in the contractions *When's* and *time's,* and an /s/ sound in the contraction *It's.*

E INTEGRATED PRACTICE

Suggested time: 5–7 minutes | Your time:

- Do item 1 as a class. Write the conversation on the board. Point to the picture and ask, *What is this event?* (a meeting) Elicit the question *When's the meeting?* and complete it on the board. Ask, *What time's the meeting?* Elicit and complete the answer.
- Have Ss complete the exercise individually. Remind them to use *at* with times and to refer to the events vocabulary on page 56 if necessary.
- To go over answers, copy the rest of the conversations on the board. Invite volunteers to complete the sentences. Correct as necessary.

F PAIR WORK

Suggested time: 5–7 minutes | Your time:

- Have Ss read the conversations aloud in pairs. Time permitting, have them switch roles.
- Monitor. Listen for the correct pronunciation of events.
- To go over answers, have pairs of Ss read each conversation for the class.

Communication Activator

A CONVERSATION MODEL

Suggested time: 4–5 minutes | Your time:

These conversation strategies are implicit in the model
- Express worry with *Uh-oh*
- Repeat part of a question to clarify
- Confirm information with *That's right*

- Have Ss preview the conversation before listening. Elicit examples of events and *be* questions with *What time* in the conversation.
- Play the audio as Ss follow along in their books.
- To check comprehension, ask, *What time is their meeting?* (10:30) *What time is it now?* (10:25) *Are they late?* (No, they are early.)
- Call Ss' attention to the **Social language** box. Have them underline *Uh-oh* in the conversation. Read *Uh-oh* aloud and ask Ss to repeat.

B PRONUNCIATION PRACTICE

Suggested time: 5 minutes | Your time:

- Play the audio. Have Ss listen and repeat. Make sure they use rising intonation for *Are we late?* and *Ten twenty-five?* and stress *No* and *not* in *No, we're not.*
- Form pairs. Monitor as Ss role-play.
- To review sentence rhythm, replay the audio and ask Ss to draw dots over the stressed words or syllables in the times in Exercise A. (ten thirty, ten twenty-five)

C CONVERSATION PAIR WORK

Suggested time: 10 minutes | Your time:

- Write on the board: *Class: 2:15. Time now: 2:15.*
- To model the exchange, role-play the conversation with a higher-level S. Play Speaker A. Use the information on the board.
- Point to the schedule. Say, *This is a schedule. It shows the times of events.* Ask, *What events are on the schedule?* (game, party, talk) Have Ss complete the schedule with their own event and time. Remind Ss that there are more events in the **Vocabulary Expander** on page 130. Then say, *Use these events in your conversations.*
- Form similar-level pairs. Have Ss role-play the conversation and then switch roles.
- Challenge higher-level Ss to talk about more than one event.
- Monitor. Make sure Ss are using alternative ways of saying times. Listen for the correct sentence rhythm. Model and correct as needed.

D CHANGE PARTNERS

Suggested time: 5 minutes | Your time:

- Form new pairs. Monitor as Ss practice their conversations.
- Have Ss switch roles and practice again.
- Have volunteers perform their conversations for the class.

LOOK FOR While Ss are doing Exercises C and D, monitor their conversations to determine if they are
- ✓ using vocabulary for events
- ✓ forming *be* questions with *When* and *What time*
- ✓ using the preposition *at* with times
- ✓ using the conversation strategies

OPTION For all Communication Activator sections in this unit, use the ORAL PROGRESS ASSESSMENT CHARTS to provide feedback to Ss on their speaking (see Teacher Resources in the Pearson English Portal).

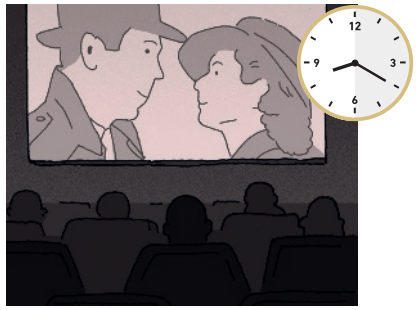
CLOSURE ACTIVITY (+10 minutes) Have the Ss stand in two circles: an outer circle around the classroom and an inner circle facing the outer circle. Write three columns on the board with these headings: *Event, Time of Event, Time Now.* Under the headings, write item 1: *Exhibit, 10:30 A.M., 10:45 A.M.* Tell Ss they have 1 minute to talk about that event with the partner facing them. Every 2 minutes, say, *Turn!* For each turn, add a new item to the chart. Ss in the inner ring should move one space clockwise and start a new conversation about the new event on the board.

Remind Ss of additional vocabulary, grammar, and speaking practice in their digital resources.

E **INTEGRATED PRACTICE** | **Look at the pictures. Complete the conversations. Use contractions when possible.**



1 **A:** When *'s* the *meeting*?
B: It's *at one* o'clock.



2 **A:** What *time's* the *movie*?
B: It's *at 8:20*.



3 **A:** When *'s* the *party*?
B: It's *at 7:45*.



4 **A:** Olivia, what *time's* the *game*?
B: It's *at* half past *four*.

F **PAIR WORK** | **Practice the conversations from Exercise E.**

COMMUNICATION ACTIVATOR

Now let's ask about the time of events.



A **CONVERSATION MODEL** | **Read and listen.**

A: Harry, what time's the meeting?
B: Ten thirty.
A: Uh-oh, are we late?
B: No, we're not. It's ten twenty-five.
A: Ten twenty-five?
B: That's right. We're early.

Social language
Express worry with "Uh-oh."

B **PRONUNCIATION PRACTICE** | **Listen again and repeat. Then practice the Conversation Model with a partner.**

C **CONVERSATION PAIR WORK** | **Add your own event to the schedule. Use the events to change the conversation. Then change roles.**

A: ....., what time's the .....?
B: .....
A: Uh-oh, ... late?
B: ..... It's .....
A: .....?
B: That's right. .....

Game	4:00	time now: 3:45
Party	9:30	time now: 9:30
Talk	2:15	time now: 2:30
..... *[Your event]*	..... *[time]*	time now: .....

D **CHANGE PARTNERS** | **Change the conversation again.**

2 COMMUNICATION GOAL Plan to attend an event

A VOCABULARY | Days of the week | Read and listen. Then listen again and repeat.

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday

weekdays
Monday–Friday
the weekend
Saturday–Sunday

COACH **B** GRAMMAR | Be: Questions with When and What day / Preposition on

Ask questions about days of the week with When or What day. Use the preposition on with the names of days and the weekend.

When's the game?	It's **on** Sunday.
What day's the party?	The party's **on** Saturday.
When's the exhibit?	It's **on** Saturday and Sunday. [OR It's **on** the weekend.]

Contractions
What day is → **What day's**



C PRONOUNCE THE GRAMMAR | Listen and repeat the grammar examples.

D PAIR WORK | Invent a day and time for each event. Write the events and times in the calendar in Exercise A. Then take turns asking and answering questions about the events.

When's the movie? It's on Friday.

What time? At 7:45.

EVENTS

party	game	meeting	concert
movie	play	talk	exhibit

E INTEGRATED PRACTICE | Circle the correct prepositions to complete the statements.

1 The photo exhibit is (on) / at) Tuesday at Charles's Restaurant.
2 The concert is (on / (at) 7:00 at the bookstore.
3 Our meeting's (on) / at) Friday (on / (at) 10:00.
4 The game is (on / (at) 3:15 P.M. (on) / at) Saturday.
5 Professor Clark's talk is (at / (on) Sunday (at) / on) half past five.

COACH **F** GRAMMAR | Expressing parts of a day: Prepositions in and at

Use in with the morning, the afternoon, and the evening.
The exhibit is **in** the morning / **in** the afternoon / **in** the evening.

BUT Use at with night, midnight, and noon.
The talk is **at** night.
The movie's **at** midnight.
The game's **at** noon.

Be careful!
It's **on** Tuesday morning.
NOT It's ~~in the~~ Tuesday morning.
It's **on** Sunday night.
NOT It's ~~at~~ Sunday night.



LESSON 2 Plan to attend an event

A VOCABULARY

Suggested time: 2–3 minutes | Your time:

- Point to the calendar. Say, *This is one week. Point to each day as you hear it.*
- Have Ss read and listen, and then listen again and repeat.
- Direct Ss' attention to the note. Say, *Monday to Friday are* weekdays. *Saturday and Sunday are* the weekend. Say, *Weekdays. The weekend.* Ask Ss to repeat.
- Point out that the days of the week are always capitalized.
- To check comprehension, say true and false sentences. Ask Ss to say *true* or *false* and then correct the sentence as necessary. For example: *Monday is the weekend.* (False. Monday is a weekday.)

LANGUAGE AND CULTURE Different countries consider different days as the first day of the week. Most of the Americas and parts of Asia start the week on Sunday. Much of the Middle East starts the week on Saturday, and most of Europe starts the week on Monday.

B GRAMMAR

Suggested time: 5 minutes | Your time:

- Have Ss look at the grammar chart. Say, *We use* When *or* What day *with* be *to ask questions about the day of an event.* Write on the board:

When / *What day*	+	*be*	+	*EVENT*?
When		*is*		*the game?*

- Read the other example questions aloud and point out how they follow the formula.
- Point to the column in the chart with answers. Say, *Use* on *with the names of days. Use* on *with* the weekend. Read the examples aloud.
- Tell Ss that the answer to a question with *When* can be a day or a time. For example: *When's the dance?* (On Friday. / At 10:00.)
- Say, *Look at the* ***Contractions*** *note.* Write on the board: *What day is = What day's.*
- Direct Ss' attention to the photo. Read the conversation aloud. Tell Ss short answers can be with or without the preposition *on.* For example: *On Sunday. / Sunday.*

C PRONOUNCE THE GRAMMAR

Suggested time: 2-3 minutes | Your time:

- Have Ss listen to the examples in the grammar chart and repeat.
- Monitor. Listen for a /z/ sound in the contractions *When's* and *day's.*

D PAIR WORK

Suggested time: 5–7 minutes | Your time:

- Copy the calendar in Exercise A on the board. Under Friday, write: *Movie 7:45.*
- Direct Ss' attention to the **Events** box. Read the events aloud. Say, *Use these events in your calendar. Write a time for each event.*
- Have Ss work individually to write events and times in their calendar. Monitor.
- Form pairs. Say, *Now ask and answer questions about your calendar.* To model the activity, read the conversations aloud. Elicit different ways of answering the questions. For example: *Seven forty-five. A quarter to eight.*
- Call on Ss to share the day and time of one event on their calendar.

E INTEGRATED PRACTICE

Suggested time: 5 minutes | Your time:

- Do item 1 as a class. Read the first statement aloud. Elicit the answer. Ask, *Why is* on *correct?* (We use *on* with days.) Tell Ss to circle *on* in item 1.
- Have Ss complete the exercise individually and then compare answers in pairs.
- To go over answers, ask for volunteers to read the completed sentences aloud.

F GRAMMAR

Suggested time: 4-5 minutes | Your time:

- Direct Ss' attention to the photo. Read the man's statement aloud.
- Tell Ss to look at the grammar chart. Say, *Use prepositions to talk about parts of a day.*
- Ask, *What are the four parts of the day?* (morning, afternoon, evening, night) To help Ss remember, say, *Good morning! Good afternoon! Good evening! Good night!*
- Ask Ss to follow along as you read the rules and examples aloud.
- Direct Ss' attention to the **Be careful!** box. Read the examples aloud. Say, *Use* on *for parts of the day when we know what day it is. Don't use* the. Write on the board: *It's on Tuesday in the morning. / It's* on *Tuesday morning.*
- To check comprehension, write examples on the board and elicit the correct prepositions. For example: *The play is ___ Saturday evening.* (on) *The party is ___ night.* (at)

G PRONOUNCE THE GRAMMAR

Suggested time: 2–3 minutes | Your time:

- Have Ss listen to the examples in the grammar chart and repeat.

H LISTENING COMPREHENSION

Suggested time: 10 minutes | Your time:

- Tell Ss to look at the chart. Read the headings and the example aloud.
- Do item 1 as a class. Play the audio and pause after *It's at six P.M.* Ask, *What's the event? What day is the event? What part of the day is six P.M.?* Point to the sample answers in the chart.
- Play the rest of the audio. Have Ss complete the exercise individually.
- Replay the audio if appropriate.
- To go over answers, copy the chart on the board and invite volunteers to complete it.
- Form similar-level pairs. Have Ss work together to make statements about each event.
- Invite volunteers to say their sentences to the class. Correct as necessary.

TEACHING TIP To encourage Ss to experiment with the language they have learned, suggest they make statements in more than one way. For example: *The game is on Saturday morning.* OR *The game is on Saturday, in the morning.*

Communication Activator

A CONVERSATION MODEL

Suggested time: 3–4 minutes | Your time:

These conversation strategies are implicit in the model
- Use *Hey* to get someone's attention
- Show interest with *Really?*
- Use *Great!* to show enthusiasm for an idea
- Say *OK.* to show you agree

- Have Ss preview the conversation before listening. Elicit examples of days of the week, parts of a day, questions with *When*, and the preposition *on* in the conversation.
- Play the audio as Ss follow along in their books.
- Call Ss' attention to the **Social language** box and Speaker B's last line. Say the expressions. Ask Ss to repeat.
- To check comprehension, ask, *What's the event? Where is it? When is it?* Elicit the answers.
- Point out that we use *Let's* to make suggestions. Point out that *at* is used with both a place and a time in the conversation.
- Read Speaker A's last line aloud. Remind Ss that we use the imperative for instructions.

TEACHING TIP In this Communication Activator, Ss use *There's* to talk about an event. However, Ss don't learn *there is / are* until a later unit. Do not expect them to produce *There is / are* yet.

B PRONUNCIATION PRACTICE

Suggested time: 5 minutes | Your time:

- Play the audio. Make sure Ss use rising intonation for *Really?* and say *Great!* with enthusiasm.
- Form pairs. Monitor as Ss role-play.

C CONVERSATION PAIR WORK

Suggested time: 5 minutes | Your time:

- Have Ss look at the pictures and identify each event. Read the text aloud.
- To model the exchange, role-play the conversation with a higher-level S. Play Speaker A.
- Form pairs. Have Ss role-play the conversation and then switch roles.
- Monitor. Listen for the correct pronunciation of days and times.
- Go over the information in the **Keep Talking!** box and play the video to provide more support. Encourage Ss to use these ideas and phrases to extend their conversations.

D CHANGE PARTNERS

Suggested time: 5 minutes | Your time:

- Form new pairs. This time, encourage Ss to include more information about the events in the pictures. Monitor as Ss practice their conversations.
- Time permitting, have Ss switch roles and practice again.
- Have volunteers perform their conversations for the class.

LOOK FOR While Ss are doing Exercises C and D, monitor their conversations to determine if they are
- ✓ using vocabulary for days of the week
- ✓ including the definite article *the* with *morning, afternoon,* and *evening*
- ✓ forming *be* questions with *When* and *What day*
- ✓ using the prepositions *on, in,* and *at*
- ✓ using the conversation strategies

CLOSURE ACTIVITY (+10 minutes) Write on the board: *What's the event? What time is the event?* Have Ss write three events on a blank sheet of paper. Have them write a day and time for each event. Then form pairs. Have Ss take turns asking each other questions about their events. Make sure they do not show each other their papers. Walk around and take notes on areas for review and extra practice in later lessons.

Remind Ss of additional vocabulary, grammar, and speaking practice in their digital resources.

G PRONOUNCE THE GRAMMAR | Listen and repeat the grammar examples.

H LISTENING COMPREHENSION | Listen to the conversations. Complete the chart. With a partner, make statements about each event.

	kind of event	day of the event	part of the day
1	concert	Friday	evening
2	movie	Thursday	night
3	party	Saturday	afternoon / evening
4	game	Saturday	morning
5	talk	Tuesday	morning

(The talk is on Tuesday morning.)

"The concert's on Friday evening."

(The movie is on Thursday night.)
(The party is on Saturday afternoon / evening.)
(The game is on Saturday morning.)

COMMUNICATION ACTIVATOR

Now let's plan to attend an event.



A CONVERSATION MODEL | Read and listen.

A: Hey, John. There's a party at Silvia's Restaurant.
B: Really? When?
A: On Friday evening. At 7:30.
B: Great! Let's meet at seven.
A: OK. Don't be late.

Social language
Express enthusiasm with:
Great! / Fantastic! / Cool!

B PRONUNCIATION PRACTICE | Listen again and repeat. Then practice the Conversation Model with a partner.

C CONVERSATION PAIR WORK | Change the conversation. Use the events and times in the pictures. Then change roles.

A: Hey, ... There's a ..... at ..... .
B: Really? When?
A: On ..... . At ..... .
B: Great. Let's meet at ..... .
A: OK. Don't be late.

KEEP TALKING!

Ask more about the location.
Where's ___ ?
Is it ___ ?

Decide where to meet.
Let's meet at [the school / the corner of Main and First].

Watch the video for ideas!



D CHANGE PARTNERS | Plan to attend a different event.

3 COMMUNICATION GOAL Ask about birthdays

A VOCABULARY | Ordinal numbers | Read and listen. Then listen again and repeat.

1st	2nd	3rd	4th	5th	6th	7th	8th	9th
first	second	third	fourth	fifth	sixth	seventh	eighth	ninth
10th	11th	12th	13th	14th	15th	16th	17th	
tenth	eleventh	twelfth	thirteenth	fourteenth	fifteenth	sixteenth	seventeenth	
18th	19th	20th	21st	22nd	30th	40th	50th	
eighteenth	nineteenth	twentieth	twenty-first	twenty-second	thirtieth	fortieth	fiftieth	

B PAIR WORK | Say a number. Your partner says the ordinal number. Then change roles.

twenty-two

twenty-second

C VOCABULARY | Months of the year | Read and listen. Then listen again and repeat.

January

					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						

February

	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						

March

	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			

April

				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	

May

						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					

June

		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			

July

				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

August

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				

September

			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		

October

					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						

November

	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				

December

			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	

D VOCABULARY PRACTICE | Say one of the dates, using the month and the ordinal number. Your partner writes the date.

"August third"

August 3rd



LESSON 3 Ask about birthdays

A VOCABULARY

Suggested time: 4–5 minutes | Your time:

- Hold up your book and point to the numbers. Say, *Point to each number as you hear it.*
- Have Ss read and listen. Then have them listen again and repeat after each number.
- Write on the board: *first = 1st*. Repeat for *second, third,* and *fourth*. Have Ss underline the endings *-st*, *-nd*, *-rd*, and *-th* in their books.

OPTION (+5 minutes) Write on the board: *twentieth*, *thirtieth*, *fortieth*, *fiftieth*. To help Ss pronounce these numbers, invite volunteers to draw a large dot above the stressed syllable in each word. (twen-ti-eth; thir-ti-eth; for-ti-eth; fif-ti-eth)

TEACHING TIP To help Ss pronounce the "th" sound, show how your tongue rests between your teeth as you blow air. If Ss are embarrassed to show their tongues, suggest they cover their mouths with a card or their hands as they practice.

B PAIR WORK

Suggested time: 5 minutes | Your time:

- Model the activity. Write two columns on the board: one with numbers and the other with the corresponding ordinal numbers. Write *one* in the numbers column and *first* in the ordinal numbers column. Then say *two*. Point to the ordinal numbers column to prompt Ss to say *second*. Repeat with different Ss and numbers.
- Have Ss complete the activity in pairs. Monitor. Listen for the correct pronunciation of ordinal numbers. Model and correct as necessary.

LANGUAGE NOTES

- The ordinal numbers for *1, 2,* and *3* have irregular forms. (first, second, third)
- The ordinal numbers for *5, 8, 9,* and *12* have spelling changes. (five: fifth; eight: eighth; nine: ninth; twelve: twelfth)
- In ordinal numbers ending in *-y*, the *-y* is replaced with *-ieth*. (twentieth, fortieth, seventieth, etc.)

C VOCABULARY

Suggested time: 2–3 minutes | Your time:

- Point to the calendar. Say, *This is one year. Point to each month as you hear it.*
- Have Ss read and listen. Then have them listen again and repeat.
- Point to the months in the calendar. Say, *We use capital letters for months of the year*.
- Point to January 1st on the calendar and write it on the board. Say, *January first. This is a date. A* date *tells the day of a month or year. Use ordinal numbers to say dates.* Ask, *What is the date today?* Point to it on the calendar and write it on the board.

CHALLENGE (+10 minutes) Have Ss sit or stand in a circle. With large classes, divide the class into two groups. Join the circle. Say, *January*. Look at the S to your left. Ask, *What is the next month?* (February) Point to the next S to the left. Say, *January, February, . . .* and pause. Elicit the next month from that S. (March) Go around the circle clockwise as each S says a month. Continue until most Ss can confidently recite the months of the year in the correct order. Time permitting, repeat this activity with the days of the week.

D VOCABULARY PRACTICE

Suggested time: 5–7 minutes | Your time:

- Write on the board: *August 3 = August third = August 3rd*. Then point to the example "*August third*" in the book. Say, *Say the date this way: August third.* Point to *August 3rd*. Say, *Write the date this way.*
- Form pairs. Have Ss take turns saying and writing the dates. Monitor. Listen for the correct pronunciation of the ordinal numbers.
- To go over answers, say dates and have volunteers write them on the board. Ask the class to correct if necessary.

LANGUAGE AND CULTURE

- When saying dates, we always use an ordinal number, for example: *January fifteenth*. When writing dates, we can use cardinal or ordinal numbers. Cardinal numbers are used in formal documents, for example: *January 15*.
- In British English, the number precedes the month: *15 January*. In American English, the number always follows the month: *January 15*.
- In calendars, we often abbreviate names of months and days to first three letters. For example: *Jan, Feb, Mon, Tue*.

LANGUAGE NOTE In American English, the pronunciation of *February* as /'fɛbjuɛri/ "*feb-yoo-air-ee*" is more common than the traditional pronunciation of /'fɛbruɛri/ "*feb-roo-air-ee*."

E GRAMMAR

Suggested time: 5 minutes | Your time:

- Direct Ss' attention to the photo. Ask, *Where are they?* (at work) Read the conversation aloud.
- Have Ss look at the grammar chart. Say, *We use* When *or* What month *with* be *to ask questions about months.*
- Read the first rule and example conversation aloud. Ask, *What is the event?* (a talk) *When is it?* (It's in March.)
- Read the second rule and examples aloud. Point out that Ss can say the date with or without the day of the week. Point out the comma after *Wednesday*.
- Read the third rule and example aloud.
- Say, *Look at the* ***Remember*** *note*. Review preposition use from earlier lessons. Say the phrases. Ask Ss to repeat.
- To check comprehension, write additional examples on the board and elicit the correct prepositions. For example: ___ *May* (in); ___ *May 4th* (on).

F PRONOUNCE THE GRAMMAR

Suggested time: 4-5 minutes | Your time:

- Have Ss listen to the examples in the grammar chart and repeat.
- Monitor. Listen for the correct pronunciation of the dates.

G GRAMMAR PRACTICE

Suggested time: 5-7 minutes | Your time:

- Do item 1 as a class. Read it aloud, pausing to elicit the answers. Ask, *Why are* on, at, *and* in *correct?* (We use *on* with days and dates, *at* with times, and *in* with parts of the day.)
- Have Ss complete the exercise individually and then compare answers in pairs.
- To go over answers, ask for volunteers to read the completed sentences aloud.

Communication Activator

A CONVERSATION MODEL

Suggested time: 4 minutes | Your time:

These conversation strategies are implicit in the model
- Express willingness to respond with *Sure!*
- Stress a word to show its importance

- Write *birthday* on the board and point to the birthday cake in the photo. Say, *My birthday is on [May 24th].*
- Have Ss preview the conversation before listening. Elicit examples of months, dates, and questions with *When*.
- Play the audio as Ss follow along in their books.
- Direct Ss' attention to the **Social language** box. Read it aloud. Have Ss underline *Sure!* in the conversation.
- To check comprehension, ask, *When's his birthday?* (on June 24th) *When's her birthday?* (on October 16th)

B PRONUNCIATION PRACTICE

Suggested time: 4-5 minutes | Your time:

- Play the audio. Have Ss listen and repeat.
- Monitor as Ss role-play. Listen for falling intonation in *When's your birthday?*

C CONVERSATION PAIR WORK

Suggested time: 5-7 minutes | Your time:

- Direct Ss' attention to the note about birthdays. Play the audio. Have Ss repeat.
- To model the exchange, role-play the conversation with a higher-level S. Play Speaker B. Stress *your*.
- Form pairs. Have Ss personalize the conversation and then switch roles.
- Monitor. Listen for the correct pronunciation of ordinal numbers and months.

D CHANGE PARTNERS

Suggested time: 5-7 minutes | Your time:

- Write on the board:
  A: When's your brother's birthday?
  B: His birthday is on January 5th.
  Role-play the conversation with a higher-level S.
- Read the **Keep Talking!** box aloud. Say, *Ask your partner about these people's birthdays. Complete the chart.*
- Form new pairs. Monitor as Ss practice their conversations.
- Time permitting, have Ss switch roles and practice again.
- Have volunteers perform their conversations for the class.

LOOK FOR While Ss are doing Exercises C and D, monitor their conversations to determine if they are
- ✓ using ordinal numbers for dates
- ✓ using vocabulary for the months of the year
- ✓ forming *be* questions with *When* and *What month*
- ✓ using the prepositions *in* and *on* with dates
- ✓ using the conversation strategies

CLOSURE ACTIVITY (+10 minutes) Have Ss write their names on a blank sheet of paper. Write on the board four questions about your class. For example: *What month is the start of our class? What days of the week is our class? What time is it? What part of the day is it?* Tell Ss to write complete sentences to answer. Monitor. Check for correct preposition use. Collect the papers. Read them to identify areas for review.

Remind Ss of additional vocabulary, grammar, and speaking practice in their digital resources.

COACH

E GRAMMAR | Be: Questions with When or What month / Prepositions in and on

Use When or What month to ask questions about months.
Use the preposition in with the names of months.

A: **When** (or **What month**) is your talk?
B: It's **in** March.

Use the preposition on with dates.

The meeting's **on** January 15th.
It's **on** Wednesday, September 3rd.

Use the when you don't say the name of the month.

The party's on **the 15th**.

Remember:
on Wednesday
on Tuesday evening
at 5:00
at night / midnight / noon
in the [morning / afternoon / evening]



F PRONOUNCE THE GRAMMAR | Listen and repeat the grammar examples.

G GRAMMAR PRACTICE | Complete the sentences. Use on, at, in, or the.

1 The play is *on* June 6th *at* 5:30 *in* the afternoon.
2 The movie is *at* midnight *on* Friday.
3 *In* January, our meeting is *on the* 10th.
4 The game is *on* Monday, August 15th, *at* noon.
5 The party is *in* November, *on the* 4th.
6 The talk is at the Movie Club *at* 9:00 *in* the morning *on* October 21st.

COMMUNICATION ACTIVATOR

Now let's ask about birthdays.



A CONVERSATION MODEL | Read and listen.

A: Can I ask you a question?
B: Sure!
A: When's your birthday?
B: On June 24th. When's *your* birthday?
A: My birthday's in October. On the 16th.

Social language
Express willingness to respond with "Sure!"

B PRONUNCIATION PRACTICE | Listen again and repeat. Then practice the Conversation Model with a partner.

C CONVERSATION PAIR WORK | Personalize the conversation. Use your own birthdays.

A: Can I ask you a question?
B: Sure!
A: When's your birthday?
B: ..... . When's *your* birthday?
A: My birthday's in ..... . On ..... .

D CHANGE PARTNERS | Ask about other people's birthdays.

KEEP TALKING! ●●●

Ask your partner about more birthdays. Complete the chart.

brother's birthday:
sister's birthday:
mother's birthday:
father's birthday:
grandmother's birthday:
grandfather's birthday:

On someone's birthday, say:

Happy birthday!
Thank you!

4 COMMUNICATION GOAL Describe a time span

A READING | Read the invitation and the events page. When is Melanie's birthday party?

Melanie's birthday party is on Saturday, May 13th, from 9:00 to midnight.

Week of May 8th

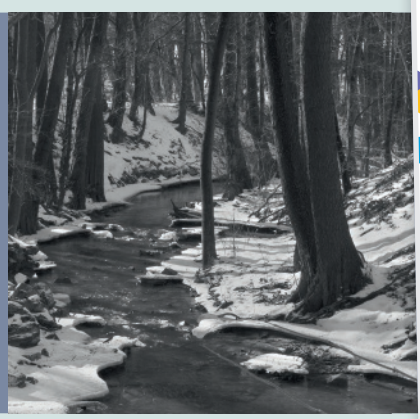
NEIGHBORHOOD
newsletter

Event Schedule

Student Photo Exhibit

HOURS:
Sunday 12:30–6:00

Fifth Avenue Gallery
20 Fifth Avenue
First floor



A talk for seniors between 50 and 70 years old.

May 12th
From 3:00 to 4:30

City Center
fourth floor

Dr. Lenny Youngman

"Be young! Don't be old!"

Meet new friends and neighbors!

Pharmacy
24/7

"We're open all the time, 7 days a week."

20 Third Street
(across from Sofia's Café)



BIRTHDAY PARTY

IT'S MELANIE'S 21ST BIRTHDAY!

DATE: SATURDAY, MAY 13TH

TIME: FROM 9:00 TO MIDNIGHT

Please be on time!

PLACE: SOFIA'S CAFÉ
18 THIRD STREET
SECOND FLOOR

SHHHH! It's a surprise!





NEW HOURS

TUESDAY TO FRIDAY:
From 11 A.M. to 9 P.M.

WEEKENDS:
From 11:00 A.M. to 11 P.M.

MONDAYS:
CLOSED

THEO'S RESTAURANT

LESSON 4 Describe a time span

A READING

Suggested time: 15 minutes | Your time:

- Write *newsletter* on the board. Point to the newsletter listings in the book. Say, *This is the newsletter for Melanie's neighborhood. A newsletter gives information about events and places.*
- Write on the board: *Week of ___*. Say, *The newsletter has information for one week. This newsletter is for the week of. . .* . Elicit the answer. (May 8th)
- Have Ss preview the newsletter listings before listening.
- Say, *Listen to information about events in our neighborhood. Point to the event you hear or place the person describes.* Play the audio as Ss follow along and point to events and places in their books.
- Ask, *When is Melanie's birthday party?* (Saturday, May 13th) Remind Ss there is more than one way to answer the question.
- Write on the board: *from ___:___ to ___:___*. Say, *This is a* time span. *A* time span *says when an event starts and ends. It also says when a place opens and closes. Use the prepositions* from *and* to *to say a time span.* Write an example on the board: *The birthday party is from 9:00 P.M. to midnight.* Point out we also use time spans with days. For example: *The restaurant is open from Tuesday to Friday.*
- Clarify new vocabulary in the newsletter. Explain that *24/7* means twenty-four hours a day, seven days a week.
- Write on the board: *first floor.* Draw or show a photo of a building with many floors. Point to each floor and count them to demonstrate the meaning of *floor*. Say, *Use ordinal numbers to talk about floors.*
- Write on the board: *Shhhh! It's a surprise!* Put your finger to your lips and then make a surprised facial expression as you read the phrase aloud.

TEACHING TIP It's important for Ss to see that they can understand the general idea of a text without knowing every word. To help Ss build their confidence, expose them to a few phrases they have not previously learned within otherwise comprehensible text. For example, in Exercise A, Ss see new location words which support the authenticity of the events page, such as *first floor* and *gallery*.

TEACHING TIP To help Ss build the skill of understanding meaning from surrounding context, have them practice inferring. For example, if Ss don't understand *open,* point out the pharmacist's quote: *We're open all the time, 7 days a week*. Then ask Ss to find the word *closed* in the description of Theo's Restaurant. Ask, *Is the restaurant open on Mondays?* (No. Theo's isn't open on Mondays. It's closed.)

OPTION As Ss listen, ask them to underline months and circle dates.

EXTENSION (+10–15 minutes) To check comprehension, review the information in the newsletter listings as a class. Talk about the listings in the same order as Ss hear them in the audio. For each listing, ask questions about date, time, place, and location. Use *be* questions with *Where, When, What, What day, What month,* and *What time*. Have Ss respond with short or complete answers. If appropriate, refer Ss to page 31 for places in a neighborhood, pages 32 and 38 for locations, pages 22 and 46 for numbers, page 54 for times, page 56 for events, page 58 for days of the week, and page 60 for ordinal numbers and months of the year.

For example:

1. Birthday party: *What is the event?* (a party) *What kind of party?* (a birthday party)
2. Restaurant: *What is the name of the restaurant?* (Theo's Restaurant) *What week days it is open?* (from Tuesday to Friday) *Is it open on the weekends?* (yes)
3. Pharmacy: *What's the name of the pharmacy?* (Pharmacy 24/7) *Where is it?* (It's across from Sofia's Café.)
4. Talk: *Who speaks at the talk?* (Dr. Youngman) *Who will the people meet at the event?* (friends and neighbors)
5. Photo exhibit: Ask, *What is the event?* (an exhibit) *What kind of exhibit?* (a student photo exhibit) *What day's the exhibit?* (on Sunday) *What's the address?* (It's at 20 Fifth Avenue.)

B READING COMPREHENSION

Suggested time: 10 minutes | Your time:

- Go over item 1. Write the original sentence on the board. Say, *Look at the newsletter. Who has a birthday on Saturday?* (Melanie) *How old is she now?* (She's 20 years old.) Point to *Sofia's* in the example on the board. Say, *This is a mistake.* Cross out *Sofia's* and write *Melanie's.*
- Make sure Ss understand that *Melanie's 21st birthday* means she will be 21 years old on Saturday.
- Have Ss work in pairs to complete the exercise but write their answers individually. Tell them that some items have more than one answer.
- To go over answers, write the statements on the board. Invite volunteers to correct them.

C LISTENING COMPREHENSION

Suggested time: 10 minutes | Your time:

- Do item 1 as a class. Write it on the board. Play the beginning of audio and pause after *Yes, it is.* Elicit the answer. Complete the sentence on the board.
- Play the rest of the audio. Have Ss listen and complete the exercise. Pause after each conversation to allow Ss time to write.
- Replay the audio if appropriate.
- To go over answers, ask for volunteers to read the completed sentences aloud. Write the answers on the board. Tell Ss to check their spelling.

Communication Activator

A TALKING POINTS

Suggested time: 5–7 minutes | Your time:

- Lead a class brainstorm. Ask, *What are the places in your neighborhood?* Refer Ss to the photos on the right and the pictures in Exercise A on page 62 for ideas. Write their ideas on the board.
- Direct Ss' attention to the sample answers in the chart. Ask, *What days is our school open? What time is our school open?* Encourage Ss to answer using A.M. and P.M.
- Hold up your book and point to the list of places. Say, *Write the days and times for each place.*
- Monitor. Encourage Ss to make up information if necessary.

B PAIR WORK

Suggested time: 10 minutes | Your time:

- Read the example aloud. Give Ss time to review the vocabulary and grammar charts in the unit before talking.
- Form similar-level pairs. Have Ss take turns making statements using the information in their charts.
- Monitor. Listen for the correct use of prepositions and time expressions.
- Invite volunteers to share information about the places in their neighborhood.

LOOK FOR While Ss are doing Exercise B, monitor their conversations to determine if they are

✓ incorporating vocabulary for places, events, days of the week, and months of the year
✓ using time expressions like *early, late,* A.M., and P.M.
✓ using and pronouncing ordinal numbers for dates

WRITING

Suggested time: 8 minutes | Your time:

- Say, *Write five sentences about events in your city or town.* Read the writing sample aloud.
- Have lower-level Ss list place and time of the events before they write their sentences.
- Encourage Ss to write sentences in paragraph format and to start their statements with *There's a(n).*
- Monitor. Have Ss check their sentences before turning them in.
- Collect Ss' writing and compile feedback. Check to make sure Ss have included a day and date, time span, and location. Also check for correct use of capitalization and punctuation.
- Review the most common areas for improvement with Ss as a class.

GUIDED WRITING (optional, page 136)

OPTION Ss can use the WRITING PROCESS WORKSHEETS during this activity. They offer step-by-step guides for completing the writing task (see Teacher Resources in the Pearson English Portal).

EXTENSION (+10 minutes) Have Ss write as many sentences as they can about the events on page 62. Call on individual Ss to read their sentences aloud. Listen for correct preposition use. Correct as necessary.

CLOSURE ACTIVITY (+15 minutes) Form pairs. Have Ss work together to make a newsletter announcement for one of the events they wrote about in the writing task. If possible, provide them with big blank sheets of paper and colorful markers. Have them use the newsletter on page 62 as a model. Ask them to include as many details as they can about the event. Then have each pair present their event to the class. As Ss present, take notes on areas for review. Display the announcements around the classroom.

Remind Ss of additional reading, listening, and writing practice in their digital resources.

B READING COMPREHENSION | Correct these statements.

1 Saturday is ~~Sofia's~~ Melanie's 21st birthday.
2 There's a party at ~~Theo's~~ Sofia's Restaurant.
3 The party is ~~in the afternoon~~ at night / in the evening.
4 Sunday is May ~~15th~~ 14th.
5 Pharmacy 24/7 is ~~down the street from~~ across from Sofia's Café.
6 The pharmacy ~~isn't~~ is open at night.
7 Dr. Youngman's talk is for ~~young~~ older people.
8 The talk is at ~~4:30~~ 3:00 / from 3:00 to 4:30.
9 The talk is on ~~Thursday~~ Friday.
10 The photo exhibit is on ~~weekdays~~ Sunday from 12:30 to 6:00.

C LISTENING COMPREHENSION | Listen to each conversation. Complete the statements. Use the correct prepositions.

Conversation 1

1 There's a(n) meeting at Jack's Restaurant at 6:00.
2 Alicia Remy is one of the chefs.
3 The restaurant is at 123 Main Street.
4 The restaurant is right down the street from the first bus stop.
5 The restaurant is across from a(n) gas station.

Conversation 2

6 The supermarket is on First Street.
7 On Sunday, Supermarket Six Ten is open from 6:00 in the morning to 10:00 at night.
8 The hours are the same on weekdays and weekends.
9 The supermarket isn't open from 10:00 at night to 6:00 in the morning.

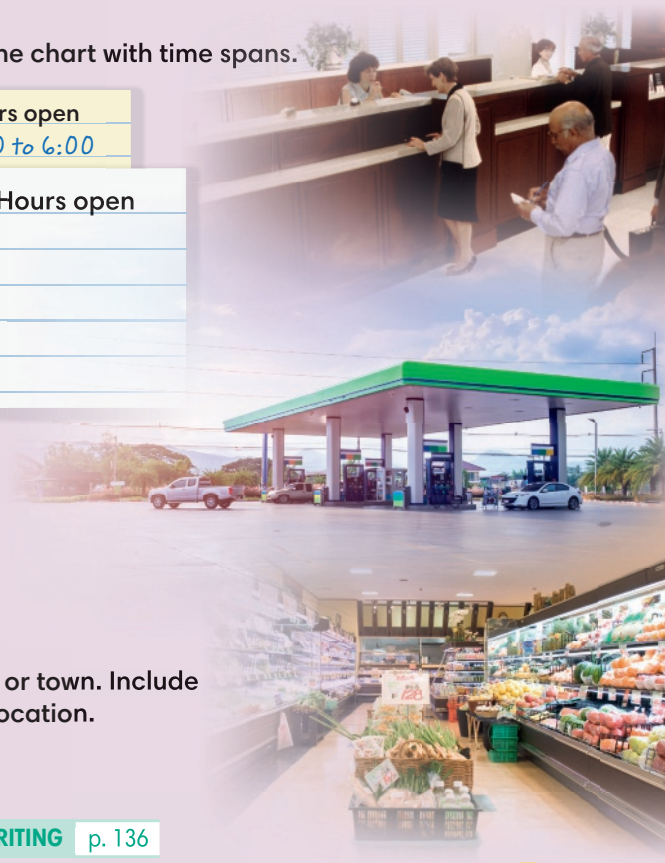
COMMUNICATION ACTIVATOR

Now let's describe a time span.

A TALKING POINTS | Think about places you know. Complete the chart with time spans.

Place	Days open	Hours open
Our school	Monday to Saturday	9:00 to 6:00

Place	Days open	Hours open
Our school		
My supermarket		
My bookstore		
My gas station		
Another place:		



B PAIR WORK | Compare charts.

"Our school is open from Monday to Saturday, from eight A.M. to eight P.M."

WRITING

Write sentences about one or more events in your city or town. Include information about the day and date, time span, and location.

There's an exhibit at the art gallery on Friday, September 10th at . . .

GUIDED WRITING p. 136

Interactive Cool Down

1 COMMUNITY EVENTS SHOWDOWN

Form two teams.

MY TEAM'S SCORECARD

TOTAL SCORE

GAME 1

Preparation (5 minutes)

- **Team A:** Study the Milton Bulletin Board.
- **Team B:** Write 10 questions for Team A about the events on the Milton Bulletin Board.

Game: Team A covers the Milton Bulletin Board with a sheet of paper. Team B asks Team A their questions. Team A writes a checkmark on their scorecard for each correct answer. Total the score.

Where's the movie?

It's at Milton Hall.

GAME 2

Preparation (5 minutes)

- **Team B:** Study the Bilton Bulletin Board.
- **Team A:** Write 10 questions for Team B about the events on the Bilton Bulletin Board.

Game: Team B covers the Bilton Bulletin Board with a sheet of paper. Team A asks Team B their questions. Team B writes a checkmark on their scorecard for each correct answer. Total the score.

THE MILTON BULLETIN BOARD

NOVEMBER 8–10

MILTON COMMUNITY EVENTS







THE BILTON BULLETIN BOARD

NOVEMBER 8–10

BILTON EVENT CALENDAR

Bilton Town Birthday Party

Happy 50th birthday, Bilton!

At Bilton Books | Saturday, November 9 | 10 a.m.to 2 p.m.

ENGINEERS' CLUB MEETING

SUNDAY, NOVEMBER 10
7:00 P.M.
AT FISKE RESTAURANT
456 POWELL ROAD
(ACROSS FROM BILTON BOOKS)



STUDENT ART EXHIBIT

At The Central School
990 Central Avenue
Friday, November 8
4:00 to 6:00 P.M.



Interactive Cool Down

1 COMMUNITY EVENTS SHOWDOWN

Suggested time: 35 minutes | Your time:

- Write *Community Events Showdown* on the board. Say, Community *means the people who live in a place.* Showdown *means a game.*
- Write *bulletin board* on the board. Explain that a bulletin board shows information about events, just like a newsletter.
- Hold up your book. Say, *These are the Milton and Bilton bulletin boards. Milton and Bilton are names of towns.* Point to each bulletin board as you say its name. Stress the words *Milton* and *Bilton* to show the difference in pronunciation.
- Divide the class into two multi-level teams: Teams A and B.
- Ask Ss to follow along as you read the directions for Game 1 aloud.
- Point to each team as you read their specific directions.
- Read the example conversation aloud with a higher-level S. Ask the class, *Where's the movie?* (at Milton Hall) Tell Ss to point to the answer in the bulletin boards.
- Direct Ss' attention to the scorecard. Remind Ss to complete their own scorecard as they play the game.
- If appropriate, read the bulletin boards aloud and go over any new vocabulary to make sure Ss understand all the listings before starting the game.
- Play Game 1. Allow 5 minutes for Team A to study the Bulletin Board and Team B to think of questions. Tell a higher-level team member to write the questions on a blank sheet of paper. Help with spelling and vocabulary in the questions.
- After 5 minutes, say, *Stop!* Tell Team A to close their books.
- Tell Ss that each team member must speak at least once. Give Team B a minute to decide which team member will ask each question.
- When Ss are ready, look at Team A and ask, *Ready to answer the questions?* Tell Team B to begin.
- After Team A answers each question, say if the answer is correct or incorrect. If it is incorrect, correct it on the board.
- For each correct answer, make sure Ss in Team A write a checkmark in their scorecard.
- When Game 1 ends, ask Team A to write their total points.
- Repeat the above steps for Game 2. The team with the most points wins.

OPTION Have Ss play the game in pairs.

OPTION (+5 minutes) Tell all Ss to close their books. Ask Ss questions about the bulletin boards. For example: *What are the events? Where are they? When are they?* Elicit the answers. When Ss can't remember any more, have them open their books to find the information.

OPTION (+10 minutes) To prepare the activity, make a copy of page 64. Delete some details, such as days of the week, times, or locations. Make copies of the new page. In class, tell Ss to study the bulletin boards on page 64 for 5 minutes and then close their books. Pass out the copies of the activity. Form pairs. Tell Ss to ask each other questions about the missing information on their pages. For example: *What day of the week is May ninth?* When Ss have filled in the blanks with what they remember, have them check their answers on page 64.

CHALLENGE (+10 minutes) Say, *Let's plan a weekend!* In pairs or small groups, have Ss choose 2–3 events they want to go to from the bulletin boards. Give them a few minutes to discuss and write details about each event. For an additional challenge, have higher-level Ss ask questions about any missing information. For example: *What's the address of the gallery?* Write on the board: *Let's go to* ___. Invite Ss to use the expression on the board to talk about their weekend plans. Then ask the class, *What's the plan?* Have volunteers share their weekend plans with the class.

2 CHAT

Suggested time: 25 minutes | Your time:

- Say, *Look at the people in the pictures.* Ask, *What is their conversation about?* Elicit ideas.
- Read the conversation aloud with a higher-level S. Ask the rest of the class to follow along in their books as they listen.
- Form pairs. Ask Ss to choose roles. Tell Ss that Partner A's role is similar to Scott's and Partner B's role is similar to Vicki's.
- Tell Ss to look at the bulletin boards on page 64. Say, *Complete your Chat Guide with information about one of these events.*
- Give Ss time to work together to fill out their Chat Guides. Walk around as Ss work and provide help with spelling and vocabulary. Allow them to use alternative ways of answering questions about dates and times.
- When pairs are ready, have them practice their new conversations. Remind them to be expressive when they use social language like *Sure!* and *Excuse me?*
- Invite pairs to role-play their conversation for the class.

OPTION Rather than reading the conversation at the top of the page as a class, Ss can read it aloud once they are in pairs.

OPTION If possible, make a copy of page 65 and cut out each Chat Guide. Then make copies of each Partner's Chat Guide and hand them out to the appropriate Ss before starting the exercise.

OPTION Ss can complete the Chat Guides with information about a local event in your city or town.

PROGRESS SELF-CHECK

- Have Ss complete the **Now I Can** checklist individually. Encourage them to look back at each lesson in the unit and consider the speaking objectives, vocabulary, pronunciation, grammar, and listening, reading, and writing skills.
- Have Ss compare checklists in pairs and talk about the things they need to study or practice more.
- Have Ss work individually to think about what might help them master these goals. Refer individual Ss to specific materials for more practice.

FOR MORE PRACTICE . . .

To review and extend the unit content, additional materials are available in the back of the Student's Book and online. For the online content, go to Teacher Resources in the Pearson English Portal. Instructions for each resource are included in the resource's folder.

UNIT REVIEW, p. 147 The Unit Review section offers two pages of workbook-style activities to review the unit content.

PRACTI-CHANT, p. 160 Practi-Chants reinforce pronunciation, rhythm, and intonation as well as increase vocabulary retention, listening comprehension, and speaking fluency.

***CONNECT TV* (online)** Video presents language from the unit through fun and engaging situational comedy episodes.

TEST-TAKING SKILLS BOOSTER (online) Practice tests featuring *Connectivity*-leveled content expose students to item types found on high-stakes tests.

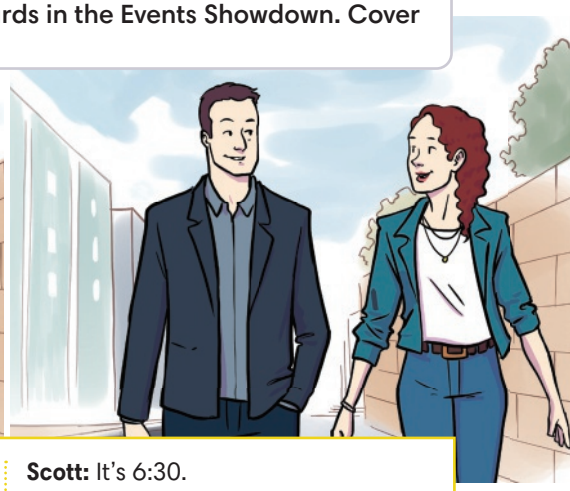
ADDITIONAL PRINTABLE RESOURCES (online) Abundant supplemental materials include extra practice worksheets, Assessments, Unit Study Guides, Audio and Video Scripts, Answer Keys, and much more.

2 Chat

Read the conversation. Then, with a partner, use the Chat Guides to create your own conversation. Use information from the bulletin boards in the Events Showdown. Cover your partner's Chat Guide with a sheet of paper.







Scott: Vicki, can I ask you a question?
Vicki: Sure!
Scott: When's your birthday?
Vicki: It's in January. On the 12th.
Scott: Excuse me?
Vicki: It's on January 12th.

Scott: Oh! Vicki—there's a party at the Film Club today.
Vicki: At the Film Club? When is it?
Scott: It's from 8:00 to 11:00.
Vicki: Great! What time is it now?

Scott: It's 6:30.
Vicki: OK. Let's meet at the Film Club.
Scott: Sure. What time?
Vicki: Nine fifteen. Don't be late, OK?
Scott: OK. See you later!

Partner A's Chat Guide

A ___ , can I ask you a question?
B
A When's your birthday?
B
A Excuse me?
B
A Oh! ___—there's ___ at ___ .
B
A It's ___ .
B
A It's ___ .
B
A Sure. What time?
B
A OK. See you later!

Partner B's Chat Guide

A
B Sure!
A
B It's in ___ . On the ___ .
A
B It's ___ .
A
B At ___ ? When is it?
A
B Great! What time is it now?
A
B OK. Let's meet ___ .
A
B ___ . Don't be late, OK?
A

PROGRESS SELF-CHECK

NOW I CAN

- ☐ Ask about the time of events.
- ☐ Plan to attend an event.
- ☐ Ask about birthdays.
- ☐ Describe a time span.

For more practice . . .

Unit Review, p. 147 / Practi-Chant, p. 160
Connect TV / Test-Taking Skills Booster

UNIT 6

Clothes

Warm-Up

A VOCABULARY | Colors | Read and listen. Then listen again and repeat.


1 red


2 orange


3 yellow


4 green


5 blue


6 purple


7 brown


8 black


9 gray


10 white

B PAIR WORK | Ask about your partner's favorite color.

What's your favorite color?

Blue. I love blue!

C VOCABULARY | Clothes | Read and listen. Then listen again and repeat.


1 a shirt


2 a blouse

3 pants*


4 a dress


5 a skirt


6 a suit


7 a sweater


8 a jacket


9 a tie


10 shoes

* Pants is a plural noun.

VOCABULARY EXPANDER p. 131
More clothes

Unit 6 Clothes

WARM-UP	Students learn the names of colors and clothing items.	
LESSON 1 **Give and accept a compliment**	***Vocabulary***	Verbs *like*, *want*, *need*, and *have*
	Grammar	The simple present tense: affirmative statements
	Grammar	Demonstratives *this*, *that*, *these*, *those*
	Pronunciation	Plural nouns
LESSON 2 **Ask for sizes and colors**	***Vocabulary***	Clothing sizes
	Grammar	The simple present tense: negative statements and *yes / no* questions with *like*, *want*, *need*, and *have*
LESSON 3 **Describe clothes**	***Vocabulary***	Opposite adjectives to describe clothes
	Grammar	Adjective placement / Intensifier *too*
	Grammar	The simple present tense: information questions
LESSON 4 **Shop for clothes**	***Reading***	Ads for clothes
	Listening	Listen to conversations about clothes
	Writing	Write about clothes
INTERACTIVE COOL DOWN	*Clothes-Talk*; *Chat*	

Choose a warm-up activity from the Warm-Up Activity Bank on pages xxii-xxiii.

Warm-Up

A VOCABULARY

Suggested time: 4–5 minutes | Your time:

- Have Ss preview the pictures and captions.
- Have Ss read and listen, then listen again and repeat.
- To check comprehension, call out colors. Have Ss point to something in the classroom with each color.

LANGUAGE AND CULTURE *Gray* (American English) and *grey* (British English) are both common spellings of the color.

B PAIR WORK

Suggested time: 2–3 minutes | Your time:

- Read the example conversation aloud. Make sure to stress *love* in the answer. Ask Ss to repeat.
- Form pairs. Have Ss talk about their favorite colors.
- Have volunteers say their favorite colors.

C VOCABULARY

Suggested time: 4–5 minutes | Your time:

- Have Ss preview the pictures and captions before listening.
- Have Ss read and listen, then listen again and repeat.
- Tell Ss to look at item 3. Say, Pants *is always plural. We say* pants, *not* pant.
- Then have Ss look at item 10. Say, Shoes *is also plural.* Point to one of your own shoes and say, *One shoe.* Point to both shoes and say, *Two shoes.*

VOCABULARY EXPANDER (optional, page 131)

LANGUAGE AND CULTURE

- *Shirt* refers to both men's and women's clothes.
- *Blouse* is used for women's clothes only.
- *Pants* is used in American English for both men's and women's clothes. In British English, *pants* are called *trousers*.

EXTENSION (+5 minutes) For more vocabulary practice, say the items in Exercise C in random order and have Ss point to the correct pictures.

EXTENSION (+15 minutes) In groups of three, Ss prepare twenty memory cards: ten cards with words for the clothes and ten cards with drawings of these clothes. Then Ss mix all cards and place them in a grid, face-down. The first player turns over two cards. If the word and the drawing match, the S picks them up, wins a point, and goes again. If the cards do not match, the S turns them back over. The next player repeats the task. The S with the most points wins.

D PAIR WORK

Suggested time: 10–15 minutes | Your time:

- Write on the board: *What color <u>are</u> the pants? What color <u>is</u> the sweater?* Read the example conversations in the book aloud with a higher-level S.
- Point to the questions on the board. Ask, *When do we use* are*?* (with plural nouns) Ask, *When do we use* is*?* (with singular nouns)
- Add these example answers to the board: *<u>They're</u> black. <u>It's</u> red.* Tell Ss to use contractions with *they* and *it* in their answers. Remind Ss that colors don't have plural forms.
- Hold up your book. Point to Exercise C on page 66. Ask, *What clothes are plural?* (pants, shoes)
- To review possessive adjectives, point to the man and woman in item 6 in Exercise C. Say, *His suit. Her suit.* Encourage Ss to use possessive adjectives in their questions. (For example: What color is his suit?) If appropriate, refer them to the possessive adjectives grammar chart on page 20.
- Form pairs. Have Ss take turns asking and answering questions about the clothes in Exercise C.
- Monitor. Listen for the correct pronunciation of colors and clothes.

OPTION (+3 minutes) To review descriptive adjectives Ss have already learned, refer Ss to Exercise A on page 48. Point out the words *dark* and *light*. Write the words on the board. Tell Ss we can also use these words with colors. Point to item 1 in Exercise C on page 66. Say, *The shirt is light blue.* Point to the woman's suit in item 6. Say, *Her suit is dark blue.*

E LISTENING COMPREHENSION

Suggested time: 5–7 minutes | Your time:

- Do item 1 as a class. Play the audio and pause after the first item. Ask, *Is it a or b?* (a) Then point to each clothing item and ask, *What is this?* (a black dress, a black suit)
- Play the rest of the audio. Have Ss complete the exercise individually and then compare answers in pairs.
- Go over the answers as a class. For each item, ask, *Is it a or b?* Then point to each clothing item and ask, *What is this?* Replay the audio if appropriate.

SPEAKING | PAIR WORK

Suggested time: 20–25 minutes | Your time:

- Tell Ss to look at the statements. Ask, *What clothes are in the statements?* (shoes, shirt, jacket, pants) Ask Ss to underline the clothes.
- Give Ss a few minutes to complete the statements individually. Refer them to Exercise A on page 66 for spelling. Tell them they can write about the clothes they have or make up answers.
- When Ss are ready, form similar-level pairs. Read the example conversation aloud with a higher-level S.
- Have Ss take turns asking about their partner's clothes and responding with the statements.
- Monitor. Listen for correct usage of singular and plural forms, clothes, and colors.

TEACHING TIP Before speaking tasks, suggest lower-level Ss write down what they want to say before they speak. Also encourage higher-level Ss to extend conversations with more ideas from the lesson or unit.

EXTENSION (+5 minutes) Describe the clothes a S is wearing and have the class identify the S. Make sure you do not use pronouns (he, she, his, her) in your descriptions. For example, say, *[Brown] pants. A [white] shirt. A [new] jacket.* ([Andrew!])

EXTENSION (+10 minutes) Form pairs. Partner A makes a statement about the color of someone's clothes or shoes. Partner B guesses which clothes or shoes Partner A sees. Model the activity. Look around the classroom. Choose a clothing item, but do not look directly at it. Write on the board: *I see something. It is* ___. Say the statement and complete it with the appropriate color. For example, say, *I see something. It is red.* Add to the board: *Is it* ___*?* Tell Ss to use the prompt to guess the item that you see. For example: *Is it [Maria's] jacket? Are they [Angel's] shoes?* Have Ss play the game for 10 minutes.

Remind Ss of additional vocabulary practice in their digital resources.

D **PAIR WORK** | **Ask and answer questions about the colors of the clothes in Exercise C.**

What color are the pants? The pants? They're black.

What color is the sweater? The sweater is red.

E **LISTENING COMPREHENSION** | **Listen to the statements. Circle the letter of the clothes you hear.**

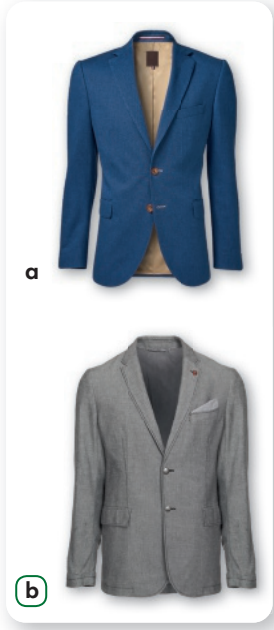
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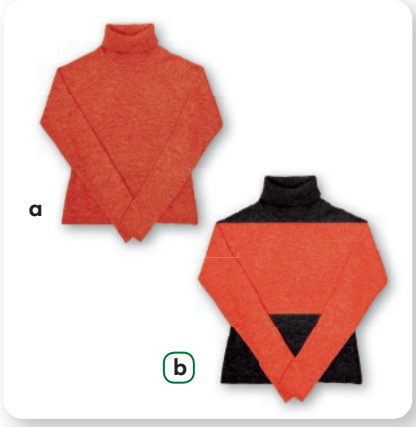
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5



SPEAKING **PAIR WORK** | **First complete each statement with a color. Then ask about your partner's clothes and shoes.**

1 My shoes are .....
2 My shirt is .....
3 My jacket is .....
4 My pants are .....
5 My favorite color is .....

What color are your shoes? My shoes are black.

1 COMMUNICATION GOAL Give and accept a compliment

A VOCABULARY | Verbs like, want, need, and have | Read and listen. Then listen again and repeat.



1 Tina **likes** the shoes.



2 She **wants** the shirt.



3 Rob **needs** a book.



4 Now he **has** a book.

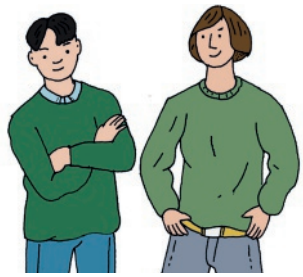
B VOCABULARY PRACTICE | Circle the correct verb to complete each statement.



1 I (want)/ have) a blue suit for the office.



2 I (like)/ need) black pants for parties.



3 They (want /(have) green sweaters.

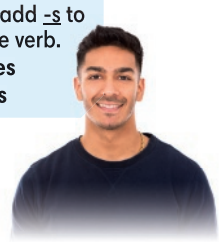


4 We (need)/ want) white blouses for school.

COACH **C** GRAMMAR | The simple present tense: Affirmative statements

I You We They Sara and Jim	**like** **want** **need** **have**	black pants.	He She Cassie Ivan	**likes** **wants** **needs** **has**	brown shoes.

For he, she, and it, add -s to the base form of the verb.
like → **likes**
BUT: have → **has**



He **likes** black sweaters.

D PAIR WORK | Talk about clothes and shoes with like, want, need, and have.

I need a black dress.

I like black dresses!

E GRAMMAR PRACTICE | Circle the correct form of the verb to complete each statement. Then read the statements aloud.

1 My friends (want)/ wants) blue suits.
2 Kate (need /(needs) a skirt for work.
3 Ray (have /(has) a new jacket.
4 We (like)/ likes) our dresses.

COACH **F** GRAMMAR | Demonstratives this, that, these, those



this sweater



that sweater



these ties



those ties

LESSON 1 Give and accept a compliment

A VOCABULARY

Suggested time: 2–3 minutes | Your time:

- Have Ss preview the pictures and captions before listening.
- Say, *Listen to statements with* like, want, need, *and* have.
- Have Ss read and listen. Then have them listen again and repeat.
- Write *like* on the board and draw one heart. Write *love* on the board draw two or three hearts. Say, *Like. Love.*

EXTENSION (+5 minutes) Have Ss ask and answer questions about the items in the pictures. Model the activity with a higher-level S. For example, say, *What color are Tina's shoes?* (red)

B VOCABULARY PRACTICE

Suggested time: 4 minutes | Your time:

- Do item 1 as a class. Read the sentence aloud and elicit the answer. Then ask, *Why is* have *the correct answer?* (It is his suit.)
- Have Ss complete the exercise individually and then compare answers in pairs.
- To go over answers, call on Ss to read the completed sentences aloud.

C GRAMMAR

Suggested time: 2–3 minutes | Your time:

- Write *base form* on the board. Hold up your book. Point to the verbs on the left in the grammar chart. Say, *Like, want, need, have. These verbs are in the base form.*
- Point to the first column in the chart. Say, *We use the base form with* I, You, We, They, *and two or more people; for example,* Sara and Jim. Read aloud each statement with *like* in the chart. Have Ss repeat. Point out that all the subjects in the first column can go with *like*, *want*, *need*, and *have*.
- Direct Ss' attention to the blue note. Read the rule and examples aloud. Point to the photo and read the caption aloud.
- Point to the verbs in the right column in the chart. Read aloud statements with the different subjects and the verb *has.* For example: *He has brown shoes. She has brown shoes.* Have Ss repeat. Make sure Ss understand that all the subjects and verbs in the second column can be used together.
- To check comprehension, say subjects from the grammar chart aloud and ask for volunteers to complete the statements. For example, say, *Cassie.* (Cassie likes brown shoes.)

D PAIR WORK

Suggested time: 4–5 minutes | Your time:

- Read the conversation aloud with a higher-level S.
- Form similar-level pairs. Have Ss take turns making affirmative statements in the simple present. Refer Ss to the vocabulary on page 66 if appropriate.
- Monitor. Listen for the correct forms of the verbs *like, want, need,* and *have*. Correct as necessary.
- To go over the answers, invite volunteers to share their statements with the class.

EXTENSION (+10 minutes) Form groups of three. Student A says what he / she likes, wants, needs, or has. Then Student B repeats the information using the third-person singular and makes a new statement about himself / herself. Student C does the same. Continue until Ss have used all the verbs. For example:

A: I like red blouses.
B: She likes red blouses. I want a black jacket.
C: He wants a black jacket. I need . . .

E GRAMMAR PRACTICE

Suggested time: 4–5 minutes | Your time:

- Do item 1 as a class. Read the sentence aloud and elicit the answer. Then ask, *Why is* want *the correct answer?* (The subject is *my friends*.)
- Have Ss complete the exercise individually.
- Form pairs. Have Ss compare answers.
- To go over answers, invite volunteers to read the completed sentences aloud. Write the answers on the board.

CHALLENGE (+5 minutes) To recycle vocabulary, have Ss write four affirmative statements with *like, want, need,* and *have* using vocabulary they learned in earlier units. Write examples on the board: *I like long hair. I want a car. I need a new notebook. I have brown eyes.* Call on Ss to read their statements aloud.

F GRAMMAR

Suggested time: 2–3 minutes | Your time:

- To demonstrate *this* and *that*, pick up a book. Hold it close to you and say, *This book*. Then point to a book on a desk far from you. Say, *That book*.
- Pick up more books. Repeat with *these books* and *those books*.
- Direct Ss' attention to the photos. Write the examples on the board. Point to *sweater* and say, *One sweater. Singular.* Point to *ties* and say, *Five ties. Plural.* Say, *Use* this *and* that *with singular nouns. Use* these *and* those *with plural nouns.*

G PRONOUNCE THE GRAMMAR

Suggested time: 2–3 minutes | Your time:

- Play the audio. Have Ss listen and repeat.
- Monitor. Listen for an /s/ sound in *this* and a /z/ sound in *these* and *those.*

H GRAMMAR PRACTICE

Suggested time: 5–7 minutes | Your time:

- Go over the sample answer in item 1 as a class. Point to the picture. Ask, *What clothing item is this?* (jacket) *Is there one jacket or more?* (more) *Is the man next to the jackets?* (no) Read the answer aloud.
- Have higher-level Ss complete the exercise individually. Have lower-level Ss complete it in pairs.
- To go over answers, ask for volunteers to read the completed sentences. Correct as necessary.

I PRONUNCIATION

Suggested time: 2–3 minutes | Your time:

- Place your hand on your throat and say the sounds /s/, /z/, and /ɪz/. Ask Ss to do the same. Ss should feel a voiced vibration in their throat when they say /z/ and /ɪz/.
- Play the audio. Have Ss listen and repeat.
- Make sure Ss pronounce three different sounds for the plural endings.

LANGUAGE NOTE Add *-s* to most nouns to make them plural. Add *-es* to nouns ending in *-ch*, *-sh*, *-s*, *-ss*, or *-x*. (For example: *beaches, dishes, buses, dresses*, *boxes*)

Communication Activator

A CONVERSATION MODEL

Suggested time: 4–5 minutes | Your time:

These conversation strategies are implicit in the model

- Ask for confirmation with *Really?*
- Acknowledge a compliment with *Thanks!*
- Use *You're welcome.* to respond to *Thanks!*

- Direct Ss' attention to the photo. Ask, *What clothes do you see? What color are they?*
- Have Ss preview the conversation before listening. Elicit examples of simple present tense affirmative statements and demonstratives.
- Play the audio as Ss follow along in their books.
- Call Ss' attention to the **Social language** box. Read the information aloud. Say, *When you say something nice, that's a* compliment. *If someone gives <u>you</u> a compliment, say* Thanks!

B PRONUNCIATION PRACTICE

Suggested time: 5–7 minutes | Your time:

- Play the audio. Have Ss listen and repeat.
- Monitor to ensure Ss use rising intonation for *Really?* and the /z/ sound at the end of *those* and *shoes.*

C CONVERSATION PAIR WORK

Suggested time: 5–7 minutes | Your time:

- To model the exchange, role-play the conversation with a higher-level S. Play Speaker A.
- Refer Ss to the vocabulary and grammar presentations on page 68 if appropriate.
- Form pairs. Have Ss role-play the conversation and then switch roles. Monitor. Listen for the correct pronunciation of plural noun endings.
- Direct Ss' attention to the **Keep Talking!** box. Encourage them to use the clothes vocabulary on page 66 to extend their conversations.

D CHANGE PARTNERS

Suggested time: 5 minutes | Your time:

- Have Ss work in different pairs than in Exercise C. Time permitting, have them switch roles and practice again.
- Have volunteers perform their conversations for the class.

LOOK While Ss are doing Exercises C and D, monitor their conversations to determine if they are

- ✓ using the verbs *like, want, need,* and *have*
- ✓ forming affirmative statements in the simple present tense
- ✓ using the demonstratives *this, that, these,* and *those*
- ✓ using the sounds /s/, /z/, and /ɪz/ for plural noun endings
- ✓ using the conversation strategies

OPTION For all Communication Activator sections in this unit, use the ORAL PROGRESS ASSESSMENT CHARTS to provide feedback to Ss on their speaking (see Teacher Resources in the Pearson English Portal).

CLOSURE ACTIVITY (+10 minutes) Say, *We're at a birthday party.* Play music. Have Ss walk around the classroom. Pause the music. Tell Ss to compliment a classmate on his or her clothes and shoes. (For example: *I like your shoes!*) Remind Ss to acknowledge compliments with *Thanks!* Then play the music again. Repeat until Ss have talked with most of of the class. Take notes on areas for review.

Remind Ss of additional vocabulary, grammar, pronunciation, and speaking practice in their digital resources.

G PRONOUNCE THE GRAMMAR | Listen and repeat the grammar examples.

H GRAMMAR PRACTICE | Look at the pictures. Write statements, using the cues, this / that / these / those, and the clothes.



1 *He likes those jackets*.
(He / like)



2 *I want this jacket*.
(I / want)



3 *I need this skirt*.
(I / need)



4 *I want this shirt / these shirts*.
(I / want)



5 *Bill likes those shoes*.
(Bill / like)



6 *I have these shoes*.
(I / have)



7 *Gary wants that suit / those suits*.
(Gary / want)



8 *I like that tie / those ties*.
(I / like)

COACH

I PRONUNCIATION | Plural nouns | Read and listen. Then listen again and repeat.

1 (/s/) **shirts** = shirt/s/	2 (/z/) **shoes** = shoe/z/	3 (/ɪz/) **blouses** = blouse/ɪz/
jackets = jacket/s/	**sweaters** = sweater/z/	**dresses** = dress/ɪz/

COMMUNICATION ACTIVATOR

Now let's give and accept a compliment.

A CONVERSATION MODEL | Read and listen.

A: I really like that jacket.
B: Really?
A: Yes. And I like those shoes, too.
B: Thanks!
A: You're welcome.

Social language
Acknowledge a compliment with "Thanks!"

B PRONUNCIATION PRACTICE | Listen again and repeat. Then practice the Conversation Model with a partner.

C CONVERSATION PAIR WORK | Personalize the conversation. Compliment your partner on his or her clothes and shoes. Then change roles.

A: I really like .....
B: Really?
A: Yes. And I like ....., too.
B: .....!
A: You're welcome.

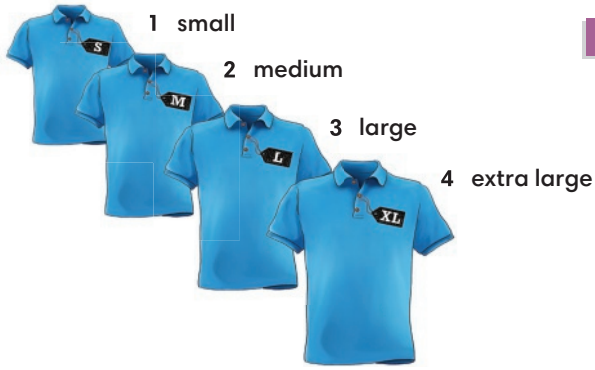
KEEP TALKING! ●●●
Talk about other clothes.

D CHANGE PARTNERS | Compliment other classmates on their clothes and shoes.



2 COMMUNICATION GOAL Ask for sizes and colors

A VOCABULARY | Clothing sizes | Read and listen. Then listen again and repeat.



B PAIR WORK | Make statements about the size and color of your clothes and shoes.

> "My shirt is a medium. My shoes are black. My . . . "

COACH

C GRAMMAR | The simple present tense: Negative statements and yes / no questions with like, want, need, and have



Negative statements

I / You / We / They	don't want / don't need / don't have	a small.	He / She	doesn't like / doesn't need / doesn't have	blue shirts.

Yes / no questions

				Short answers					
Do	you / they	want / need / have	the sweater in a large?	Yes,	I / we / they	do.	No,	I / we / they	don't.
Does	he / she	like / need / have	those pants in gray?	Yes,	he / she	does.	No,	he / she	doesn't.

Contractions
do not → don't
does not → doesn't

D ACTIVATE GRAMMAR | Listen to the conversations about clothes. Write T (true) or F (false) for each statement. Then listen again and circle the color.

T 1 They like the dress.
F 2 He needs shoes.
T 3 Matt needs a suit for work.
T 4 He needs a tie.
F 5 She needs the sweater in a small.
F 6 They don't have his size.

E GRAMMAR PRACTICE | Complete the conversations with the correct form of the verb. Use contractions.

1 **A:** We need (need) suits for the meeting. Do you have (have) one?
B: Yes, I do. I have (have) a blue one.

2 **A:** Do your children have (have) new shoes for school?
B: My son does, but my daughter doesn't.

3 **A:** Does she like (like) that red blouse?
B: Actually, no, she doesn't.

4 **A:** Do you need (need) a dress for the party?
B: No, I don't. I have (have) a cool black one.

5 **A:** They don't like (not like) the shoes in this store.
B: Really? That's too bad.

6 **A:** Do you want (want) this jacket in an extra large?
B: No, I don't. I need a medium.

F PAIR WORK | Read and listen to the conversations from Exercise E. Then practice them with a partner.

LESSON 2 Ask for sizes and colors

A VOCABULARY

Suggested time: 2–3 minutes | Your time:

- Point to the pictures and ask, *What are these?* (shirts)
- Have Ss read and listen. Then have them listen again and repeat.

B PAIR WORK

Suggested time: 4 minutes | Your time:

- Tell Ss to look at the example. Read it aloud. Ask for a volunteer to complete the last statement beginning with *My. . . .*
- Write the clothing sizes in Exercise A on the board. Point to *small* and ask, A *or* an? (a small) Elicit articles for the other sizes (a medium, a large, an extra large) and write them on the board.
- Form similar-level pairs. Have Ss take turns making statements about their clothes and shoes. Refer Ss to the vocabulary on page 66 as they talk.
- Monitor. Listen for the correct pronunciation of clothing sizes.

LANGUAGE NOTE The indefinite article before a size is optional. For example, *My shirt is a medium.* and *My shirt is medium.* are both correct.

TEACHING TIP Be aware that Ss may be sensitive about their size. If there is a risk that some Ss in your class will feel embarrassed, focus on colors rather than sizes in this exercise.

C GRAMMAR

Suggested time: 5–7 minutes | Your time:

- Tell Ss to look at the grammar chart. Say, *Look at the negative statements.* Read aloud the statements with different subjects and verbs to show how the form of *do* changes with the subject. For example: *I don't want a small. You don't want a small. He doesn't want a small.* Have Ss repeat.
- Direct Ss' attention to the **Contractions** note. Read it aloud. Have Ss repeat the contractions.
- Read aloud several *yes / no* questions and short answers with different subjects and verbs. Have Ss repeat.
- Remind Ss that we do not repeat the main verb in short answers.
- Tell Ss to look at the photo. Read the question aloud. Ask for volunteers to respond with affirmative and negative short answers.

TEACHING TIP To help Ss pronounce contractions, emphasize the vowel sounds in these words as you read them aloud: *do* /du/, *does* /dʌz/, *don't* /doʊnt/, *doesn't* /dʌzənt/.

D ACTIVATE GRAMMAR

Suggested time: 5–7 minutes | Your time:

- Have Ss preview the statements and identify the colors before listening.
- Do item 1 as a class. Play the audio and pause after *I do, too.* Read the statement aloud. Ask, *True or false?* (true) Write *T* on the board. Then ask, *What color is the dress?* (blue) Hold up your book and circle the color blue in item 1 with your finger.
- Play the rest of the audio. Have Ss write *T* or *F* for each statement.
- Replay the audio. Have Ss circle the color of each clothing item.
- To go over the answers, call on Ss to say *True* or *False* for each statement. Correct the false statements. Elicit the correct colors from the class.

LANGUAGE AND CULTURE In Conversation 5, the word *ma'am* in *What size do you need, ma'am?* is a polite way for a salesperson to address a female customer.

E GRAMMAR PRACTICE

Suggested time: 5–7 minutes | Your time:

- Read the first sentence of item 1 aloud. Ask, *Why is* need *the correct answer?* (The subject is *We.*)
- Point out that Ss need to write the correct form of the verb in parentheses below the blank. Tell Ss to write the correct form of *do* when there is no verb in parentheses.
- Have Ss complete the exercise individually. Remind Ss to make contractions when possible.
- Read the completed sentences aloud. Write the answers on the board.

F PAIR WORK

Suggested time: 4–5 minutes | Your time:

- Play the audio. Have Ss listen to the conversations in Exercise E once again. Tell them to repeat after each speaker.
- Have Ss role-play the conversations in pairs. Time permitting, have them switch roles. Monitor.
- Invite volunteers to role-play the conversations.

G PAIR WORK

Suggested time: 4–5 minutes | Your time:

- Read the example conversation aloud with a higher-level S.
- Form similar-level pairs. Have Ss take turns asking and answering questions about what they like, need, and want.
- Monitor. Make sure Ss use rising intonation for *yes / no* questions and falling intonation for responses.
- Ask individual Ss to share their preferences with the class.

TEACHING TIP To help activate Ss' background knowledge of the topic and relate to the theme, give them opportunities to talk about their preferences and personal interests.

Communication Activator

A CONVERSATION MODEL

Suggested time: 4–5 minutes | Your time:

These conversation strategies are implicit in the model

- Use *Excuse me.* to introduce a question
- Say *I'm sorry.* when presenting disappointing information
- Express disappointment with *That's too bad.*

- Tell Ss to look at the photo. Ask, *Where are they?* Elicit ideas.
- Have Ss preview the conversation before listening. Elicit examples of clothing sizes, simple present negative statements, and *yes / no* questions in the conversation.
- Play the audio as Ss follow along in their books.
- Have Ss look at Speaker A's second line. Read it aloud. Say, *Clothing sizes aren't only small, medium, large, and extra large. They can also be numbers.* Tell Ss they can refer to a numbered size as *a 38* or *a size 38*.
- Call Ss' attention to the **Social language** box and Speaker A's last line. Read the explanation aloud. Say, *That's too bad.* with falling intonation. Ask Ss to repeat.
- To check comprehension, ask, *What does the man want? Do they have the sweater in green? Do they have the pants in a 38?*

B PRONUNCIATION PRACTICE

Suggested time: 5 minutes | Your time:

- Play the audio. Have Ss listen and repeat. Make sure they pronounce *Do you have* as a "chunk" of language (/djuæv/) and say *Great* with enthusiasm.
- Form pairs. Monitor as Ss role-play. Listen for rising intonation in *yes / no* questions.

C CONVERSATION PAIR WORK

Suggested time: 5–7 minutes | Your time:

- Have Ss look at the pictures. Elicit the name of each item and its color. (red shoes, red jacket, gray pants, green tie, blue pants, black skirt)
- To model the exchange, role-play the conversation with a higher-level S. Play Speaker A.
- Form similar-level pairs. Have Ss role-play the conversation and then switch roles.
- Monitor. Make sure Ss are talking about the pictures in their conversations.
- Go over the information in the **Keep Talking!** and **Ideas** boxes and, to provide more support, play the **Keep Talking!** video. Encourage Ss to use this information to extend their conversations.

TEACHING TIP To promote active listening, make sure Ss respond appropriately in their conversations. If Partner B says, *No, we don't,* Partner A should respond, *That's too bad.* If Partner B says, *Yes, we do,* Partner A should respond, *Great.*

D CHANGE PARTNERS

Suggested time: 5 minutes | Your time:

- Have Ss work in different pairs than in Exercise C. Time permitting, have Ss switch roles and practice again.
- Monitor. Make sure Ss use a variety of clothes, colors, and sizes as they talk.
- Have volunteers perform their conversations for the class.

LOOK FOR While Ss are doing Exercises C and D, monitor their conversations to determine if they are

- ✓ using vocabulary for clothing sizes
- ✓ forming negative statements and *yes / no* questions and short answers with *like, want, need,* and *have*
- ✓ forming and using contractions with *do not* and *does not*
- ✓ using the conversation strategies

CLOSURE ACTIVITY (+10 minutes) Have Ss write their names on a blank sheet of paper. Show at least five different pictures of clothes. Say, *Write one sentence about each picture.* Model the activity. Point to a picture. Write on the board: *I don't like this [dress] in [green]. I want it in [black].* Encourage Ss to use *like, want, need,* and *have* in affirmative statements, negative statements, or *yes / no* questions. Collect the papers. Read them to identify areas for review.

Remind Ss of additional grammar and speaking practice in their digital resources.

G PAIR WORK | Ask your partner about what he or she likes, needs, or wants.

Do you need a suit?

No, I don't.

COMMUNICATION ACTIVATOR

Now let's ask for sizes and colors.



A CONVERSATION MODEL | Read and listen.

A: Excuse me. Do you have this sweater in green?

B: Yes, we do.

A: Great. And my son needs new pants for work. Do you have these pants in a 38?

B: No, I'm sorry. We don't.

A: That's too bad.

Social language
Express disappointment with "That's too bad."

B PRONUNCIATION PRACTICE | Listen again and repeat. Then practice the Conversation Model with a partner.

C CONVERSATION PAIR WORK | Change the conversation. Ask for colors and sizes. Use the pictures. Then change roles.

A: Excuse me. Do you have ..... in .....?

B: Yes, ... do.

A: ..... . And my ..... needs ..... for ..... . Do you have ..... in .....?

B: ..... .

A: . . .

Ideas
for work
for school
for [a party / a concert]

KEEP TALKING! ●●●

Ask for sizes and colors of other clothes.

Watch the video for ideas!













D CHANGE PARTNERS | Change the conversation again. Ask about other clothes.

3 COMMUNICATION GOAL Describe clothes

A VOCABULARY | Opposite adjectives to describe clothes | Read and listen. Then listen again and repeat.


1 new


2 old


3 dirty


4 clean


5 loose


6 tight


7 cheap


8 expensive


9 long


10 short

COACH **B** GRAMMAR | Adjective placement / Intensifier too

Place an adjective after the verb be or before a noun.
This shirt **is expensive**. This is an **expensive shirt**.

Adjectives don't have plural forms.
an **expensive** sweater / **expensive** sweaters NOT ~~expensives~~ sweaters.

Use the intensifier too to express a negative meaning.
That skirt is **too** short. (= The skirt is very short. I don't like or want that skirt.)

Be careful!
Don't place an adjective after a noun.
Don't say: It's a ~~shirt expensive~~.
Use very or so, not too, to express a positive meaning.
Say: It's **very clean**. NOT It's ~~too clean~~.

C PAIR WORK | Look at your classmates. Take turns describing their clothes and shoes.

"Rose's shoes are very new. She doesn't need new shoes."

COACH **D** GRAMMAR | The simple present tense: Information questions



Use a question word with do or does to ask an information question. Place do or does before the subject pronoun, name, or noun.

What **do** they **need**? (Black jackets.)
What **does** she **want**? (A long dress.)
What color **do** you **like**? (Blue.)
What size **does** Ken **need**? (Small.)

Answer Why questions with because in speaking.

Why **do** you **like** that jacket? (**Because** it's cheap!)
Why **doesn't** she **want** that blouse? (**Because** it's too tight.)

Answer Which questions with one or ones.

Which sweater **does** Bill **want**? (The gray **one**.)
Which shoes **do** they **like**? (The black **ones**.)

E PRONOUNCE THE GRAMMAR | Listen and repeat the grammar examples.

LESSON 3 Describe clothes

A VOCABULARY

Suggested time: 2–3 minutes | Your time:

- Form pairs. Have Ss use *this* and *these* to identify the type and color of the clothes in the pictures.
- Hold up your book. Point to item 1. Ask, *What are these?* (red shoes) Point to pictures 1 and 2. Say, *These red shoes are new. These shoes are old.* Write on the board: *new / old = opposite adjectives.*
- Have Ss read and listen. Then have them listen again and repeat.

B GRAMMAR

Suggested time: 4–5 minutes | Your time:

- Write on the board:

NOUN	+	be	+	ADJECTIVE
This shirt		is		expensive.

	be	+	ADJECTIVE	+	NOUN
This	is	an	expensive		shirt.

- Read the first rule and examples aloud. Provide additional examples for each rule, such as *This skirt is red. This is a red skirt.*
- Read the second rule and examples aloud. Write on the board: *an expensive sweater / expensive sweaters.* Circle *sweaters*. Underline *expensive* in each example.
- Read the third rule and example aloud. Point to item 3 in Exercise A. Say, *This shirt is too dirty. I don't want this shirt.* Stress *too* in the example.
- Direct Ss' attention to the **Be careful!** box. Read the rules and examples aloud. Provide an example with *so*, such as *This dress is so clean. That's great!*

CHALLENGE (+10 minutes) Write statements on the board following the formula *NOUN + be + ADJECTIVE.* Use both singular and plural nouns. For example: *This jacket is cheap. These blouses are clean.* Have Ss rewrite each statement with the opposite adjective using the formula *be + ADJECTIVE + NOUN.* (This is an expensive jacket. These are dirty blouses.) Invite volunteers to write their answers on the board. Correct as necessary.

C PAIR WORK

Suggested time: 4–5 minutes | Your time:

- Read the example aloud. Point out the adjective placement.
- Form pairs. Tell Ss to make statements in the simple present tense to describe their classmates' clothes and shoes.
- Remind Ss to use possessive nouns, such as *Rose's.* Encourage them to use *like, want, need,* and *have* in their descriptions when appropriate.

OPTION Have Ss close their books. Write on the board: *new, clean, loose, expensive, long.* Tell Ss to use these adjectives to describe their classmates' clothes and shoes.

TEACHING TIP If there is a risk that Ss will be offended by other Ss using certain adjectives to describe their clothes, give the class a list of positive adjectives to use in this activity.

D GRAMMAR

Suggested time: 5–7 minutes | Your time:

- Read the first rule aloud. Then read the example conversation aloud. Write on the board:

QUESTION WORD	+ do / does	+ SUBJECT	+ BASE FORM?
What size	do	you	need?

- Write the answer to the question: *Medium.* Then write *I need a size medium.* Remind Ss they can respond with a complete statement.
- Contrast the word order in the question with the word order in the second answer. Point out the placement of the subject and main verb in both sentences.
- Point to the formula as you read aloud the example *What* questions and answers in the grammar chart.
- Read aloud the rule about *Why* questions. Say, *You can start an answer with* Because *when you speak. When you write, use a complete sentence. For example, I like that jacket because it's cheap.* Read aloud the example questions and answers.
- Read aloud the rule about *Which* questions. Say, *Use* which *when you choose between two or more things.*
- Say, *Use* one *when the speakers know what the thing is.* To show the difference between *one* and *ones*, write the example *Which* questions and answers on the board. Read them aloud. Underline the *s* in *shoes* and *ones*. Circle the nouns *sweater* and *shoes* and the pronouns *one* and *ones*. Draw arrows from *sweater* to *one* and from *shoes* to *ones*.
- Point out the placement of *do* and *does* in the example questions. Ask, *When do we use* do? (with a plural subject) *When do we use* does? (with a singular subject)

E PRONOUNCE THE GRAMMAR

Suggested time: 2–3 minutes | Your time:

- Play the audio. Have Ss listen to the examples in the grammar chart and repeat.
- Monitor. Listen for falling intonation in the information questions.

F GRAMMAR PRACTICE

Suggested time: 4–5 minutes | Your time:

- Do item 1 as a class. Read the sentences and elicit answers. Ask, *Why is* does she want *the correct answer?* (We need *does* in a question.) *Why is* one *correct?* (The subject *blouse* is singular.)
- Have Ss complete the exercise individually. Refer them to the grammar chart in Exercise D on page 72 as they work.
- Form pairs. Have Ss compare answers and practice the conversations.
- To go over answers, call on pairs to read the conversations aloud.

G INTEGRATED PRACTICE

Suggested time: 7–10 minutes | Your time:

- Have Ss identify the clothes in the pictures and say adjectives to describe them.
- Do item 1 as a class. Hold up the book and point to the words in parentheses. Say, *Use these words to make the question.* Then point to the three dollar signs on the price tag of the shoes in the picture. Say, *This means the shoes are expensive.* Read the conversation aloud.
- Have Ss complete the rest of the exercise individually. Monitor. Check for correct word order.
- To go over answers, invite volunteers to write the *Why* questions on the board. Correct as necessary. Then have pairs practice the conversations in pairs.

Communication Activator

A CONVERSATION MODEL

Suggested time: 4–5 minutes | Your time:

These conversation strategies are implicit in the model

- Ask *What about you?* to ask for someone's opinion
- Use *Well, . . .* to soften a strong opinion
- Agree to a suggestion with *OK!*

- Have Ss look at the photo. Ask, *Where are the two women?* (in a shoe store) *What do they have?* (a black shoe)
- Have Ss preview the conversation before listening. Elicit examples of adjectives to describe clothes and simple present information questions in the conversation.
- Play the audio as Ss follow along in their books.
- Call Ss' attention to the **Social language** box and the last two lines of the conversation. Tell Ss *Let's keep looking.* means the women want to shop more.
- Read the explanation in the box. Say, *OK!* with rising intonation. Ask Ss to repeat.
- Tell Ss to look at the **Positive adjectives** box. Say, *We use these adjectives to describe items we like.* Play the audio. Ask Ss to repeat.

B PRONUNCIATION PRACTICE

Suggested time: 4–5 minutes | Your time:

- Play the audio. Have Ss listen and repeat.
- Monitor as Ss role-play. Make sure Ss use falling intonation for the information questions.

C CONVERSATION PAIR WORK

Suggested time: 5–7 minutes | Your time:

- To model the exchange, role-play a conversation with a higher-level S. Play Speaker A. Say the S's name in your first line. Have the S use a different positive adjective than *awesome*.
- Refer Ss to the clothes vocabulary on page 66 and the adjectives on page 72 if appropriate.
- Form pairs. Have Ss role-play the conversation and then switch roles.
- Monitor. Listen for the correct pronunciation of clothing items and adjectives.
- Direct Ss' attention to the **Keep Talking!** box. Encourage Ss to use this information to extend their conversations.

D CHANGE PARTNERS

Suggested time: 5 minutes | Your time:

- Have Ss work in different pairs than in Exercise C. Time permitting, have Ss switch roles and practice again.
- Have volunteers perform their conversations for the class.

LOOK FOR While Ss are doing Exercises C and D, monitor their conversations to determine if they are

- ✓ using adjectives to describe clothes
- ✓ making sentences with correct adjective placement
- ✓ using *too* to express negative meaning
- ✓ forming information questions in the simple present tense

CLOSURE ACTIVITY (+10 minutes) Make a copy of Exercise A on page 72. Delete the captions. Make copies of the new page. In class, pass out copies and form pairs. Have Ss take turns making affirmative or negative statements about the items. Tell them to use *Why* questions to ask about their partner's opinions and *because* to respond. For example:

A: I don't like this orange shirt.
B: Why don't you like it?
A: Because it's too loose!

Monitor and take notes on areas for review and extra practice in later lessons.

Remind Ss of additional vocabulary, grammar, and speaking practice in their digital resources.

F GRAMMAR PRACTICE | **Circle the correct word or phrase to complete the conversations.**

1 **A:** Which blouse (she wants / does she want)?
B: The white (one / ones).

2 **A:** Which shirts (does he like / likes he)?
B: Those expensive (one / ones)!

3 **A:** What size sweater (do you / you do) need?
B: Small, please.

4 **A:** Why (you do / do you) need new shoes?
B: Because my old (one / ones) are too tight.

G INTEGRATED PRACTICE | **Use the pictures to complete each conversation. Use a question mark (?) at the end of each question. Use too in each answer. Then practice the conversations with a partner.**



1 **A:** (Why / he / not want / those shoes)
Why doesn't he want those shoes?
B: Because they're *too expensive*.



2 **A:** (Why / he / not like / that shirt)
Why doesn't he like that shirt?
B: Because it's *too tight / too small*.



3 **A:** (Why / she / not want / these shoes)
Why doesn't she want these shoes?
B: Because they're *too old / too dirty*.



4 **A:** (Why / she / not like / that sweater)
Why doesn't she like that sweater?
B: Because it's *too loose / too big*.

COMMUNICATION ACTIVATOR

Now let's describe clothes.



A CONVERSATION MODEL | **Read and listen.**

A: Maggie, what do you think of these shoes?
B: I think they're awesome. What about you?
A: Well, they *are* awesome, but they're too expensive.
B: You're right. Let's keep looking.
A: OK!

Social language
Agree to a suggestion with "OK!"

Positive adjectives
awesome / cool / cute / good-looking / nice

B PRONUNCIATION PRACTICE | **Listen again and repeat. Then practice the Conversation Model with a partner.**

C CONVERSATION PAIR WORK | **Change the conversation. Use different clothes and shoes. Then change roles.**

A: ....., what do you think of .....?
B: I think ..... What about you?
A: Well, ..., but ..... too expensive.
B: You're right. Let's keep looking.
A: OK!

KEEP TALKING! ●●●

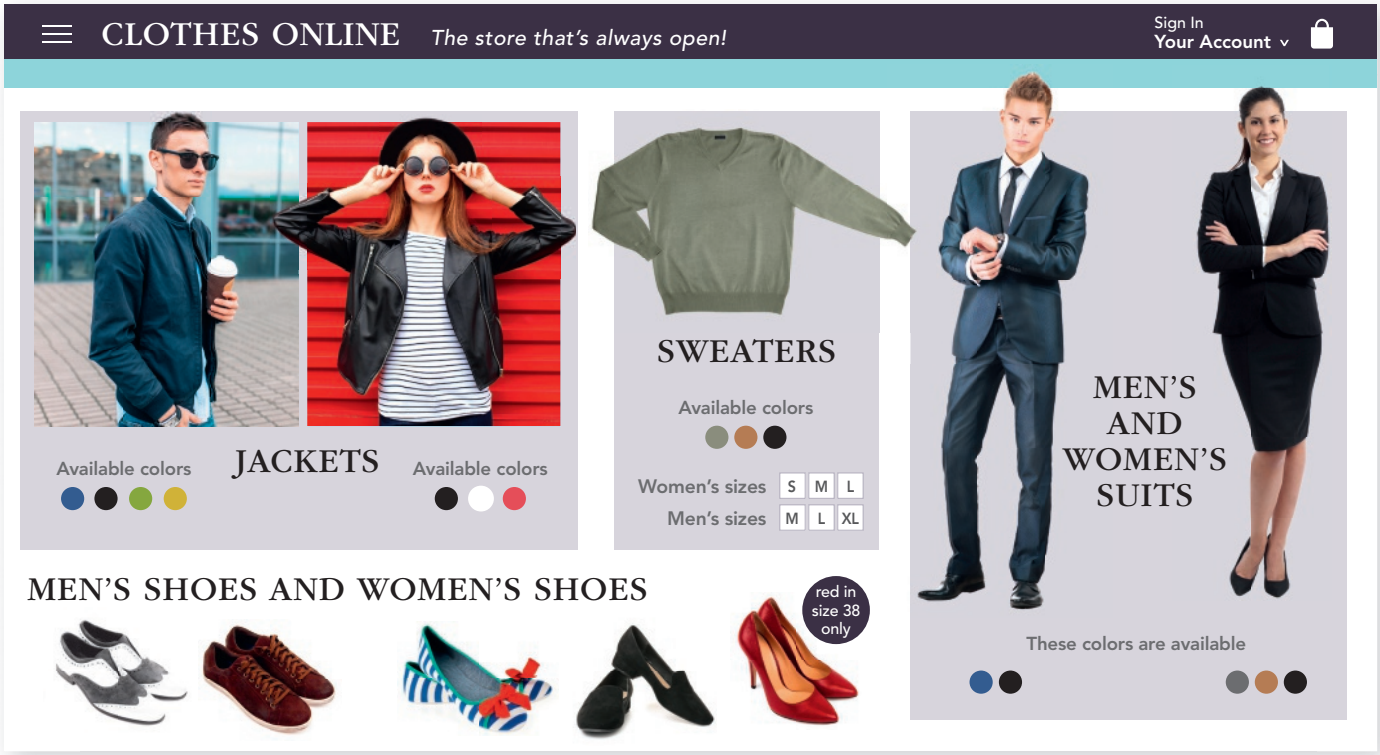
Express likes and dislikes.
I [like / don't like] ___ .

Describe problems.
[This skirt is / Those shoes are] ___ .

D CHANGE PARTNERS | **Talk about different clothes and problems.**

4 COMMUNICATION GOAL Shop for clothes

A READING | Read the ads for clothes from Clothes Online. Which clothes do you like? Which ones do you want? Which ones do you need?



B READING COMPREHENSION | Read the statements about Clothes Online. Check True or False.

		True	False
1	Clothes Online has jackets in yellow and blue only.	☐	☑
2	They have blue jackets for men.	☑	☐
3	They have women's sweaters in XL.	☐	☑
4	The man's suit is not available in blue.	☐	☑
5	They only have shoes for women.	☐	☑
6	They don't have the women's red shoes in size 40.	☑	☐

C LISTENING COMPREHENSION | Listen to the conversations. Circle the correct answers. Then listen again to check your answers.

Conversation 1

1 What does the man need?
- (a) medium shirts
- b extra large shirts

2 Why doesn't the man want the first shirts?
- a because they aren't nice
- (b) because they're expensive

3 What does he think of the second shirts?
- (a) He thinks they're nice.
- b He thinks they're too expensive.

Conversation 2

4 What does the woman think of the skirt?
- (a) She likes the skirt.
- b She doesn't like the skirt.

5 Why doesn't she want the skirt?
- a because it's too expensive
- (b) because it's short and tight

6 What size does she need?
- (a) a medium
- b a small

7 What does she think of the other black skirts?
- a They're too long.
- (b) They're nice.

Conversation 3

8 Who wants a new jacket?
- a the first woman
- (b) the second woman

9 What color is the jacket?
- (a) red
- b black

10 What color does the woman's husband not like?
- (a) red
- b black

LESSON 4 Shop for clothes

A READING

Suggested time: 10 minutes | Your time:

- Point to the ads. Say, *This is a clothing store on the Internet.* Ask, *What is the name of this store?* (Clothes Online)
- Read the title and captions aloud as you point to different items. Write *available* on the board. Point to a few available colors and elicit their names. Then point to the sweater. Say and write on the board: *Gray sweaters are available. = The store has this color.* Ask, *Are [brown / yellow] sweaters available?* (brown: yes, yellow: no)
- Read the target questions in the directions aloud. Give Ss a few minutes to read through the ads silently. Encourage Ss to circle the items they like.
- Elicit descriptions of the items. For example, ask, *Which items are in the store? What colors are the items?* Ask for volunteers to answer.
- Form similar-level pairs. Have Ss take turns asking and answering the target questions.
- Tell Ss to ask follow-up *Why* questions to learn more about each other. Remind Ss to use adjectives to explain their preferences.
- Encourage higher-level Ss to extend the conversation by discussing which clothes or shoes they don't want, like, or need, and why.

OPTION Describe a person in the photo. For example, say, *She has red hair and a black jacket.* Ask Ss to point to the correct person in their books.

B READING COMPREHENSION

Suggested time: 7–10 minutes | Your time:

- Do item 1 as a class. Write the statement on the board. Read it aloud. Then ask, *Is this true or false?* Elicit the answer. Then ask, *Why is it false?* (Clothes Online has jackets in six colors.)
- Have Ss work in pairs to complete the exercise but write their answers individually.
- To go over answers, write the statements on the board. Read them aloud. After each ask, *Is this true or false?*

EXTENSION (+5 minutes) Ask for volunteers to correct the false statements on the board. Go over them as a class. (1. Clothes Online has jackets in blue, black, green, yellow, white, and red. 3. They don't have women's sweaters in XL. 4. The man's suit is available in blue. 5. They have shoes for women and men.)

LANGUAGE AND CULTURE Even though the words *store* and *website* are singular, it's common to use *they* instead of *it* to refer to them.

C LISTENING COMPREHENSION

Suggested time: 7–10 minutes | Your time:

- Say, *Listen to conversations in a clothing store.*
- Do Conversation 1 as a class. Have Ss read items 1–3 silently. Then play the audio. Pause after *And they're not too expensive.* Ask each question. Tell Ss to discuss the answer choices in pairs. Elicit the answers. Tell Ss to circle the correct answers in their books. Replay the audio if appropriate.
- Write on the board: *Certainly.* Say, *This is another way of saying* Yes. Say the word a few times. Have Ss repeat.
- Play the rest of the audio. Have Ss complete the exercise individually and then compare answers in pairs.
- To go over answers, read the questions aloud and elicit the answers. Write them on the board. Replay the audio if appropriate.
- Clarify any new terms or expressions in the listening, such as *pretty* as an adverb in Conversation 2. Ask, *What does it mean if a skirt is* pretty *long?* (It's very long.)

OPTION Pause after each conversation. Give Ss a couple of minutes to circle their answers and then preview the questions for the next conversation.

Communication Activator

A PAIR WORK

Suggested time: 7–10 minutes | Your time:

- Have Ss review the vocabulary and grammar charts in the unit before they begin the activity, if appropriate.
- Tell Ss to look at the picture. Say, *This is a clothing store. What do you see?*
- Ask for a volunteer to read the examples aloud. Tell Ss to point to the item and person being described as they listen.
- Form similar-level pairs. Have Ss take turns making affirmative and negative statements about the picture.
- Monitor. Listen for the correct use of *like, want, need,* and *have* in the simple present tense. Make sure both partners are taking turns.

OPTION (+5 minutes) Give Ss a few minutes to write descriptive statements before talking. Monitor. Provide help with word order and adjective placement as necessary.

EXTENSION (+10 minutes) Ask Ss to visit a clothing store and observe the people and the clothes. Tell them to write at least five statements describing what they see. If necessary, they can write in their first language and then translate the sentences into English, looking up vocabulary they don't know. Back in class, form groups of three. Have Ss take turns reading aloud their statements and asking follow-up questions about their partners' experiences. Invite volunteers to share their descriptions with the class.

B PAIR WORK

Suggested time: 10 minutes | Your time:

- Tell Ss to look at the picture. Read the example aloud. Ask, *Who asks this question?* (the woman in the red dress) Have Ss point to the correct person in their book.
- Say, *In this store, the two women have a conversation, and the two men have a conversation. Role-play one of these conversations.*
- Have Ss work in the same pairs as in Exercise A. Suggest lower-level Ss write out the conversation before role-playing.
- Remind Ss to ask *yes / no* and information questions in their role play. Refer them to Exercise C on page 70 and Exercise D on page 72 for example questions. Ss can use the conversations in Exercises F and G on page 73 as models.
- Monitor. Listen for the correct adjective placement and use of *too*. Make sure Ss use rising intonation for *yes / no* questions and falling intonation for information questions.
- Challenge higher-level Ss to extend the conversation. Tell them to talk about other people or clothes in the picture.
- Time permitting, have Ss role-play a new conversation between the other people in the picture.
- Have volunteers perform their conversations for the class.

LOOK FOR While Ss are doing Exercises A and B, monitor their conversations to determine if they are
- ✓ using adjectives and the intensifier *too* to describe clothes
- ✓ using correct intonation in information and *yes / no* questions

WRITING

Suggested time: 7–10 minutes | Your time:

- Read the directions aloud. Ask for a volunteer to read the writing sample aloud.
- Remind Ss they can also write about shoes.
- Monitor. Have Ss check their sentences and make any necessary corrections before turning them in.
- Collect Ss' writing and compile feedback. Review the most common areas for improvement as a class.

GUIDED WRITING (optional, page 136)

OPTION Ss can use the WRITING PROCESS WORKSHEETS during this activity. They offer step-by-step guides for completing the writing task (see Teacher Resources in the Pearson English Portal).

OPTION (+5 minutes) Lead a class brainstorm of adjectives before Ss write. Ask, *What adjectives describe clothes?* Elicit Ss' ideas. Write them on the board. Make sure positive adjectives like *awesome* and *cool* are included in the list.

OPTION (+5 minutes) Write these questions on the board: *What clothes do you have? What clothes do you need? What clothes do you want? What clothes do you like?* Form pairs. Give Ss a few minutes to discuss these questions before writing.

CLOSURE ACTIVITY (+10 minutes) Have Ss write their names on a blank sheet of paper. Tell them to write five sentences about the clothes of a family member or friend. For example: *My daughter's clothes are too small. She needs new clothes for school.* Collect Ss' papers. Read them to identify areas for review.

Remind Ss of additional reading, listening, and writing practice in their digital resources.

Now let's shop for clothes.

A PAIR WORK | Make statements about the people and the clothes in the picture.

"That dress is expensive."

"That man has two ties."



B PAIR WORK | Role-play a conversation between the two women or between the two men.

"What do you think of this red dress?"

WRITING

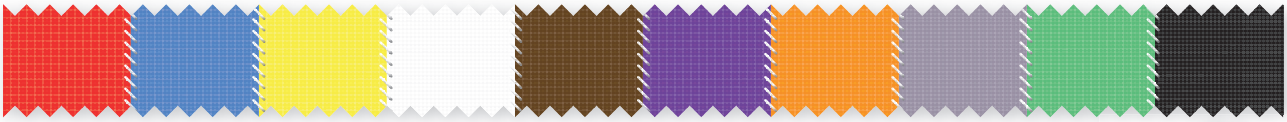
Write about clothes you need, clothes you want, and clothes you like, and about clothes you have or don't have.

I need new clothes for a party. My clothes are not cool. I want a good-looking black shirt and a white tie. White ties are awesome. . . .

GUIDED WRITING p. 136

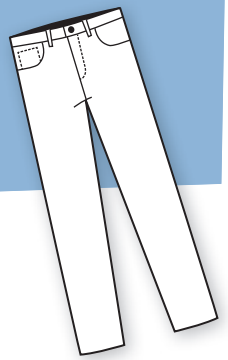
1 CLOTHES– *talk*

- Play with a partner. Flip a coin to decide who goes first.
- To play, flip again. Heads = go 1 space. Tails = go 2 spaces. Place your coin on the square.
- Your partner points to a color. Use the color, the picture, and the cues to make a statement. Then it's your partner's turn.
- The partner who finishes first wins.



START

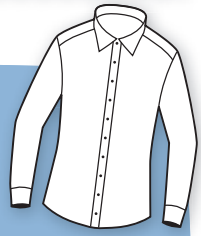
Mike / want



FLIP AGAIN

She / like





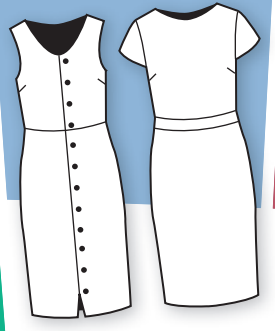
You / need

LOSE TURN



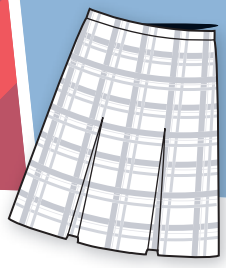
John / have

They / want



LOSE TURN

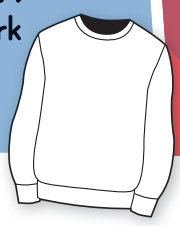
Marie / not need



FLIP AGAIN

FLIP AGAIN

My mom / not have / for work

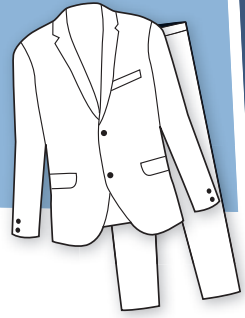


LOSE TURN



I / not need

The lawyer / want



FINISH

Interactive Cool Down

1 CLOTHES-TALK

Suggested time: 35 minutes | Your time:

- Point to the game board. Say, *To play this game, you make statements with the words on these squares.*
- Read the game directions aloud. Tell Ss to follow along in their books.
- Point out the colors and sentence cues (for example, *Mike / want*) on the game board. Say, *These are the colors. These are the cues.*
- Give Ss a few minutes to preview the game board. Suggest they label the colors and clothing items in the pictures.
- Review the meaning and pronunciation of *lawyer.* (a person who helps people with the law)
- Model the task. Point to the first cue after START on the game board. Write on the board: *Mike / want.* Ask, *What is the clothing item here?* (pants) Call on a higher-level S to pick a color (for example: black). Write *[black] pants* on the board.
- Then ask, *How do we complete this statement?* (Mike wants black pants.) Write the complete statement on the board.
- Form similar-level pairs. Make sure each pair has a coin. Ask each pair to flip the coin. The S who flips heads goes first.
- Walk around as Ss play the game. Make sure they follow instructions to lose a turn or flip again if they land on those squares. Listen for the correct use and pronunciation of plural nouns. Encourage higher-level Ss to add details to their statements. For example: *Mike wants new black pants.* Take notes on areas for review and extra practice in later lessons.
- If Ss finish the game quickly, have them play again with different colors.

TEACHING TIP Bring extra coins with you to class in case Ss don't have any.

EXTENSION (+10–15 minutes) Ask Ss to cross out the word *not* in the language cues. Have them play the game again. This time, ask them to make *yes / no* questions rather than statements. For example: *Does Mike want black pants?*

CHALLENGE (+10 minutes) Have Ss make an additional opposite statement for each turn. For example, if the sentence cue is affirmative, such as *Mike / want*, Ss can say, *Mike wants gray pants. He doesn't want purple ones.* If the sentence cue is negative, such as *Marie / not need*, Ss can say, *Marie doesn't need a green skirt. She needs a green blouse.*

CHALLENGE (+15 minutes) Ask Ss to cross out the word *not* in the language cues. Have them play the game again. This time, partners have a short conversation each turn. First, the partner with the turn asks an information question with the picture and the cues. The other partner responds. Ss can make information questions with *What, Why,* or *Which.* Model the activity. Write the cue *Mike / want* on the board. Ask, *What does Mike want?* (pants) *Why does Mike want pants?* (For example: because he has a new job) *Which pants does Mike want?* (For example: the black ones) Write the example questions on the board if appropriate. The goal of this game is to make conversations, not to win.

EXTENSION (+10–15 minutes) Have Ss change the subjects in the sentence cues and make a new statement for each space. For example, instead of *Mike wants blue pants,* Ss can write *Mike's son wants black pants.* Tell Ss to complete the activity individually on a blank sheet of paper. Collect Ss' papers and check for correct subject-verb agreement.

2 CHAT

Suggested time: 25 minutes | Your time:

- Say, *Look at the people in the pictures. Where are they?* (at a clothing store) *What is their conversation about?* Elicit ideas.
- In pairs, have Ss describe the clothes they see. Remind them to use *this, that, these,* and *those* to refer to the items.
- Point to the man with glasses. Say, *This is the salesperson. He works at the store.* Point to the man in the yellow shirt. Say, *This is the customer. He needs new clothes.*
- Then read the conversation aloud with a higher-level S. Ask the rest of the class to follow along in their books as they listen.
- Form pairs. Ask Ss to choose roles. Tell Ss that Partner A is the customer and Partner B is the salesperson. Say, *Complete your Chat Guide with new information.*
- Model the activity. Copy the first line of Partner A's Chat Guide on the board. Complete it with new information. For example:
  A: [Good evening]. I need [a new dress] for a birthday party. In a(n) [small, please].
  B: Sure. . . . What do you think of [this dress]?
- Give Ss time to work together to fill out their Chat Guides. Encourage them to personalize the conversation with different clothes and adjectives. Refer them to the **Positive adjectives** box on page 73 if appropriate.
- Remind Ss to use *this / these* for items next to the speaker, and *that / those* for items farther away.
- Walk around and provide help with spelling and vocabulary as Ss write.
- When pairs are ready, have them practice their new conversations.
- Invite pairs to role-play their conversation for the class.

OPTION Rather than reading the conversation at the top of the page as a class, Ss can read it aloud once they are in pairs.

OPTION If possible, make a copy of page 77 and cut out each Chat Guide. Then make copies of each Partner's Chat Guide and hand them out to the appropriate Ss before starting the exercise.

PROGRESS SELF-CHECK

- Have Ss complete the **Now I Can** checklist individually. Encourage them to look back at each lesson in the unit and consider the speaking objectives, vocabulary, pronunciation, grammar, and listening, reading, and writing skills.
- Have Ss compare checklists in pairs and talk about the things they need to study or practice more.
- Have Ss work individually to think about what might help them master these goals. Refer individual Ss to specific materials for more practice.

FOR MORE PRACTICE . . .

To review and extend the unit content, additional materials are available in the back of the Student's Book and online. For the online content, go to Teacher Resources in the Pearson English Portal. Instructions for each resource are included in the resource's folder.

UNIT REVIEW, pp. 148–149 The Unit Review section offers two pages of workbook-style activities to review the unit content.

PRACTI-CHANT, p. 160 Practi-Chants reinforce pronunciation, rhythm, and intonation as well as increase vocabulary retention, listening comprehension, and speaking fluency.

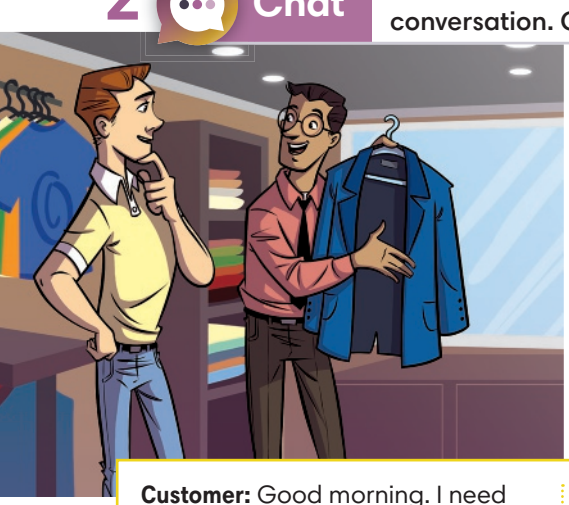
***CONNECT TV* (online)** Video presents language from the unit through fun and engaging situational comedy episodes.

TEST-TAKING SKILLS BOOSTER (online) Practice tests featuring *Connectivity*-leveled content expose students to item types found on high-stakes tests.

ADDITIONAL PRINTABLE RESOURCES (online) Abundant supplemental materials include extra practice worksheets, Assessments, Unit Study Guides, Audio and Video Scripts, Answer Keys, and much more.

2 Chat

Read the conversation. Then, with a partner, use the Chat Guides to create your own conversation. Cover your partner's Chat Guide with a sheet of paper.







Customer: Good morning. I need a new jacket for work. In a medium.

Salesperson: Sure. . . . What do you think of this jacket?

Customer: I think it's nice. . . . But I don't want that color.

Salesperson: No problem. What color do you want?

Customer: Black, please.

Salesperson: Do you like the jacket over there? I have that jacket in your size.

Customer: Yes, I do. It's very nice.

Customer: Uh-oh. This jacket is too small. Do you have a large?

Salesperson: No, I'm sorry. We don't have a large in black.

Customer: That's too bad.

Salesperson: But we have a large in brown.

Customer: That's great. Thanks!

Salesperson: You're welcome.

Partner A's Chat Guide

A ___ . I need ___ for ___ . In a(n) ___ .

B

A I think ___ . . . . But I don't want that color.

B

A ___ , please.

B

A Yes, I do. ___ very ___ . . . .
Uh-oh. ___ too ___ . Do you have a(n) ___ ?

B

A That's too bad.

B

A That's great. Thanks!

B

Partner B's Chat Guide

A

B Sure. . . . What do you think of ___ ?

A

B No problem. What color do you want?

A

B Do you like ___ over there? I have ___ in your size.

A

B No, I'm sorry. We don't have ___ in ___ .

A

B But we have a(n) ___ in ___ .

A

B You're welcome.

PROGRESS SELF-CHECK

NOW I CAN

- ☐ Give and accept a compliment.
- ☐ Ask for sizes and colors.
- ☐ Describe clothes.
- ☐ Shop for clothes.

For more practice . . .

Unit Review, p. 148 / Practi-Chant, p. 160
Connect TV / Test-Taking Skills Booster

UNIT 7

Free Time and Chores

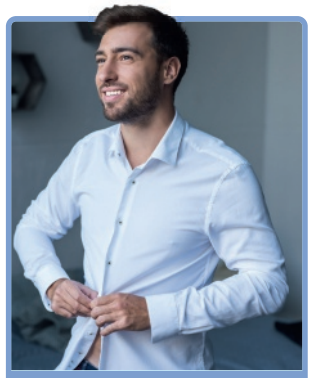
Warm-Up

A VOCABULARY | Activities at home | Read and listen. Then listen again and repeat.


1 get up

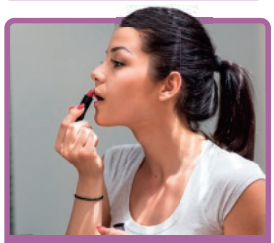

2 take a shower / a bath

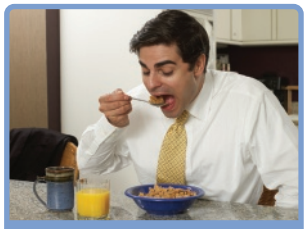

3 brush my teeth


4 get dressed


5 comb / brush my hair


6 shave


7 put on makeup


8 eat breakfast

Remember:
go to school
go to work

B PAIR WORK | Tell your partner about your activities at home. Say when you do each activity.

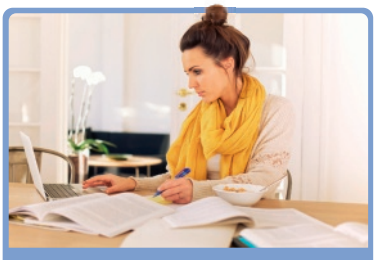
"I get up at 6:30 A.M."

"I don't take a bath in the morning. I take a bath at night."

"I brush my teeth in the morning and at night."

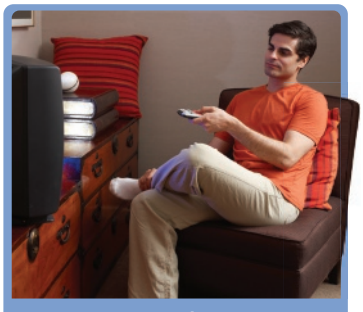
C VOCABULARY | More activities at home | Read and listen. Then listen again and repeat.

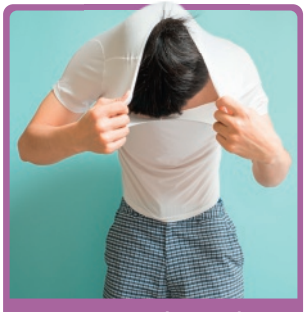

1 come home


2 study


3 make dinner

Meals
breakfast
lunch
dinner


4 watch TV


5 get undressed


6 go to bed

Unit 7 Free Time and Chores

WARM-UP	Students learn how to talk about daily activities at home.	
LESSON 1 **Discuss who does household chores**	***Vocabulary***	Household chores
	Grammar	The simple present tense: spelling of third-person singular forms / Questions with *Who*
LESSON 2 **Talk about free time**	***Vocabulary***	Free-time activities
	Grammar	The simple present tense: questions with *How often* / Other time expressions
	Pronunciation	Third-person singular verb endings
LESSON 3 **Make plans to get together**	***Grammar***	The simple present tense: frequency adverbs
LESSON 4 **Describe activities of a typical day**	***Reading***	Read about robots who do household chores
	Listening	Listen for information about activities of a typical day
	Writing	Write about your typical week
INTERACTIVE COOL DOWN	*"Find Someone Who" Game*; *Chat*	

Choose a warm-up activity from the Warm-Up Activity Bank on pages xxii–xxiii.

Warm-Up

A VOCABULARY

Suggested time: 4–5 minutes | Your time:

- Have Ss preview the photos and captions in pairs. Tell them to point to the activities that they do.
- Have Ss read and listen, then listen again and repeat.
- Direct Ss' attention to the **Remember** note. Remind Ss these are two other daily activities.

LANGUAGE AND CULTURE *Wake up* is another way to say *get up*. Both are common in spoken English.

TEACHING TIP Bring objects to class to demonstrate the meaning of *comb*, *brush*, *shave*, and *makeup*.

B PAIR WORK

Suggested time: 7–10 minutes | Your time:

- Review telling time. Write on the board: *8:00* A.M. Ask, *What time is it?* (eight o'clock in the morning)
- Ask, *What are the four parts of the day?* (morning, afternoon, evening, night) Read the examples aloud.
- Remind Ss to use *at* with exact times and with *night*, and to use *in* with *the morning*, *the afternoon*, and *the evening*. Refer them to the grammar on pages 56 and 58 as appropriate.
- Form similar-level pairs. Have Ss take turns talking about when they do each activity. Suggest lower-level Ss write their sentences before talking.
- Monitor. Listen for the correct pronunciation of activities at home.

C VOCABULARY

Suggested time: 4–5 minutes | Your time:

- Have Ss preview the photos and captions in pairs. Tell them to point to the activities that they do.
- Have Ss read and listen, then listen again and repeat.
- Direct Ss' attention to the **Meals** note. Play the audio and have Ss repeat. Tell Ss we can use *make* with *breakfast*, *lunch*, and *dinner*.

LANGUAGE AND CULTURE We use *go home* if we are not at home and *come home* if we are in the process of entering the home.

EXTENSION (+5 minutes) Tell Ss to close their books. Act out the activities in random order. For each, ask Ss to say the activity. Encourage them to say the complete phrase (for example, *brush your hair*).

EXTENSION (+10 minutes) In pairs, have Ss play the game *Charades* to review the meaning and usage of the activities at home. Partner A chooses an activity in Exercise A or C and acts it out with movements and sounds, but no words. Partner B guesses the activity. Then have Ss switch roles. Continue until Ss have reviewed all of the activities.

D LISTEN TO IDENTIFY ACTIVITIES

Suggested time: 10 minutes | Your time:

- Tell Ss to look at the photos. Have them identify the activity in each photo before listening. Make sure Ss understand the first picture is *go to bed*, not *get up*. Say, *Listen for these activities in the conversations.*
- Do item 1 as a class. Play the audio and pause after the first conversation. Hold up your book. Point to each picture and ask, *Does the man eat breakfast here?* Elicit the answer.
- Walk around to make sure Ss wrote *1* next to the correct photo.
- Play the rest of the audio. Have Ss complete the exercise individually. Replay the audio if appropriate.
- Go over the answers as a class. Point to each photo and elicit the number of the conversation.

OPTION (+5 minutes) Before Ss begin the activity, have them describe the appearance and clothes of the man in each photo. For example: *He has short brown hair and a red shirt*. Form similar-level pairs. Lower-level Ss can make a list of adjectives for each photo. Higher-level Ss can take turns saying descriptions.

E PAIR WORK

Suggested time: 10 minutes | Your time:

- Have Ss preview the pictures. Tell them to identify the activity in each.
- Read the example conversation aloud with a higher-level S. Read the question. Make sure to say *do you* as a "chunk" of language (/dju/) rather than saying each word separately.
- Tell Ss that we use *When do you* to ask about the time or part of day that someone does an activity. Remind them that we can answer questions with *When* with a complete sentence, with *At* and the time, or with just the time.
- Form pairs. Have Ss take turns asking *When do you* questions about the activities in the pictures. Tell them to answer with the time or part of day that they usually do each activity. Monitor.

SPEAKING | PAIR WORK

Suggested time: 15 minutes | Your time:

- Write on the board: *What do you do ___?* Read the directions aloud, holding up one finger as you say *first*.
- Tell Ss to look at the photo. Read the example conversation aloud with a higher-level S.
- Form pairs. Have Ss take turns asking and answering questions about the daily activities in Exercises A and C on page 78.
- Monitor. Listen for the correct pronunciation of activities, times, and parts of day.
- Encourage Ss to extend the conversation by asking more *What do you do* questions. For example: *What do you do at night?*

OPTION (+5–10 minutes) Complete the speaking activity as a ball toss activity. Ask Ss to stand or sit in a circle. With larger classes, divide the class into two groups and make two circles. Write on the board: *What do you do ___ / What about you?* Join the circle. Look at a higher-level S (Student A) and ask a question about his or her daily activities. Then pass a ball or other object to Student A. Make sure it is not heavy and can be easily thrown. When Student A catches the ball, he or she answers the question. Then Student A looks at another S in the circle, asks a different question about daily activities, and passes the ball to him or her. Ss continue to take turns asking or answering questions and passing the ball for a few more minutes.

Remind Ss of additional vocabulary practice in their digital resources.

D LISTEN TO IDENTIFY ACTIVITIES | Listen to the conversations. Write the number of each conversation on the correct picture.






E PAIR WORK | Ask your partner questions with When do you . . . ? and the activities in the pictures. Take turns.

When do you study?

At 6:00 in the evening.

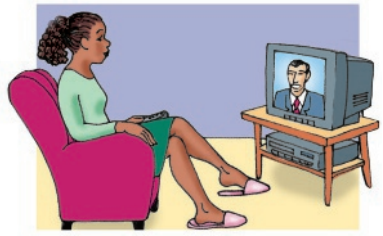
When do you go to bed?



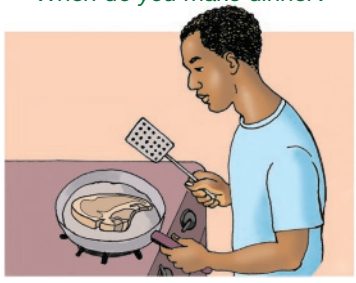
When do you study?



When do you watch TV?



When do you make dinner?



When do you get undressed?



SPEAKING PAIR WORK | Ask and answer these questions about daily activities: What do you do first in the morning? What do you do next? What do you do in the afternoon and evening? Use the Vocabulary from Exercises A and C for ideas.

What do you do first in the morning?

I brush my teeth. What about you?

I eat breakfast. What do you do next? . . .



1 COMMUNICATION GOAL Discuss who does household chores

A VOCABULARY | Household chores | Read and listen. Then listen again and repeat.



1 go shopping



2 clean the house



3 do the laundry



4 wash the dishes



5 take out the garbage

VOCABULARY EXPANDER p. 131
More household chores

B LISTENING COMPREHENSION | Listen to the conversations. Check the chores each person does.







1	The woman . . .		✓			
	Her husband . . .	✓				
	Her son . . .			✓		
	Her daughter . . .				✓	
2	The woman . . .			✓	✓	
	Her husband . . .					✓
3	The man . . .	✓		✓		
	His wife . . .		✓		✓	
	His son . . .	✓				

C GRAMMAR | The simple present tense: Spelling of third-person singular forms / Questions with Who

COACH

For the third-person singular (he, she, and it), add -s to the base form of most verbs.

base form		third-person singular form
clean	→	cleans
take	→	takes

Add -es to verbs that end in -s, -sh, -ch, or -x.

wash	→	washes
brush	→	brushes

When Who is the subject of a question, use a third-person singular form of the verb.

Who **does** the laundry in your family? (I do. / My dad does.)
Who **goes** shopping? (We all do. / My parents do.)

But notice:

do	→	does	have	→	has
go	→	goes	study	→	studies

Be careful!
Don't use do or does when who is the subject.
Who washes the dishes? NOT Who ~~does wash~~ the dishes?

LESSON 1 Discuss who does household chores

A VOCABULARY

Suggested time: 2–3 minutes | Your time:

- Write on the board: *household chores*. Say, Household chores *are work you do in or for your home.*
- Have Ss preview the photos and captions before listening. Tell them to point to the chores that they do.
- Have Ss read and listen. Then have them listen again and repeat.
- To check comprehension, ask Ss about their own household chores. For example, ask, *Do you take out the garbage, [Monica]? Do you do the laundry, [Haruki]?*

VOCABULARY EXPANDER (optional, page 131)

LANGUAGE NOTE We use the definite article *the* with *clean the house, do the laundry, wash the dishes,* and *take out the garbage* because the speaker knows what household chores are being referred to.

LANGUAGE AND CULTURE

- Many English learners make the mistake of saying *do shopping* instead of *go shopping*. *Do shopping* is incorrect, but in informal English, *do the shopping* is fairly common.
- *Do the dishes* is another common way to say *wash the dishes.*
- Other words for *garbage* are *rubbish* (British English) and *trash* (American English).

B LISTENING COMPREHENSION

Suggested time: 5–7 minutes | Your time:

- Have Ss preview the chart before listening. Ask them to write the name of a chore from Exercise A above each picture in the chart. (From left to right: wash the dishes, clean the house, do the laundry, make dinner)
- Point to the image of the word *chores* crossed out. Say, *This means the person does not do any household chores.*
- Say, *In each conversation, listen for household chores. Put a checkmark next to the person who does each chore.*
- Do item 1 as a class. Play the audio and pause after the first conversation. Write on the board: *We all do.* Ask, *What does it mean when someone says,* We all do the chores? (Every person in the family does the chores.) Then ask, *What chores does the woman talk about? Who [washes the dishes]?* Go over the answers. Make sure Ss put a checkmark next to the correct person for each chore.
- Play the rest of the audio. Have Ss complete the exercise individually and then compare answers in pairs.
- Replay the audio if appropriate.

C GRAMMAR

Suggested time: 5–7 minutes | Your time:

- Tell Ss to look at the grammar chart. Read aloud the rules and examples for how to form third-person singular in the simple present tense. Ask Ss to repeat the examples.
- Elicit examples of statements using *cleans, takes, washes,* and *brushes.* (For example: He cleans the house.)
- Direct Ss' attention to the **But notice** note. Go over the irregular forms. Elicit examples of statements using *does, goes, has,* and *studies.* (For example: She does the laundry.)
- Have Ss look at the information about *Who* questions in the grammar chart. Remind them that we use *Who* questions to ask about people. Read the rule and examples aloud. Have Ss repeat.
- Point out that *Who* questions use the singular form, but the answers can be singular or plural depending on the subject.
- Direct Ss' attention to the **Be careful!** note. Read the rule and examples aloud.

LANGUAGE NOTE There are two rules for forming the third-person singular of verbs ending in *-y* in the simple present tense. If there is a vowel before the *-y*, add *-s* (for example, *says*). If there is a consonant before the *-y*, change the *-y* to *-i* and add *-es*. To practice this in class, write *study* on the board. Then erase the letter *-y* and write *-ies.*

EXTENSION (+10 minutes) To check understanding, have Ss practice third-person singular verb forms in pairs. Tell Ss to write five statements about the people in the photos in Exercises A and C on page 78. Encourage them to include information about when or what time each person does the activity. (For example: *He gets up early in the morning.*) Call on Ss to read their statements aloud. Write the answers on the board. Underline the *-s* or *-es* in each verb.

D GRAMMAR PRACTICE

Suggested time: 5–7 minutes | Your time:

- Point to the note with clocks. Say, *Before. After*. Play the audio. Have Ss listen and repeat.
- Do item 1 as a class. Read the sentence aloud and elicit the answer. Ask, *Why is* goes *the correct answer?* (The subject *Diane* is singular.)
- Have Ss complete the exercise individually and compare answers in pairs.
- To go over answers, write the answers on the board so Ss can check their spelling.

LANGUAGE NOTE We use both *on [Monday]* and *on [Mondays]* to talk about things we do on many or all [Mondays]. The same is true for *on the weekend / on the weekends*.

E PAIR WORK

Suggested time: 5–7 minutes | Your time:

- Write the example conversation on the board. Underline *does* and *go* in the *When* question. Remind Ss that we use *does* with *he*, *she*, and *it*, and *do* with other subjects. Point out that *go* is in the base form.
- Have Ss write their questions individually. Monitor. Check the verb forms in Ss' questions.
- Form similar-level pairs. Have Ss take turns asking and answering questions in complete sentences.
- Have Ss read their questions aloud. Elicit answers.

Communication Activator

A CONVERSATION MODEL

Suggested time: 4–5 minutes | Your time:

These conversation strategies are implicit in the model

- Introduce a conversation topic with *So, . . .*
- Begin a surprising statement with *Actually, . . .*
- Shift to a new topic with *And . . .*

- Have Ss preview the conversation before listening. Elicit examples of household chores, third-person singular forms, and questions with *Who* in the conversation.
- Play the audio as Ss follow along in their books.
- Call Ss' attention to the **Social language** box. Read it aloud. Point out Speaker A's first line.

B PRONUNCIATION PRACTICE

Suggested time: 5 minutes | Your time:

- Play the audio. Have Ss listen and repeat. Make sure they use falling intonation in information questions and stress *I* in *Actually, I do*.
- Form pairs. Monitor as Ss role-play.

C CONVERSATION PAIR WORK

Suggested time: 5–7 minutes | Your time:

- Form similar-level pairs. Have Ss identify the household chores in the pictures.
- Have Ss role-play the conversation and then switch roles.
- Monitor. Listen for correct verb form in *Who* questions. Correct as needed.
- Direct Ss' attention to the **Keep Talking!** box. Remind Ss they can extend their conversations with the chores in the **Vocabulary Expander** on page 131.

D CHANGE PARTNERS

Suggested time: 5 minutes | Your time:

- Have Ss work in different pairs than in Exercise C. Tell Ss to take notes on their partner's answers to help prepare them for Exercise E.
- Have Ss switch roles and practice again.
- Have volunteers perform their conversations for the class.

E GROUP WORK

Suggested time: 5–7 minutes | Your time:

- Have the pairs in Exercise D form groups of four. Tell Ss to take turns describing their partner's household chores. Encourage Ss to refer to their notes.
- Have volunteers tell the class about their partner's household chores.

LOOK FOR While Ss are doing Exercises C, D, and E, monitor their conversations to determine if they are

- ✓ using vocabulary for household chores
- ✓ spelling the third-person singular forms in the simple present tense
- ✓ forming questions with *Who*
- ✓ using the conversation strategies

OPTION For all Communication Activator sections in this unit, use the ORAL PROGRESS ASSESSMENT CHARTS to provide feedback to Ss on their speaking (see Teacher Resources in the Pearson English Portal).

CLOSURE ACTIVITY (+10 minutes) Have Ss write their names on a blank sheet of paper. Say, *Who does the chores in your house? Write five sentences.* Suggest Ss list chores first and then write sentences about who does them. Collect Ss' papers. Read them to identify areas for review.

Remind Ss of additional vocabulary, grammar, and speaking practice in their digital resources.

D **GRAMMAR PRACTICE** | **Complete the statements about Diane and Peter. Use the simple present tense.**

Listen and repeat.



before 8:00



after 8:00

On Mondays, after breakfast, Diane *goes* (1 go) to work. Her husband, Peter, *takes* (2 take) out the garbage before he *goes* (3 go) to school. After work, Diane *goes* (4 go) shopping at the supermarket down the street from her office. She *takes* (5 take) the bus home. And then she *makes* (6 make) dinner.

Peter *comes* (7 come) home from school after 7:00, and he *eats* (8 eat) dinner with Diane. After dinner, Peter *washes* (9 wash) the dishes. From 9:00 to 10:00, Peter *studies* (10 study), and Diane *watches* (11 watch) TV. Diane *takes* (12 take) a bath, and then she *goes* (13 go) to bed. Peter *likes* (14 like) his shower in the morning, so at night he just *brushes* (15 brush) his teeth, *gets* (16 get) undressed, and *goes* (17 go) to bed, too.

On the weekend, Peter and Diane *take* (18 take) turns with the chores. If Diane *cleans* (19 clean) the house, Peter *does* (20 do) the laundry.

E **PAIR WORK** **Write five questions about Diane and Peter. Take turns asking and answering your questions.**

When does Diane go shopping?

She goes shopping after work.

COMMUNICATION ACTIVATOR

Now let's discuss who does household chores.

A **CONVERSATION MODEL** | **Read and listen.**

A: So, who makes dinner in your house?
B: Actually, I do.
A: And who does the dishes?
B: That depends. My brother and I take turns. He does the dishes on weekdays, and I do the dishes on the weekend.
A: And who cleans the house?
B: Oh, that's my brother's job. But I take out the garbage.

Social language
Introduce a conversation topic with "So, . . ."



B **PRONUNCIATION PRACTICE** | **Listen again and repeat. Then practice the conversation with a partner.**

C **CONVERSATION PAIR WORK** | **Personalize the conversation. Use the pictures. Then change roles.**

A: So, who ..... in your house?
B: ..... .
A: And who .....?
B: ....











KEEP TALKING! ●●●
Talk about other chores.

D **CHANGE PARTNERS** | **Ask another classmate about chores.**

E **GROUP WORK** | **Tell your classmates about your partner's household chores.**

2 COMMUNICATION GOAL Talk about free time

A VOCABULARY | Free-time activities | Read and listen. Then listen again and repeat.



1 exercise



2 listen to music



3 read



4 visit friends



8 take a walk



5 go out for dinner



6 go to the movies



7 take a nap

COACH

B GRAMMAR | The simple present tense: Questions with How often / Other time expressions

How often do you exercise?
I exercise **every day**.

M	T	W	T	F	S	S
✓	✓	✓	✓	✓	✓	✓

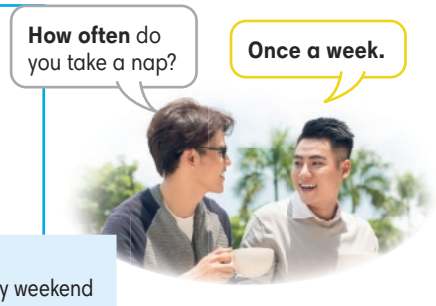
How often does your brother go to the movies?
He goes **on Saturdays**.

M	T	W	T	F	S	S
					✓	
					✓	
					✓	

Other time expressions

	M	T	W	T	F	S	S
once a week			✓				
twice a week		✓		✓			
three times a week		✓		✓	✓		

Also
once [a year]
twice [a day]
three times [a month]
every weekend
every [Friday]



C PRONOUNCE THE GRAMMAR | Listen and repeat the grammar examples.

D VOCABULARY / GRAMMAR PAIR WORK | Write eight questions for a classmate about his or her free-time activities. Use How often, When, What time, or What day and the simple present tense. Answer your partner's questions.

1 When do you go to the movies?

1
2
3
4
5
6
7
8



LESSON 2 Talk about free time

A VOCABULARY

Suggested time: 2–3 minutes | Your time:

- Write on the board: *free time.* Say, *On the weekend, I have free time. On the weekend, I do what I want.*
- Have Ss preview the photos and captions in pairs. Tell them to point to the activities that they do on weekends.
- Play the audio. Have Ss read and listen, and then listen again and repeat.
- Point to item 5. Tell Ss we can also use *go out for* with *breakfast* and *lunch.*
- To check comprehension, ask Ss about their own free-time activities. For example: *Do you read, [Daniel]? Do you take a nap, [Jessica]?*

EXTENSION (+5 minutes) Write on the board: *Which activities do you like to do? What activities do you love to do?* Elicit answers.

B GRAMMAR

Suggested time: 5–7 minutes | Your time:

- Direct Ss' attention to the photo. Read the example conversation aloud. Say, *We use* How often *to ask how many times someone does something.*
- Have Ss look at the grammar chart. Read aloud the first example question and answer.
- Review the abbreviations for the days of the week. (M = Monday, T = Tuesday, W = Wednesday, T = Thursday, F = Friday, S = Saturday, S = Sunday) Say, Every day *means all the days in a week.*
- Read aloud the second example question and answer. Point out that *on Saturdays* means *every Saturday*.
- Read the time expressions aloud. Say, *You can use these to answer a question with* How often. Explain that *once* means *one time* and *twice* means *two times*. Demonstrate this using the checkmarks on the week grid.
- Tell Ss to look at the **Also** note. Say, *We also use time expressions with a day, week, month, and year.* Read the phrases aloud. Provide examples, such as *I visit my family twice a month.*
- To check understanding, ask the class a few questions with *How often* and time expressions. For example: *How often do you exercise? Do you take a walk twice a week?*

C PRONOUNCE THE GRAMMAR

Suggested time: 2–3 minutes | Your time:

- Play the audio. Have Ss listen to the examples in the grammar chart and repeat.

D VOCABULARY / GRAMMAR PAIR WORK

Suggested time: 10 minutes | Your time:

- Read the sample question aloud. Elicit other examples of questions with *How often, What time,* and *What day*. (For example: *How often do you listen to music? What time do you exercise? What day do you visit friends?)* Write Ss' ideas on the board for them to use as models.
- Have Ss write questions individually. Monitor. Provide help with grammar as needed. Refer Ss to pages 56 and 58 for information about questions with *When*, *What time*, and *What day*. Remind them to use the preposition *at* with times, and *on* with days and *the weekend.*
- Say, *Now ask and answer your questions.* To model the activity, read the conversation on the right with a higher-level S. Elicit different ways of answering the question. (For example: *I go to the movies on Saturdays. I go every Saturday.*)
- Form pairs. Have Ss take turns asking and answering questions about their free-time activities. Tell Ss they can answer in compete sentences or short answers. Encourage them to take notes on their partner's answers in preparation for Exercise F on page 83.
- Call on Ss to share with the class a question and answer from their list.

EXTENSION (+10 minutes) After pairs complete their conversation, ask them to write four sentences about each other. Make sure Ss use the third-person singular verb form. For example: *[Nathalia] exercises in the morning three times a week.*

EXTENSION (+15 minutes) For homework, have Ss interview a friend or family member about his or her free-time activities. Tell them to ask their questions in Exercise D and write the answers on a blank sheet of paper in complete sentences. Tell them to include what that person does and how often. In class, form groups of three. Have Ss take turns sharing what their friend or family member likes to do in his or her free time. Encourage Ss to use their notes as they speak.

E PRONUNCIATION

Suggested time: 4–5 minutes | Your time:

- To review the sounds /s/, /z/, and /ɪz/, ask Ss to place a hand on their throat and make the sounds. Remind Ss that the sounds /z/ and /ɪz/ are louder.
- Play the audio. Have Ss listen and repeat.
- Point out to Ss how the ending /ɪz/ adds another syllable to the word.
- Make sure Ss pronounce three different sounds for the third-person singular verb endings.

TEACHING TIP Suggest that Ss close their books when listening to items in a pronunciation exercise. Listening without reading helps Ss focus on the sound.

F GROUP WORK

Suggested time: 10 minutes | Your time:

- Read the example aloud, stressing the *-s* in *visits*. Ask, *What free-time activities does your partner do?*
- Form groups of three. Tell Ss to refer to their questions and answers in Exercise D on page 82.
- In groups, have Ss share what they learned about their partner's free-time activities.
- Monitor. Listen for the correct pronunciation of the third-person singular verb endings.
- Call on a few Ss and ask, *Who is your partner? What does [he / she] do in [his / her] free time?*

Communication Activator

A CONVERSATION MODEL

Suggested time: 4–5 minutes | Your time:

These conversation strategies are implicit in the model

- Clarify a question with *I mean, . . .*
- Ask *What about you?* to show interest in another person
- Say *Me?* to give yourself time to think of a personal response
- Show interest with *Really?*

- Have Ss preview the conversation before listening. Elicit examples of free-time activities, questions with *How often*, and time expressions in the conversation.
- Play the audio as Ss follow along in their books.
- Call Ss' attention to the **Social language** box. Read it aloud. Have Ss find *I mean, . . .* in the conversation.
- To check comprehension, ask, *What does Ken do in his free time?* (He listens to music.) *What does the woman do once or twice a week?* (She goes out for dinner.)

B PRONUNCIATION PRACTICE

Suggested time: 5 minutes | Your time:

- Play the audio. Make sure Ss use rising intonation for *Me?* and *Really?*
- Form pairs. Monitor as Ss role-play.

C CONVERSATION PAIR WORK

Suggested time: 5–7 minutes | Your time:

- Remind Ss to refer to the vocabulary and grammar chart on page 82 if appropriate.
- Have pairs role-play the conversation and then switch roles. Monitor. Listen for the correct pronunciation of third-person singular verb endings.
- Direct Ss' attention to the **Keep Talking!** and **Recycle This Language** boxes. Encourage Ss to use this language to extend their conversations.

D CHANGE PARTNERS

Suggested time: 5 minutes | Your time:

- Have Ss work in different pairs than in Exercise C. This time, encourage Ss to talk about different free-time activities. Monitor as Ss practice their conversations.
- Have Ss switch roles and practice again.
- Have volunteers perform their conversations for the class.

LOOK FOR While Ss are doing Exercises C and D, monitor their conversations to determine if they are

- ✓ using vocabulary for free-time activities
- ✓ forming questions with *How often* in the simple present tense
- ✓ using time expressions
- ✓ using the sounds /s/, /z/, and /ɪz/ for third-person singular verb endings
- ✓ using the conversation strategies

CLOSURE ACTIVITY (+10 minutes) Ask Ss to walk around the room and ask and answer questions about their free time with different classmates. Lower-level Ss can look at their books. Remind Ss to ask follow-up questions using *Where* and *When.* For example: *Where do you do [exercise]? When do you do that?* Take notes on areas for review and extra practice in later lessons.

Remind Ss of additional vocabulary, grammar, pronunciation, and speaking practice in their digital resources.

COACH

E PRONUNCIATION | Third-person singular verb endings | Read and listen. Then listen again and repeat.

1 /s/	2 /z/	3 /ɪz/
takes = take/s/	cleans = clean/z/	washes = wash/ɪz/
checks = check/s/	does = doe/z/	practices = practice/ɪz/
eats = eat/s/	reads = read/z/	exercises = exercise/ɪz/

F GROUP WORK | Tell the class about your partner from Exercise D. Practice pronunciation of third-person singular verb endings.

"Isabella visits friends twice a week."

COMMUNICATION ACTIVATOR

Now let's talk about free time.



A CONVERSATION MODEL | Read and listen.

A: So, Ken, what do you do in your free time?
B: My free time?
A: I mean, do you go to the movies? Exercise?
B: Actually, I listen to music. What about you?
A: Me? I go out for dinner with my family.
B: Really? How often do you do that?
A: Once or twice a week.

Social language
Clarify a question with "I mean, . . ."

B PRONUNCIATION PRACTICE | Listen again and repeat. Then practice the Conversation Model with a partner.

C CONVERSATION PAIR WORK | Personalize the conversation. Use your own favorite free-time activities. Use time expressions.

A: So, ..., what do you do in your free time?
B: My free time?
A: I mean, do you .....? .....?
B: Actually, I ..... . What about you?
A: Me? I ..... .
B: Really? How often do you do that?
A: ..... .

KEEP TALKING! ●●●
Ask more questions.
Where do you ___ ?
When do you ___ ?

RECYCLE THIS LANGUAGE
on [Sundays]
in the morning
in the afternoon
in the evening
at night

D CHANGE PARTNERS | Personalize the conversation with another partner.

3 COMMUNICATION GOAL Make plans to get together

COACH

A GRAMMAR | The simple present tense: Frequency adverbs



Use frequency adverbs to describe how often you do something.

100% ↑ I **always** visit friends on Saturday.
I **usually** go to the movies on the weekend.
I **sometimes** take a nap in the afternoon.
0% ↓ I **never** take a walk at night.

Place the frequency adverb before the verb in the simple present tense.

We **never go** out for dinner on Fridays.
Do you **usually take** a walk with your children?
What do you **always do** in the morning?

B PRONOUNCE THE GRAMMAR | Listen and repeat the grammar examples.

C ACTIVATE GRAMMAR | Listen to the conversations. Circle the correct frequency adverb to complete each statement.

1 She (never / sometimes) takes a walk with her husband.
2 They (never / always) go out for dinner on Saturdays.
3 She (never / sometimes) takes out the garbage.
4 Her children (always / sometimes) do the laundry.

D GRAMMAR PRACTICE | On the notepad write four statements about your activities. Use the frequency adverbs. Include household chores, free-time activities, and / or other activities.

always *I always do the laundry on Monday.*

always

usually

sometimes

never

Other Ideas
- go to work
- go to school
- go home
- walk
- take [the bus / the subway / a taxi]

E GROUP WORK | Compare notepads. Then tell your classmates about your partner's activities.

"Gabe sometimes takes a taxi to work."



LESSON 3 Make plans to get together

A GRAMMAR

Suggested time: 5–7 minutes | Your time:

- Have Ss look at the grammar chart. Say, Frequency *means how many times we do something.*
- Ask Ss to follow along as you read aloud the examples with frequency adverbs. Point to the percentages and the arrow as you speak.
- Tell Ss that *usually* and *sometimes* have different meanings: *Usually* means more often than *sometimes*. Explain that *usually* and *sometimes* are less specific than *always* and *never.*
- Direct Ss' attention to the photo. Read the woman's statement aloud. Ask, *How many times does she do chores on Sunday?* (zero) Write on the board: *never = 0 times.*
- Read the second rule and examples aloud. Point out how the adverb goes after the subject and before the main verb.

LANGUAGE NOTES

- Frequency adverbs come after the simple present verb *be*. For example: *Tom is always late for dinner.*
- The placement of *sometimes* can vary. For example, we can say, *Sometimes I go to the movies; I sometimes go to the movies;* OR *I go to the movies sometimes.*
- We don't use *never* in a question unless it's for emphasis. For example: *Do you never take a bath at night?*

B PRONOUNCE THE GRAMMAR

Suggested time: 4–5 minutes | Your time:

- Play the audio. Have Ss listen to the examples in the grammar chart and repeat.
- Monitor. Listen for the correct pronunciation of the frequency adverbs.

C ACTIVATE GRAMMAR

Suggested time: 5–7 minutes | Your time:

- Say, *Listen to the conversations. Circle how often the person does each activity.*
- Tell Ss to underline the activity or chore in each item before listening.
- Do item 1 as a class. Play the first conversation and pause. Ask, *How many times a week does the woman take a walk?* (once or twice) *How often is that?* Tell Ss to circle *sometimes* in item 1.
- Play the rest of the audio. Have Ss complete the exercise individually and compare answers in pairs.
- To go over the answers, ask for volunteers to read the completed sentences aloud. Replay the audio if appropriate.
- Write on the board: *Are you kidding?* Say, *Use this expression when you are surprised about what someone says.* Write Conversation 3 on the board:
  A: When do you take out the garbage?
  B: Me? Are you kidding? My husband does that!
  Read the conversation aloud, saying *Me? Are you kidding?* with exaggerated rising intonation.

CHALLENGE (+5 minutes) Replay the audio. Then ask Ss to write one more statement using frequency adverbs about each conversation. (Possible answers: 1. They usually take a walk once or twice a week. 2. They never go out for dinner on Mondays. 3. Her husband always takes out the trash. 4. The mother never does the laundry.)

D GRAMMAR PRACTICE

Suggested time: 5–7 minutes | Your time:

- Read the sample answer aloud.
- Read the **Other Ideas** box aloud. Encourage Ss to use this information in their statements. Ask them to also write about the day they do each activity.
- Have Ss complete the activity individually. Refer them to the vocabulary on pages 78, 80, and 82 to guide their spelling of activities and chores.
- Monitor. Check Ss' adverb placement. Provide help as necessary.
- Challenge higher-level Ss to write more statements.

E GROUP WORK

Suggested time: 10 minutes | Your time:

- Form similar-level pairs. Have Ss take turns reading their statements aloud.
- Have Ss check their partner's statements to make sure the frequency adverb comes before the verb.
- Bring the class back together. Tell Ss to look at the picture. Read the example aloud.
- Have the pairs form groups of four. Tell Ss to take turns describing their partner's activities to the group. Remind Ss to use frequency adverbs as they speak.
- Call on Ss to share one surprising or interesting thing they learned about their classmates. For example: *[Nadia] always gets up at 5:30 in the morning!*

OPTION Have Ss do the compare task in Exercise E as an interview. Model the task. Ask a higher-level S, *What do you always do? Usually do? Never do?* Write the S's answers on the board. Encourage Ss to take notes on their partner's answers as they do the interview.

Communication Activator

A CONVERSATION MODEL

Suggested time: 4–5 minutes | Your time:

These conversation strategies are implicit in the model
- Express enthusiasm with *Great idea!*
- Soften a negative response with *I'm sorry.*
- Say *Perfect.* to agree to a suggestion

- Write *get together* on the board. Say, *To* get together *means to meet.* Tell Ss to look at the photo. Say, *In the conversation, these two men plan to get together.*
- Have Ss explore the context of the photo. Ask them to describe the men's appearance and clothes. Ask, *Are they friends? Where are they?* Elicit ideas.
- Have Ss preview the conversation before listening. Elicit examples of the simple present tense and frequency adverbs in the conversation.
- Play the audio as Ss follow along in their books.
- Direct Ss' attention to the **Social language** box. Read the expressions aloud in different ways to demonstrate degrees of enthusiasm. Tell Ss the expressions have a similar meaning.
- Write on the board: *busy / free*. Say the words and have Ss repeat. Tell Ss these words are opposite adjectives. Say, *If you are* busy, *you have many things to do. If you are* free, *you do not.*
- To check comprehension, ask, *When do they plan to get together?* (Saturday afternoon.) *Why not on Saturday morning?* (Speaker B cleans the house with his wife then.)

B PRONUNCIATION PRACTICE

Suggested time: 5 minutes | Your time:

- Play the audio. Have Ss listen and repeat. Make sure they say *Great idea!* with enthusiasm.
- Monitor as Ss role-play. Listen for falling intonation in *I'm sorry.*

C CONVERSATION PAIR WORK

Suggested time: 5–7 minutes | Your time:

- Have Ss look at the pictures and identify each activity. Ask, *Which of these activities is your favorite?*
- To model the exchange, role-play the conversation with a higher-level S. Play Speaker B.
- Form pairs. Have Ss role-play the conversation and then switch roles.
- Monitor. Listen for the correct pronunciation of frequency adverbs and activities.
- Go over the information in the **Keep Talking!** box and, to provide more support, play the **Keep Talking!** video. Ask Ss to come up with additional suggestions for activities to do together. Encourage Ss to include different time and place information to extend their conversations.
- Point to the **Recycle This Language** box. Read the phrases aloud. Say, *You can use these phrases in your conversation.*

D CHANGE PARTNERS

Suggested time: 6–8 minutes | Your time:

- Have Ss work in different pairs than in Exercise C. Time permitting, have them switch roles and practice again.
- Have volunteers perform their conversations for the class.

LOOK FOR While Ss are doing Exercises C and D, monitor their conversations to determine if they are
- ✓ using frequency adverbs with the simple present tense
- ✓ using the conversation strategies

CLOSURE ACTIVITY (+10 minutes) Have Ss write their names on a blank sheet of paper. Tell them to write 4–5 complete sentences to describe the people in the pictures in Exercise C. For example: *They exercise three times a week. He listens to music every night before he goes to bed.* Ask Ss to use all four frequency adverbs and the vocabulary from this unit. Monitor. Collect the papers. Read them to identify areas for review.

Remind Ss of additional grammar and speaking practice in their digital resources.

Now let's make plans to get together.

A CONVERSATION MODEL | Read and listen.

A: Hey, let's get together sometime.
B: Great idea!
A: Are you busy on Saturday morning?
B: I'm sorry. My wife and I always clean the house then. But I'm free in the afternoon.
A: Perfect.



Social language
Express enthusiasm with:
- Great idea!
- Good idea!
- Sure!
- OK!

B PRONUNCIATION PRACTICE | Listen again and repeat. Then practice the Conversation Model with a partner.

C CONVERSATION PAIR WORK | Change the conversation. Use frequency adverbs. Tell your partner when you are free. Then change roles.

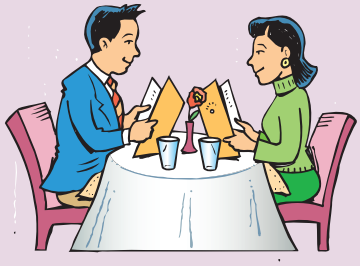
A: Hey, let's ..... together sometime.
B: .....!
A: Are you busy .....?
B: I'm sorry. ..... then. But I'm free ..... .
A: Perfect.

KEEP TALKING! ●●●
Suggest a time and a place to meet.
Watch the video for ideas!

RECYCLE THIS LANGUAGE
- every [weekend / Friday]
- on [Thursday night]
- in the [morning / afternoon / evening]
- at night
- before / after [work]
- go [to work / to school / home]











D CHANGE PARTNERS | Change the conversation again.

4 COMMUNICATION GOAL Describe activities of a typical day

A READING | Read the online product listings. Do you want a robot for your household chores? Why?

The Olcotts tell us when they clean their house and do other household chores.



"Household chores? Are you kidding? We never have time for chores on weekdays. From Monday to Friday, we get up early, go to work, go shopping, and sometimes exercise," says Carl. Jane agrees. "And on the weekend, Carl and I don't want to do household chores. We go to the movies or out to dinner with friends." Carl adds, "And we often just stay home and listen to music or watch TV. Who wants to do chores?"



Is there a solution?

Meet Chorie, the robot that cleans your house when you're at work—or even after you go to bed! So when you come home from work—or when you get up in the morning—your house is clean! Chorie vacuums your floors, cleans your house, and even does the laundry. So all week long, *you* don't vacuum, clean, or do the laundry. Chorie does. Chorie does every chore every day, or only once or twice a week. It's your choice.

Add to cart

Customer reviews

★★★★★

168 customer ratings



And for people who are super busy, there's Chefbot, the robot that makes your meals for you – once a week or every day. So, if you want breakfast right after you get up, don't *make* breakfast. Tell Chefbot to do that, and take a nice, long shower. After your shower, your breakfast is ready to eat. And when you come home in the evening, dinner is ready.

Add to cart

Customer reviews

☆☆☆☆☆

Be the first to review

Chorie and Chefbot: your household partners every day of the week!

B READING COMPREHENSION | Circle the correct word or phrase to complete each statement.

1 From Monday to Friday, Carl and Jane Olcott (don't have time for / do) household chores.
2 On weekdays, they (work and exercise / visit friends).
3 On Saturday and Sunday, they (do / don't want to do) the chores.
4 On the weekend, they (sometimes / never) go out for dinner.
5 Chorie (goes shopping / does the laundry) for you.
6 Chefbot makes dinner (before / after) you come home.

C LISTENING COMPREHENSION | Listen to the interview. Then circle the correct answer to each question.

1 Who's a morning person?
(a) Sam
b Ann

2 What's Ann's occupation?
a She's a teacher.
(b) She's a pharmacy manager.

3 Where does she work?
a at a school
(b) at a pharmacy

4 Which days of the week does she work?
a Saturday and Sunday
(b) Monday to Friday

5 When does she work?
(a) at night
b in the afternoon

6 When does Ann's family do the household chores?
(a) on the weekend
b Monday to Friday

7 On the weekend, who takes a nap in the afternoon?
a the kids
(b) Ann

LESSON 4 Describe activities of a typical day

A READING

Suggested time: 15 minutes | Your time:

- Point to the two listings. Say, *These are online product listings. They describe two products. What are the products?* (robots; Chorie and Chefbot)
- Read the title aloud. Point to the photo. Ask, *Who are they?* (the Olcotts)
- Take a class survey. Say, *Raise your hand if you like household chores.* Wait for Ss to answer. Then say, *Now raise your hand if you do not like chores.*
- Say, *Listen and read about the Olcotts' activities and chores and the robots.*
- Play the audio. Have Ss listen and read along silently.
- Clarify any new terms in the reading. For example, point to Chorie. Say, *Chorie vacuums floors.* Act out vacuuming. Point to the floor.
- Write on the board: *super busy.* Say, Super busy *means very busy*. Ask different Ss, *Are you super busy on weekdays? On the weekends?*
- Ask, *Do you want a robot for your household chores? Why?* Have Ss discuss the question in pairs. Tell them to ask follow-up *Why* questions to learn more about each other.
- Ask for volunteers to explain their answer to the target question in the directions.
- Hold up your book. Point to the yellow icons and captions. Say, *You click on* Add to cart *to buy the product.* Customer reviews *and* ratings *are from people who have this product.* Reviews *say good and bad things about it.* Ratings *are the stars.*
- Ask, *Is the rating of Chorie the robot good or bad?* (good) *Why doesn't Chefbot have any reviews?* (maybe because it is a new product)

OPTION (+10–15 minutes) Pause the audio after the description of each robot. Ask a few volunteers, *Do you want this robot? Why? Why not?*

B READING COMPREHENSION

Suggested time: 7–10 minutes | Your time:

- Do item 1 as a class. Write the statement on the board. Read it aloud and elicit the answer. Tell Ss to circle the correct answer in their books.
- Have Ss complete the exercise individually. Encourage them to underline the sentences that gave them the answers in the reading. Then have them compare answers in pairs.
- To go over answers, read the statements aloud and elicit the answers. Write them on the board. Replay the audio in Exercise A if appropriate.

EXTENSION (+15 minutes) Form mixed-level groups of three. Give Ss 10 minutes to create an online product listing about a different robot. The listing should include the robot's name and describe what activities and household chores it does. Tell Ss to use the vocabulary from the unit and Exercise A as a model. Encourage them to be creative and draw their robot. When Ss are finished, call on groups to share their listings with the class.

TEACHING TIP In group work, assign roles to make sure all group members participate. For example, *the group leader* keeps the conversation on topic. *The timekeeper* keeps track of the time. *The recorder* takes notes on the discussion. *The illustrator* draws a picture of the robot.

C LISTENING COMPREHENSION

Suggested time: 7–10 minutes | Your time:

- Write on the board: *Today's Lifestyles.* Say, *This listening is an interview on a* Today's Lifestyles *show.*
- Have Ss preview the questions and answer choices. Encourage them to underline any key words or phrases to listen for, such as occupations, places, and time expressions.
- Play the audio. Have Ss complete the exercise individually and then compare answers in pairs.
- To go over answers, read the questions aloud and elicit the answers. Write the answers on the board in full sentences. Replay the audio if appropriate.
- Clarify any new terms in the listening, such as *morning* and *evening person.* Say, *Someone who likes to get up early is a* morning person. *Someone who likes to go to bed late is an* evening person. Ask, *Are you a morning person or an evening person?*

TEACHING TIP To improve listening comprehension, teach Ss how to listen for specific information. For example, if a question includes *How often*, tell Ss to listen for time expressions such as *once / twice a day / week / month*. If a question includes *Who*, tell them to listen for the name of a person.

Communication Activator

ROLE PLAY

Suggested time: 15 minutes | Your time:

- Write *typical day* on the board. Point to the pictures. Say, *A* typical day *is a usual day. These two people usually do these activities.*
- Have Ss label each picture with the activity it shows. Form similar-level pairs. Have Ss compare the activities they wrote. Then tell them to give each person a name and occupation.
- Role-play a conversation with a higher-level S. Begin by saying a greeting and asking about the S's occupation.
- Have Ss role-play a conversation, introducing themselves and describing their typical day. Remind them to say the times shown in the pictures. Then have them switch roles.
- Direct Ss' attention to the **Recycle This Language** box. Encourage Ss to use these questions and time expressions to ask about other activities.
- Monitor. Listen for the correct pronunciation and use of information questions, time expressions, and frequency adverbs.

LOOK FOR While Ss are doing the Role Play, monitor their conversations to determine if they are
✓ incorporating vocabulary for household chores
✓ using frequency adverbs

WRITING

Suggested time: 10 minutes | Your time:

- Say, *Write five sentences about your typical week.* Read the writing sample aloud. To model the activity, say a few more statements about your own typical activities.
- To prepare for the task, suggest that Ss list the activities they do every day or every week. Have them include time and place details for each activity.
- Using the information in their lists, have Ss write their sentences in paragraph form on a blank sheet of paper. Monitor. If appropriate, include peer feedback. (See the Teaching Tip and Option on this page.)
- Collect Ss' writing and provide feedback. Check to make sure Ss have included time expressions, frequency adverbs, home and free-time activities, and household chores.
- Review the most common areas for improvement as a class.

TEACHING TIP Explain the sandwich method of giving feedback to help Ss do peer reviews. First, Ss say something positive about their partner's work. Next, they suggest an improvement. Then they "sandwich," or soften, the suggested improvement with another positive comment about their partner's work.

OPTION (+5 minutes) Before you collect Ss' work, form pairs and have Ss exchange papers to give peer feedback. Write this checklist on the board:
✓ *Circle time expressions*
✓ *Underline frequency adverbs*
✓ *Check spelling*
Tell Ss to read their partner's work and do the above. Write an example on the board: *I usually eat breakfast at 8 A.M.* Have Ss give back their partner's work and ask them to suggest improvements. For example: *Use more frequency adverbs. Use* at night, *not* in. Give Ss time to correct their work.

GUIDED WRITING (optional, page 137)

OPTION Ss can use the WRITING PROCESS WORKSHEETS during this activity. They offer step-by-step guides for completing the writing task (see Teacher Resources in the Pearson English Portal).

CHALLENGE (+10 minutes) If Ss finish the writing task early, have them write descriptions about the typical days from the ROLE PLAY activity.

TEACHING TIP To encourage learning through collaboration and cooperation, have Ss do chain story activities. In chain stories, Ss take turns adding lines or parts to a story until it is finished or until the activity time is up. Remind Ss they need to listen carefully as their classmates speak, so that they know where the story is going and what details to add during their turn.

CLOSURE ACTIVITY (+15 minutes) Divide the class into similar-level groups of five or more. Have groups organize their desks in a row. Tell each Ss to start a story on a blank sheet of paper. They write one statement to describe the first activity of a typical day. For example: *She gets up at 5:30 A.M.* When each S finishes writing, he or she passes the paper to the S to his or her right. (The last S in the row brings the paper to the first S.) Then each S reads the statement on this paper and writes another to continue the story. For example: *Then she takes a walk.* Keep time. Have Ss add to the stories for 10 minutes. Then say *Stop!* Each S should have one story in front of him or her. Invite volunteers to read their story aloud for the class. Take notes and identify areas for review.

Remind Ss of additional reading, listening, and writing practice in their digital resources.

COMMUNICATION ACTIVATOR

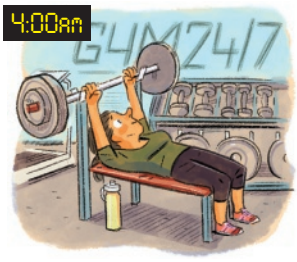
Now let's describe activities of a typical day.

ROLE PLAY | Look at the pictures of the typical day of a morning person and an evening person. Give each person a name and an occupation. Then, with a partner, role-play a conversation between these two people about their typical days. (Option: Ask about other activities, using time expressions and frequency adverbs.)

A "morning person"

Name .....

Occupation .....













An "evening person"

Name .....

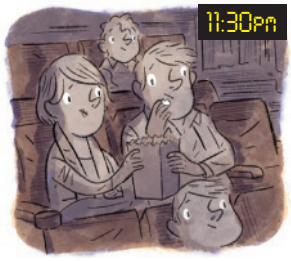
Occupation .....















RECYCLE THIS LANGUAGE

Activities
brush [your] teeth
put on makeup
shave
watch TV
study
eat lunch
read
take a nap
visit friends

Questions
How often ___ ?
When ___ ?
What time ___ ?

Time expressions
[once / twice] a [day / week]
[three] times a [month / year]
every weekend
every [Friday]
in the [evening]
at night
[before / after] work
go [to work]
usually / sometimes / always / never

WRITING Write about your typical week. Use frequency adverbs and time expressions.

On weekday mornings, I usually get up early, at 6:00. Then I . . .

GUIDED WRITING p. 137

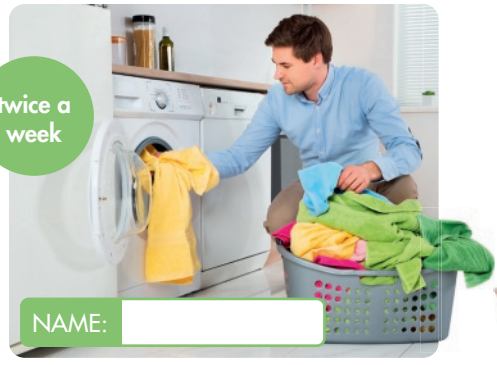
Interactive Cool Down

1 "FIND SOMEONE WHO" GAME

Walk around the classroom with your book. Ask questions. Find a person who does each activity, according to the cue in the circle. Write his or her name in the space. The first person who fills all the spaces wins.

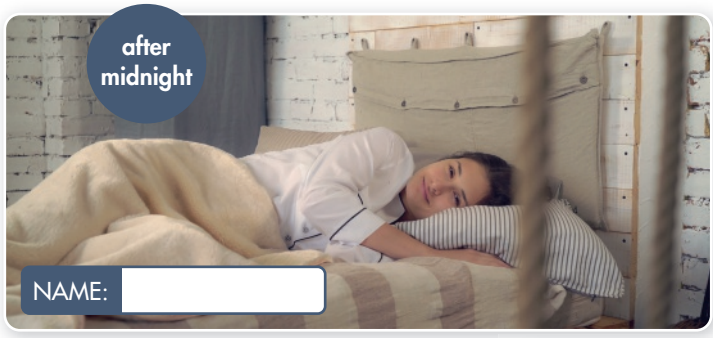
Find someone who . . .

"When do you ...?" "How often do you ...?"

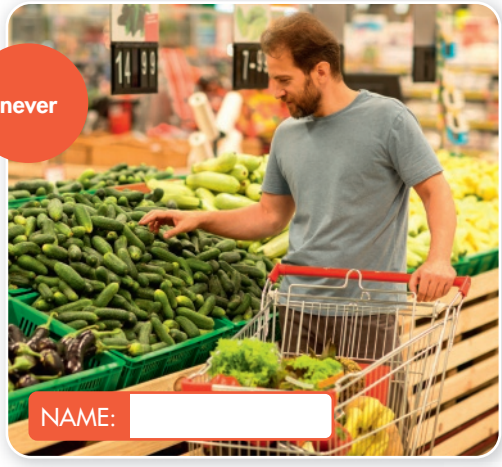




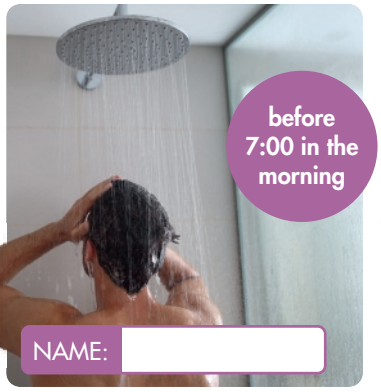
















Interactive Cool Down

1 "FIND SOMEONE WHO" GAME

Suggested time: 30 minutes | Your time:

- Read the directions for the game aloud as Ss follow along. Say, *Raise your hand if you fill all the spaces and win the game.*
- Direct Ss' attention to the examples and read them aloud. Say, *Ask questions like these.* Write on the board:
  How often do you ___?
  When do you ___?
  What time do you ___?
  What day do you ___?
  Say, *We can use these question options to ask about the chores in the photos.* To model this, point to the first photo. Ask, *What is this chore?* (do laundry) *The cue in a circle is the answer you want. What is the cue?* (twice a week) Point to the question options on the board. Ask, *What question can we ask to get the answer* twice a week*?* (How often do you do laundry?) Write this question on the board.
- Say, *In this game, please give true answers when someone asks you a question.* Then ask individual Ss, *How often do you do laundry?* until someone responds *Twice a week.* Then say, *Great! What's your name? How do you spell that?* Write that S's name on the board.
- Say, *Find someone who does these activities.* Have Ss stand up and play the game.
- Monitor. Remind Ss to ask and answer the questions in complete sentences. Encourage Ss to use frequency adverbs in their answers.
- Make sure Ss are writing down their classmates' names in their books.
- When one person succeeds in filling all the spaces and raises his or her hand, end the game. Tell Ss to sit down.
- To review, call on Ss to say make statements about their classmate's activities. For example, ask, *Who does laundry twice a week?* ([Andrew] usually does laundry twice a week.)

TEACHING TIP To make sure Ss talk to different classmates in mingle activities, tell them to change partners after every question.

OPTION (+5–7 minutes) To help Ss prepare for this game, before they start playing, have them work individually to write ten questions, one for each photo, on a blank sheet of paper. Remind them to write questions that work with the cues in the photos. Also give Ss a few minutes to take notes on how they would answer each of their questions. You can use these notes to check that Ss have given true answers later in the game. Suggest lower-level Ss bring their list of questions and answers with them and refer to it as they walk around the classroom.

OPTION Before they play the game, have Ss work in pairs to explore the context of the photos. Have them take turns describing the appearance and clothes of the people. Tell them to identify the activity or chore they see.

EXTENSION (+10 minutes) Form similar-level pairs. Have Ss take turns asking each other questions with *What* and the language cues from the game. For example: *What activity do you do twice a week? What do you like to do on Sundays?* Tell Ss to answer with information about their daily activities, free-time activities, or household chores. For example: *I exercise twice a week.* Encourage them to ask follow-up questions to learn more about each other.

EXTENSION (+10 minutes) Have Ss write ten statements about their classmates' activities using the information from the game. For example: *[Andrew] usually does laundry twice a week.* Collect Ss' statements. Read them to identify areas for review.

2 CHAT

Suggested time: 30 minutes | Your time:

- Say, *Look at the people in the pictures. Where are they?* (a party) *What is their conversation about?* Elicit ideas.
- Read the conversation aloud with a higher-level S. Play the role of Rosie. Stress *your* in *Who does the chores in your house?* Ask the rest of the class to follow along in their books as they listen.
- Form mixed-level pairs. Tell Ss that Partner A's role is similar to Anne's and Partner B's role is similar to Rosie's. Tell higher-level Ss to play Speaker B.
- Model the activity. Copy the first line of Partner A's and Partner B's Chat Guides on the board. Complete them with new information. For example:

  A: So, [Dan], you're really busy, right?

  B: Yes, I am. I [go to school every day], and I [help my grandparents on the weekends].
- Give Ss time to work together to fill out their Chat Guides. Encourage them to personalize the conversation with their own names and with activities and chores they do in real life.
- Suggest Ss replace *Sure!* near the end with another expression to show enthusiasm. Refer them to the ideas in the **Social language** box on page 85.
- Walk around and provide help with spelling and vocabulary. Check to make sure Ss are using the correct prepositions with time expressions.
- When pairs are ready, have them practice their new conversations. Monitor. Listen for the correct pronunciation of third-person singular verb endings.
- Invite pairs to role-play their conversation for the class.

OPTION If possible, make a copy of page 89 and cut out each Chat Guide. Then make copies of each Partner's Chat Guide and hand them out to the appropriate Ss before starting the exercise.

TEACHING TIP If Ss are uncomfortable sharing personal information about weekly activities and household chores, suggest they make up that information.

PROGRESS SELF-CHECK

- Have Ss complete the **Now I Can** checklist individually. Encourage them to look back at each lesson in the unit and consider the speaking objectives, vocabulary, pronunciation, grammar, and listening, reading, and writing skills.
- Have Ss compare checklists in pairs and talk about the things they need to study or practice more.
- Have Ss work individually to think about what might help them master these goals. Refer individual Ss to specific materials for more practice.

FOR MORE PRACTICE . . .

To review and extend the unit content, additional materials are available in the back of the Student's Book and online. For the online content, go to Teacher Resources in the Pearson English Portal. Instructions for each resource are included in the resource's folder.

UNIT REVIEW, pp. 150–151 The Unit Review section offers two pages of workbook-style activities to review the unit content.

PRACTI-CHANT, p. 161 Practi-Chants reinforce pronunciation, rhythm, and intonation as well as increase vocabulary retention, listening comprehension, and speaking fluency.

***CONNECT TV* (online)** Video presents language from the unit through fun and engaging situational comedy episodes.

TEST-TAKING SKILLS BOOSTER (online) Practice tests featuring *Connectivity*-leveled content expose students to item types found on high-stakes tests.

ADDITIONAL PRINTABLE RESOURCES (online) Abundant supplemental materials include extra practice worksheets, Assessments, Unit Study Guides, Audio and Video Scripts, Answer Keys, and much more.

2 Chat

Read the conversation. Then, with a partner, use the Chat Guides to create your own conversation. Cover your partner's Chat Guide with a sheet of paper.







Anne: So, Rosie, you're really busy, right?

Rosie: Yes, I am. I go to work every day, and I go to school at night.

Anne: Wow, you're super busy! Who does the chores in your house?

Rosie: On weekdays, my husband cooks, and my kids do the dishes. On the weekend, my husband and I take turns.

Anne: And who does the laundry?

Rosie: Actually, that's my job. I do the laundry on Saturday mornings. And I clean the house on Sundays. Who does the chores in *your* house?

Anne: I do! We have a small house.

Rosie: So what do you do in your free time?

Anne: I go to the movies every weekend. Hey! Let's get together sometime.

Rosie: Sure! What about on Saturday afternoon?

Anne: OK! I'm free on Saturday. Let's go to a movie.

Rosie: Great!

Partner A's Chat Guide

A So, ___ , you're really busy, right?

B

A Wow, you're super busy! Who does the chores in your house?

B

A And who ___ ?

B

A ___ !

B

A I ___ . Hey! Let's get together sometime.

B

A ___ ! I'm free ___ . Let's ___ .

B

Partner B's Chat Guide

A

B Yes, I am. I ___ , and I ___ .

A

B ___ .

A

B Actually, that's ___ job. I ___ . Who does the chores in *your* house?

A

B So what do you do in your free time?

A

B ___ ! What about ___ ?

A

B ___ !

PROGRESS SELF-CHECK

NOW I CAN

- ☐ Discuss who does household chores.
- ☐ Talk about free time.
- ☐ Make plans to get together.
- ☐ Describe activities of a typical day.

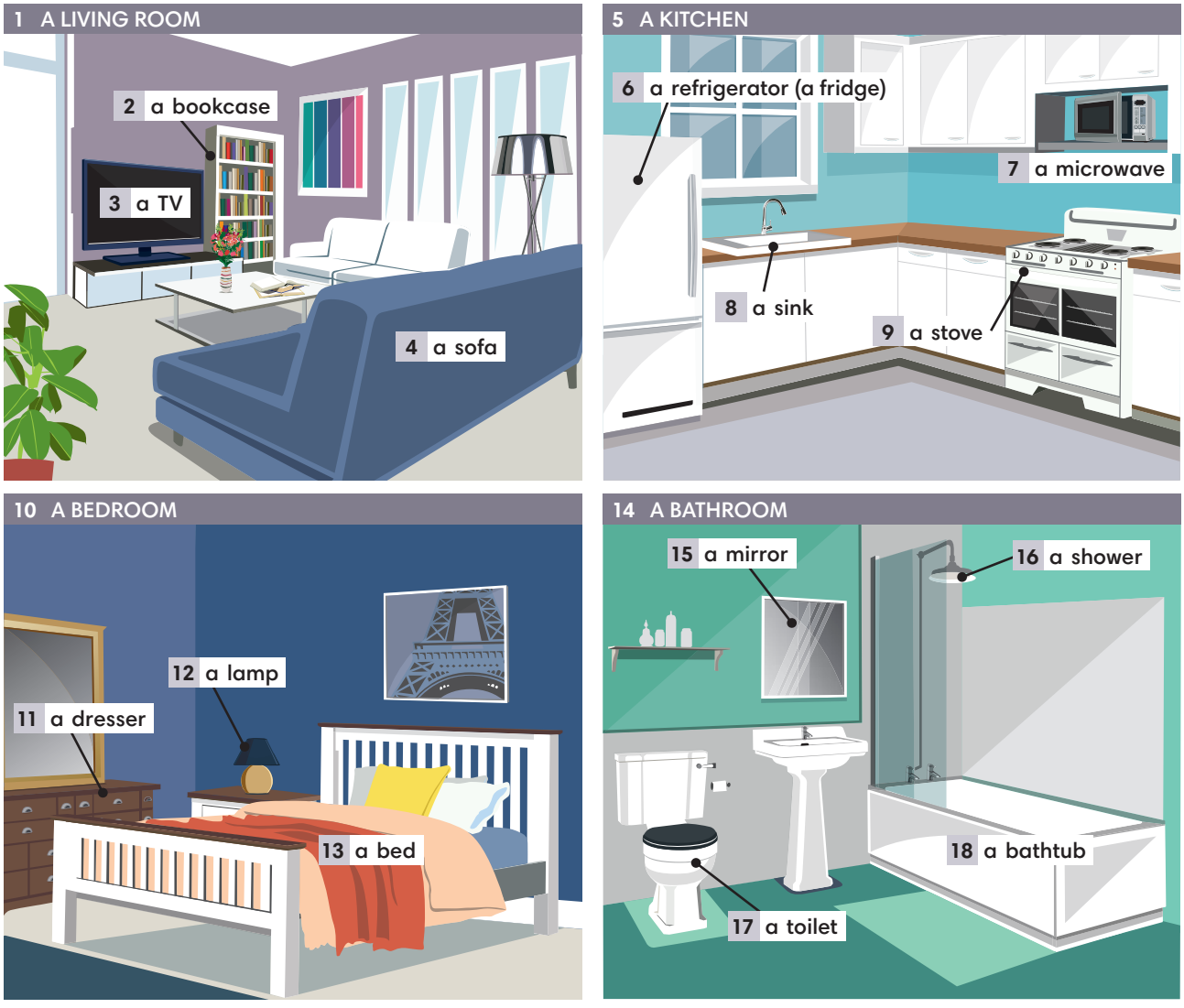
For more practice . . . Unit Review, p. 150 / Practi-Chant, p. 161
Connect TV / Test-Taking Skills Booster

UNIT 8

Houses and Homes

Warm-Up

A VOCABULARY | Rooms, furniture, and appliances | Read and listen. Then listen again and repeat.



B ACTIVATE VOCABULARY | Listen to the five conversations. Then complete the statement about each conversation. Circle the correct words.

1 They're in the *kitchen*. The *stove* is new, but the (fridge/ stove) isn't.
2 She doesn't have a *microwave* at (home/ work). She has one in the (kitchen/ living room) at work.
3 The two people are in the *living room*. The (furniture/ house) is new. The man loves the *bookcases*, but he doesn't like the color of the *sofa*.
4 There's a *mirror* in the *bedroom*. The room is too dark, but there's a *lamp* next to the (bed/ dresser).
5 The husband and wife want a new (bathtub/ sink) for their *bathroom*. They find a nice white one that's not expensive. And it has a *shower*, too!

Unit 8 Houses and Homes

WARM-UP	Students learn how to talk about rooms, furniture, appliances, and buildings.	
	Pronunciation	Linking sounds
LESSON 1 **Ask about someone's home**	***Vocabulary***	Parts of a building
	Grammar	*There is* and *There are* / Questions with *How many*
LESSON 2 **Agree and disagree about styles**	***Vocabulary***	More rooms and furniture
LESSON 3 **Talk about where you live, work, or study**	***Grammar***	The simple present tense: Questions with *Where* / Prepositions of place
	Vocabulary	Places in and around cities and towns
LESSON 4 **Compare people's tastes in housing**	***Reading***	Read about people's houses
	Listening	Listen for information about housing
	Writing	Write about where you live
INTERACTIVE COOL DOWN	*Different Houses for Different People; Chat*	

Choose a warm-up activity from the Warm-Up Activity Bank on pages xxii-xxiii.

Warm-Up

A VOCABULARY

Suggested time: 4 minutes | Your time:

- Hold up your book and point to the pictures. Say, *These are rooms. Rooms have furniture. For example: a sofa. And appliances. For example: a microwave.*
- Have Ss read and listen. Then have them listen again and repeat. Make sure Ss clearly pronounce the indefinite articles *a* and *an*.
- Tell Ss to look at item 6. Explain that *fridge* is short for *refrigerator.* Tell Ss that *fridge* is less formal.

EXTENSION (+5 minutes) Have Ss look at the pictures in Exercise A. Form pairs. Have Partner A say the furniture and appliances in one of the rooms. Have Partner B point to the correct picture and says the name of the room. For example: *A: There's a TV and a bookcase. B: Living room!* Time permitting, have Ss switch roles.

LANGUAGE AND CULTURE

- Another word for *sofa* is *couch*. A *microwave* is also called a *microwave oven*.
- In British English, a *sofa* is also called a *settee,* and a *stove* is a *cooker*.

B ACTIVATE VOCABULARY

Suggested time: 10 minutes | Your time:

- Say, *Listen to the conversations. Complete the statements with the places, room, furniture, or appliances you hear. Circle the correct answer.*
- Have Ss preview the statements and answer choices before listening.
- Do item 1 as a class. Play the first conversation and pause. Ask, *Which room are these people in?* (kitchen) *What appliances do they see?* (a fridge, a stove) *Is the fridge old or new?* (old) *The stove?* (new) Write the answers in complete sentences on the board.
- Replay the audio from the beginning. Have Ss complete the exercise individually and then compare answers in pairs. Refer Ss to Exercise A to check their spelling.
- To go over the answers, ask for volunteers to read the completed sentences aloud. Ask follow-up questions about Conversations 1-5. For example:
  1: How old is the fridge? (5 years old)
  2: What does she make in the microwave? (breakfast and lunch)
  3: Does the woman like the color of the sofa? (yes)
  4: Is the lamp on the left or right side of the bed? (right)
  5: What color are the sink and bathtub? (white)
  Replay the audio if appropriate.
- Write on the board: *Personally. . . .* Say, *Use this when you say what you think.* Review the example from Conversation 3. Say, *Personally, I don't love the color.* Have Ss repeat.

LANGUAGE AND CULTURE *Tub* is an abbreviation for *bathtub. Tub* is less formal.

C VOCABULARY

Suggested time: 2–3 minutes | Your time:

- Have Ss read and listen. Then have them listen again and repeat.
- To check understanding, ask questions about the pictures. For example: *What color is the house?* (red and white) *What furniture do you see in the apartment?* (lamp, sofa, bookcase, TV, table, chairs) *How many people are outside the office building?* (two) *How many people are in the office?* (one)

D ABOUT YOU

Suggested time: 7–10 minutes | Your time:

- Have a volunteer read the statements aloud for the class.
- Go over the sample answer in item 1 with the Ss. Explain that they should begin with item 2.
- Have Ss look at item 7. Say, *If you don't work, you can write* I don't work. Write *I don't work* on the board.
- Have Ss complete the exercise individually. Monitor.

E GROUP WORK

Suggested time: 10–15 minutes | Your time:

- Form pairs. Have Ss switch books and look at Exercise D. Give them a couple of minutes to read each other's true statements.
- Read the woman's statement aloud. Write it on the board. Point out the third-person singular verb form *lives.*
- Ask pairs to stand up. Have each S share two or three statements about his or her partner's home. Listen for the correct pronunciation of third-person singular verb endings.
- Ask *Who* questions and call on Ss to answer. For example, ask, *Who lives in an apartment? Who works from home?*

OPTION In large classes, have Ss report to small groups rather than the whole class.

OPTION (+5–7 minutes) Give Ss time to prepare their statements before doing the exercise. Tell them to rewrite their partner's true statements in the third person. Write this example the board: *I live in an apartment.* → *Vincent lives in an apartment.* Monitor as Ss write. Provide help with grammar as necessary.

OPTION (+5–7 minutes) Complete the first part of the exercise as an interview. To prepare, tell Ss to write a *yes / no* question for each item in Exercise D. Write this example the board: *I live in a house.* → *Do you live in a house?* Monitor as Ss write. Then form pairs. Have Ss take turns asking and answering the questions. Suggest they take notes on their partner's answers. When Ss are finished, invite them to tell the class about their partners.

F PRONUNCIATION

Suggested time: 2–3 minutes | Your time:

- Have Ss preview the statements.
- Write *It's in* on the board. Demonstrate what *linking* means by saying the two words separately and then again, linking them together. Say, *It's. In. It's_in* (/ɪtsɪn/).
- Play the audio. Have Ss listen and repeat.

SPEAKING | PAIR WORK

Suggested time: 15 minutes | Your time:

- Read the example aloud.
- Form similar-level pairs. Tell Ss to take turns describing a house or apartment. Remind them they can talk about another person's home if they prefer.
- Tell Ss to use the simple present and the vocabulary on pages 90 and 91. Encourage them to also use adjectives to describe the rooms, furniture, and appliances. Give lower-level Ss time to write out their statements before talking.
- Remind Ss to ask, *What about you?* and *Really?* as they discuss to show interest in their partner's view.
- Monitor. Listen for the correct pronunciation of buildings, rooms, furniture, and appliances.
- Invite volunteers to describe their partner's home to the class.

OPTION (+10 minutes) Before starting the exercise, have pairs first work together to describe the house or apartment shown in Exercise A on page 90. Write on the board: *This house / apartment has ___.* Tell Ss to use this prompt to begin their descriptions. Monitor. Provide help with the pronunciation of rooms and furniture.

LANGUAGE AND CULTURE *Home* is the place a person lives. It can refer to either a house or an apartment.

Remind Ss of additional vocabulary and pronunciation practice in their digital resources.

C VOCABULARY | Buildings | Read and listen. Then listen again and repeat.

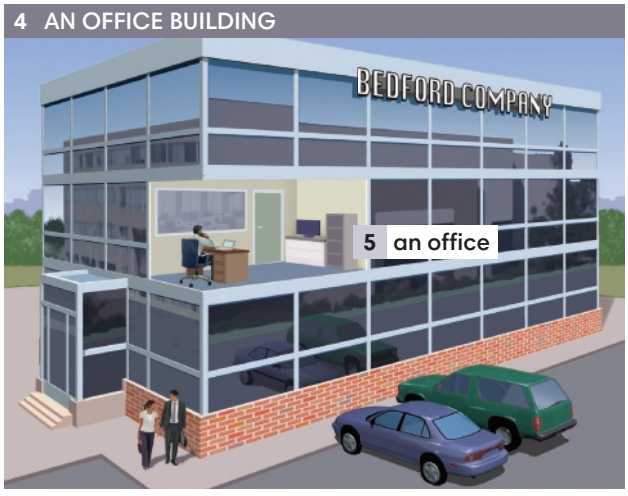
1 A HOUSE



2 AN APARTMENT BUILDING



4 AN OFFICE BUILDING



D ABOUT YOU | Check the statements that are true for you. Correct the statements that are not true for you.

- ☐ 1 I live in ~~a house~~ an apartment.
- ☐ 2 I live in a house.
- ☐ 3 I live in a large apartment.
- ☐ 4 My apartment has two bedrooms.
- ☐ 5 I have one bed in my bedroom.
- ☐ 6 I work and study in my living room.
- ☐ 7 I work in an office building.

E GROUP WORK | Read your partner's statements from Exercise D. Tell the class about your partner.



Vincent lives in an apartment . . .

COACH **F** PRONUNCIATION | Linking sounds | Read and listen. Then listen again and repeat.

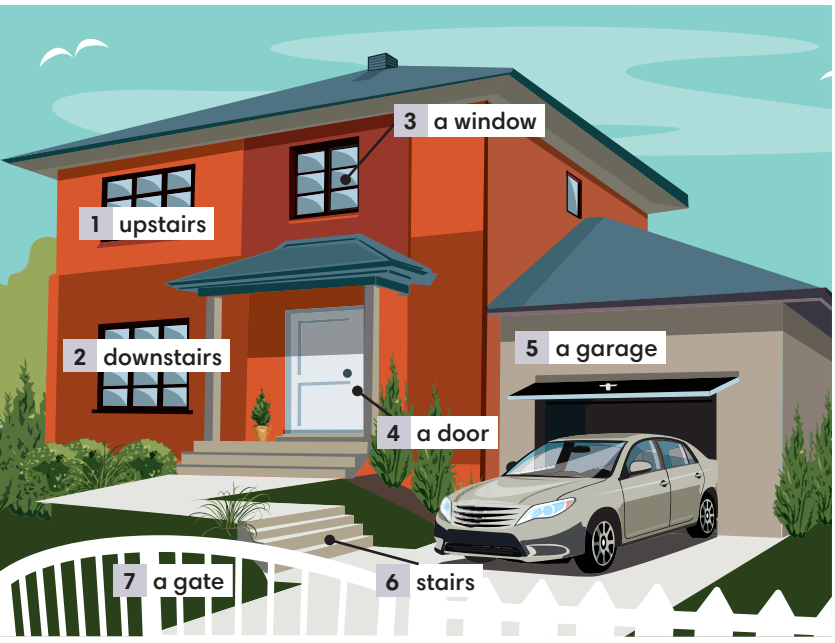
1 It's in the kitchen.
2 She works in an office.
3 He lives in an apartment.
4 My bedroom has a dresser.

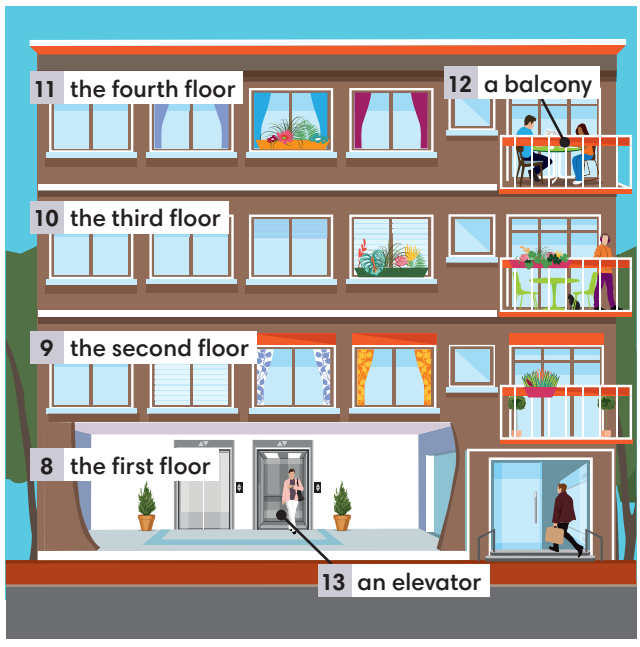
SPEAKING PAIR WORK | Describe a house or an apartment. It can be your home or another person's home. Talk about the rooms and the furniture.

"My sister's apartment has three bedrooms and a beautiful kitchen . . ."

1 COMMUNICATION GOAL Ask about someone's home

A VOCABULARY | Parts of a building | Read and listen. Then listen again and repeat.





B PAIR WORK | Tell your partner about your house or apartment building. Use the vocabulary.

"My apartment building doesn't have an elevator."

COACH **C** GRAMMAR | There is and There are / Questions with How many

Use There is with singular nouns. Use There are with plural nouns.

There's a small bedroom downstairs.
There's a large kitchen and two bathrooms.
There's no microwave.

There are three large bedrooms upstairs.
There are two bathrooms and a large kitchen.
There are no elevators.

Is there a balcony?	Yes, **there is**. No, **there isn't**.	**Are there** stairs?	Yes, **there are**. No, **there aren't**.

How many
Ask questions about quantity with How many. Always use a plural noun with How many.
How many bathrooms **are there**? (There are two.)

How many bathrooms **are there**?

There are two.



Be careful!
DON'T SAY Yes, ~~there's~~.
DON'T SAY ~~There're~~ two gates.

D PRONOUNCE THE GRAMMAR | Listen and repeat the grammar examples.

E GRAMMAR PRACTICE | Complete the sentences with forms of there is and there are. Use contractions when possible.

1 *There are* three large rooms and one small one.
2 *Are there* stairs, too?
3 *There's* no garage next to the building.
4 How many rooms *are there* in your apartment?
5 How many elevators *are there* in your apartment building?
6 *Is there* a large kitchen or a small one?
7 How many windows *are there* in your bedroom?
8 *Is there* a lamp next to the bed?
9 *There's* a small balcony.

LESSON 1 Ask about someone's home

A VOCABULARY

Suggested time: 2–3 minutes | Your time:

- Point to the pictures of the house and the apartment building. For each, ask, *What kind of building is this?*
- Have Ss read and listen. Then have them listen again and repeat.
- To check comprehension, ask, *How many floors are in the apartment building?* (four) *How many floors are in the house?* (two) *Does the apartment building have a garage?* (no) *Does the apartment building have a balcony?* (yes)

LANGUAGE AND CULTURE

- In many countries, the first floor is above the ground floor. In the U.S., the first floor is also called the *ground floor*.
- In British English, an *elevator* is a *lift*, and an *apartment* is a *flat*.

B PAIR WORK

Suggested time: 4–5 minutes | Your time:

- Model the activity. Read the example aloud.
- Form similar-level pairs. Tell Ss to take turns describing their house or apartment building, using the vocabulary in Exercise A. Remind them they can talk about another person's house or building if they prefer.
- Monitor as Ss complete the task. Listen for the correct pronunciation of the parts of a building.
- Challenge higher-level Ss to also talk about things they like, want, or need in their house or building. For example: *I like the windows in my house, but I think we need a balcony.*
- Invite volunteers to describe their partner's house or building to the class.

C GRAMMAR

Suggested time: 5 minutes | Your time:

- Tell Ss to look at the grammar chart. Write the first example sentence on the board. Underline *bedroom.* Ask, *Is this noun singular or plural?* (singular) Underline *There's.* Draw a curved line to show the connection between *There's* and *bedroom.*
- Read aloud the rule for *There is / There are*. Ask Ss to follow along as you read the example statements aloud. For each, have Ss identify the first noun that follows *There's* or *There are.* Ask, *What's the noun? Is it singular or plural?*
- Read aloud the example *yes / no* questions. Point out how *there* and *is / are* change places.
- Direct Ss' attention to the **Be careful!** note. Say, *We can't use* there's *in affirmative short answers. We can't contract* there are.
- Write on the board: *No, there isn't. = No, there's not.* Remind Ss both of these negative forms are acceptable.
- Point to the photo. Read the example conversation aloud.
- Point to the rule for *How many* in the chart. Say, *We use* How many *to ask about the number of things.*
- Read the rule aloud. Write the example question and answer on the board as you read them. Say, *Questions with* How many *always use a plural noun and* are there. Explain that the answer can be singular or plural. Next to *There are two*, write on the board: *There's one.*

D PRONOUNCE THE GRAMMAR

Suggested time: 2–3 minutes | Your time:

- Play the audio. Have Ss listen to the examples in the grammar chart and repeat.
- Monitor. Listen to make sure Ss link *'s* and *a* in *There's a.*

EXTENSION (+5 minutes) Write several prompts on the board, such as *five rooms* and *a bathroom*. Call on Ss to make statements with the prompts and *There is / There are.* For example: *There are five rooms. There is a bathroom.*

EXTENSION (+5 minutes) Point to the pictures in Exercise A. Tell Ss to take turns asking and answering questions with *How many* about the house and apartment building. Monitor. Make sure Ss use plural nouns in the question.

E GRAMMAR PRACTICE

Suggested time: 4–5 minutes | Your time:

- Do item 1 as a class. Write the statement on the board. Underline *rooms*. Ask, *Is this noun singular or plural?* (plural) *Do we use* There is *or* There are *with plural nouns?* (There are) Have Ss write the answer in their books. Remind Ss that we cannot contract *there are*.
- Have Ss complete the exercise individually and then compare answers in pairs. Encourage them to take turns reading the sentences aloud.
- To go over the answers, write the sentences with the blanks on the board. Invite volunteers to complete them. Correct as necessary.

F PAIR WORK

Suggested time: 5–7 minutes | Your time:

- Read the examples aloud. Provide example answers: *No, there isn't. There are six rooms.*
- Have Ss look at the **Ideas** box. Read it aloud. Encourage Ss to give more details about their rooms.
- Form pairs. Have Ss take turns asking and answering questions about their homes. Monitor.

G LISTENING COMPREHENSION

Suggested time: 5–7 minutes | Your time:

- Read the directions aloud. Write *NI* on the board. Say, *Check* NI *if you do not hear this information.*
- Have Ss preview the statements and underline vocabulary words and ordinal numbers to listen for.
- Have Ss listen and complete the exercise individually.
- To go over answers, call on Ss to read the statements aloud and say the answers. Ask them to correct the false statements.

TEACHING TIP For additional support, give Ss copies of the audio script for listening activities. Full script can be found on pages T164-174 and in Pearson English Portal.

H LISTENING COMPREHENSION

Suggested time: 4–5 minutes | Your time:

- Play the audio. Have Ss do the exercise individually.
- Read the statements aloud and elicit the answers.
- Write *sofa bed* on the board. Elicit the meaning (a sofa that opens to also be a bed).

Communication Activator

A CONVERSATION MODEL

Suggested time: 4–5 minutes | Your time:

These conversation strategies are implicit in the model

- Soften a negative response with *Actually, no*
- Use *Well, . . .* to indicate you are deciding how to answer
- Begin a question with *And* to indicate you want additional information
- Ask *What about you?* to show interest in another person

- Have Ss preview the conversation before listening. Elicit examples of rooms and buildings, *there are,* and questions with *How many* in the conversation.
- Play the audio as Ss follow along in their books.
- To check comprehension, ask, *Does Speaker [A] live in [an apartment]? Is the [apartment] small or large?*
- Call Ss' attention to the **Social language** box. Read the explanations and Speaker B's first line aloud.

B PRONUNCIATION PRACTICE

Suggested time: 4–5 minutes | Your time:

- Play the audio. Have Ss listen and repeat. Make sure Ss link sounds when appropriate.
- Form pairs. Monitor as Ss role-play.

C CONVERSATION PAIR WORK

Suggested time: 5 minutes | Your time:

- To model the exchange, role-play the conversation with a higher-level S. Play Speaker B.
- Form pairs. Have Ss role-play the conversation and then switch roles.
- Direct Ss' attention to the questions in the **Keep Talking!** box. To provide more support, play the **Keep Talking!** video. Encourage Ss to ask additional questions about parts of a building to extend their conversations.

D CHANGE PARTNERS

Suggested time: 5 minutes | Your time:

- Have Ss work in different pairs than in Exercise C. Monitor as Ss practice their conversations. Time permitting, have Ss switch roles and practice again.
- Have volunteers perform their conversations for the class.
- Have volunteers describe their partner's home.

LOOK FOR While Ss are doing Exercises C and D, monitor their conversations to determine if they are

✓ using vocabulary for rooms and buildings
✓ using *there is / there are*
✓ forming questions with *How many*
✓ using the conversation strategies

OPTION For all Communication Activator sections in this unit, use the ORAL PROGRESS ASSESSMENT CHARTS to provide feedback to Ss on their speaking (see Teacher Resources in the Pearson English Portal).

CLOSURE ACTIVITY (+10 minutes) Have Ss write their names on a blank sheet of paper. Tell them to write 4–5 sentences to describe a family member's or friend's home. Ask them to describe rooms, furniture, and appliances in the home. Model the activity. Write on the board: *My cousin lives in an apartment. There are two small rooms.* Collect the papers. Read them to identify areas for review.

Remind Ss of additional vocabulary, grammar, and speaking practice in their digital resources.

F PAIR WORK | Ask and answer questions about your house or apartment. Use Is there, Are there, and How many.

"Is there a garage next to your house?"

"How many rooms are there in your house?"

Ideas
- number of rooms
- size of the rooms
- location of the rooms

G LISTENING COMPREHENSION | Listen to the conversation. Check T (true), F (false), or NI (no information).

	T	F	NI
1 In the first apartment, there are two bedrooms.	☐	☑	☐
2 There's a balcony in the first apartment.	☐	☐	☑
3 There's a bathtub and a shower in the second apartment.	☑	☐	☐
4 In the second apartment, there's a balcony.	☑	☐	☐
5 There's a large table in the kitchen of the second apartment.	☐	☐	☑

H LISTENING COMPREHENSION | Listen again. Circle the correct word or phrase to complete each statement.

1 Tom and Mara (have/ don't have) children.
2 They think the balcony is (OK/ not OK).
3 They (need/ don't need) an elevator.
4 They (want/ don't want) the second apartment.

COMMUNICATION ACTIVATOR

Now let's ask about someone's home.



A CONVERSATION MODEL | Read and listen.

A: Do you live in an apartment?
B: Actually, no I don't. I live in a house.
A: What's it like?
B: Well, there are two bedrooms, a living room, and a large kitchen.
A: And how many bathrooms are there?
B: Two. What about you? Do you live in a house or an apartment?
A: A house.
B: Is it small or large?
A: It's pretty small.

Social language
- Soften a negative response with "Actually, no. . ."
- Emphasize a positive response with "Actually, yes. . ."

B PRONUNCIATION PRACTICE | Listen again and repeat. Then practice the Conversation Model with a partner.

C CONVERSATION PAIR WORK | Personalize the conversation. Use true information.

A: Do you live in ..... ?
B: Actually, ...
A: What's it like?
B: Well, there ..... .
A: And how many ..... are there?
B: ..... . What about you? Do you live in a house or an apartment?
A: ..... .
B: Is it small or large?
A: It's ..... .

KEEP TALKING! ●●●

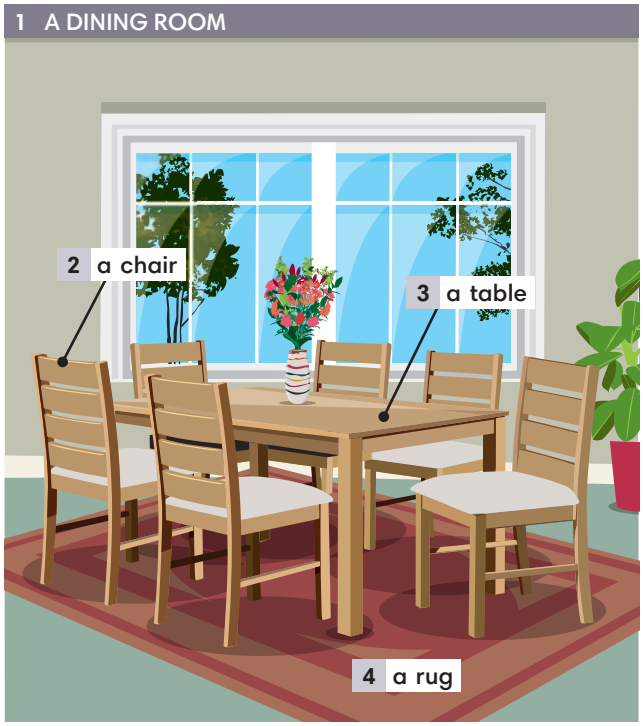
Ask more questions.
Is there [a balcony]?
Are there [stairs]?
How many [floors] are there?
Does your [house] have [a garage]?
Is it [large]?
Is it on the [first] floor?

Watch the video for ideas!

D CHANGE PARTNERS | Personalize the conversation again.

2 COMMUNICATION GOAL Agree and disagree about styles

A VOCABULARY | More rooms and furniture | Read and listen. Then listen again and repeat.





VOCABULARY EXPANDER p. 132
More home and office vocabulary

B PAIR WORK | Look at the rooms. Ask and answer questions about the furniture in each room.

"How many chairs are there in the dining room?"

"Is there a lamp in the home office?"





LESSON 2 Agree and disagree about styles

A VOCABULARY

Suggested time: 2–3 minutes | Your time:

- Say, *Listen to the names of more rooms and furniture.*
- Play the audio. Have Ss read and listen, and then listen again and repeat.

VOCABULARY EXPANDER (optional, page 132)

LANGUAGE AND CULTURE

- A *rug* covers part of a floor, but a *carpet* covers the whole floor.
- A small table next to a bed is called a *night table*.
- A low table in front of a sofa is called a *coffee table.*

TEACHING TIP To help Ss review and expand target vocabulary, have them identify more items in the pictures using vocabulary from previous lessons. For example, tell Ss to look at the picture in item 1 and ask, *What else do you see?* (a window)

EXTENSION (+10 minutes) Have Ss work on spelling of words. Keep time. Give Ss 1 minute to look at the vocabulary in Exercise A. After 1 minute, ask Ss to close their books and write down as many words as they can remember on a blank sheet of paper. Repeat the exercise three times to track improvement.

EXTENSION (+10 minutes) Form pairs. Give Ss 5 minutes to list all the furniture and appliances in the classroom. Then have pairs form groups of four and compare lists. To go over the answers, have Ss call out the items they have identified and list them on the board. Say the words one by one. After each, ask Ss to point to the item.

EXTENSION (+15 minutes) Have Ss review vocabulary and grammar by playing an improvisation word game.
STEP 1: Form groups of four. Have each S choose five vocabulary words from the Warm-Up, Lesson 1, and Lesson 2. Tell them to write each word on one side of a card and leave the other side blank. Ss should work together so that they write down different words. There should be a total of twenty word cards.
STEP 2: Have the group sit in a circle with the word cards face-down in the center of the circle. Make sure the cards are in a random order.
STEP 3: Write a grammar prompt on the board, such as *There is / There are ____.* or *How many ____ are there?* Say, *Pick a card. Make a sentence.* Have Ss take turns picking a card, reading the vocabulary word aloud, and making a sentence with the word and the prompt on the board. Challenge Ss to create the sentence individually, but allow other team members to help. Every few minutes, write a new prompt on the board. The game continues until each group plays all their cards.

B PAIR WORK

Suggested time: 7–10 minutes | Your time:

- Point to each picture and ask, *What room is this?* (dining room, home office) Read the example questions aloud. Elicit the answers. (six chairs; yes)
- Have Ss label the items in both pictures before they talk. Refer them to the vocabulary on page 90 if appropriate.
- Form pairs. Have Ss take turns asking and answering questions about the pictures.
- Monitor. Listen for the correct pronunciation of furniture. Model and correct as needed.

OPTION (+5 minutes) Give Ss time to prepare their questions before doing the exercise.

EXTENSION (+10 minutes) Have Ss extend the exercise by also talking about the rooms in Exercise A on page 90.

EXTENSION (+10 minutes) Tell Ss to write three statements about each picture using *There is / There are*. Ask them to include additional details about the items like color and size. For example: *There is a large white rug. There are six black-and-white chairs.* Challenge higher-level Ss to also write statements about the pictures in Exercise A on page 90.

C ACTIVATE VOCABULARY

Suggested time: 10 minutes | Your time:

- Say, *Listen to six people describe rooms in their homes.*
- Do item 1 as a class. Play the audio and pause after the first description. Read the statement and elicit the answer. Ask, *Why is* bedroom *the correct answer?* (because there's a bed and a dresser) Tell Ss that a bed and dresser are always in the bedroom, but a rug and a lamp can also be in other rooms.
- Play the rest of the audio. Have Ss complete the exercise individually and then compare answers in pairs. Then replay the audio and tell Ss to check their answers.
- To go over the answers, call on Ss to read the completed sentences aloud. Correct as necessary.

Communication Activator

A CONVERSATION MODEL

Suggested time: 4–5 minutes | Your time:

These conversation strategies are implicit in the model

- Begin a surprising statement with *Actually, . . .*
- Begin a question with *And* to indicate you want additional information
- Soften a contrary opinion with *No offense, but . . .*

- Have Ss preview the conversation before listening. Elicit examples of furniture in the conversation.
- Play the audio as Ss follow along in their books.
- Call Ss' attention to the **Social language** box. Read it aloud. Tell Ss that *contrary* means *opposite.* Say, No offense, but *is good to say when you tell someone they are wrong.* Read Speaker B's last line aloud. Ask Ss to repeat.
- To check comprehension, ask, *What does each woman think about the rug?* (Speaker A thinks it's nice. Speaker B thinks it's beautiful.) *What about the lamp?* (Speaker A thinks it's great. Speaker B thinks it's awful.)
- Write on the board: *No way!* Say, *Use this expression to express surprise.* Read Speaker A's last line in an exaggerated way. Have Ss repeat.

B PRONUNCIATION PRACTICE

Suggested time: 5–7 minutes | Your time:

- Play the audio. Make sure Ss say *When do you* as a "chunk" rather than pronouncing each word separately: /wɛndju/.
- Form pairs. Monitor as Ss role-play.

C CONVERSATION PAIR WORK

Suggested time: 10–15 minutes | Your time:

- Have Ss identify the furniture and appliances in the pictures and their colors. Call on Ss to describe each item. (For example: a pink lamp, a brown rug, a mirror, a green chair, a blue sofa, a red fridge)
- Have Ss look at the **Positive and negative adjectives** note. Play the audio and have Ss repeat. Clarify the meaning of the adjectives as appropriate. Say, *Use these adjectives in your conversation.*
- To model the exchange, role-play the conversation with a higher-level S. Play Speaker B.
- Form pairs. Have Ss role-play the conversation and then switch roles.
- Monitor. Listen for the correct pronunciation of furniture, appliances, and adjectives.
- Direct Ss' attention to the **Keep Talking!** and the **Recycle This Language** boxes. Read them aloud. Encourage Ss use this language to extend their conversations. Also remind Ss that they can find more room and furniture vocabulary on page 132.

D CHANGE PARTNERS

Suggested time: 10 minutes | Your time:

- Have Ss work in different pairs than in Exercise C. This time, tell Ss to give their opinions about other furniture and appliances.
- Monitor. Time permitting, have Ss switch roles and practice again.
- Have volunteers perform their conversations for the class.

LOOK FOR While Ss are doing Exercises C and D, monitor their conversations to determine if they are

✓ using vocabulary for more rooms and furniture
✓ using positive and negative adjectives
✓ using the conversation strategies

CLOSURE ACTIVITY (+10 minutes) Bring in ads for furniture and appliances from a magazine or newspaper. Alternatively, show a website with ads for a furniture store. Form groups of three. Have Ss take turns giving their opinions about the items. Tell them to use positive and negative adjectives and the verbs *think, want, like,* and *love* to explain their preferences. Write examples on the board: *I think this sofa is gorgeous. I don't like this ugly lamp.* Monitor as Ss complete the task. Take notes on areas for review.

Remind Ss of additional vocabulary and speaking practice in their digital resources.

C ACTIVATE VOCABULARY | **Review the Vocabulary from this lesson and page 90. Listen to each person. Circle the room he or she is in.**

1 He's in his (living room / home office / bedroom).
2 He's in his (kitchen / home office / bathroom).
3 She's in the (bedroom / living room / bathroom).
4 He's in the (kitchen / home office / living room).
5 She's in her (dining room / bedroom / kitchen).
6 She's in her (kitchen / dining room / home office).

COMMUNICATION ACTIVATOR

Now let's agree and disagree about styles.



A CONVERSATION MODEL | **Read and listen.**

A: This is a nice rug. What do you think?
B: Actually, I think it's beautiful.
A: And what about this lamp? I think it's great, too.
B: No offense, Lisa, but I think it's awful.
A: No way!

Social language
Soften a contrary opinion with "No offense, but. . ."

B PRONUNCIATION PRACTICE | **Listen again and repeat. Then practice the Conversation Model with a partner.**

C CONVERSATION PAIR WORK | **Change the conversation. Talk about the furniture and appliances in the pictures. Use different adjectives. Then change roles.**

A: This is a nice ..... . What do you think?
B: Actually, I think it's ..... .
A: And what about this ..... ? I think it's ..... .
B: ....

Positive and negative adjectives

- beautiful / gorgeous
- ugly / awful
- ridiculous / weird

KEEP TALKING! ●●●

Talk about furniture you have, need, want, or like.
I have a gray sofa.
I need a new rug.
I want that lamp for my bedroom.
I love that mirror.











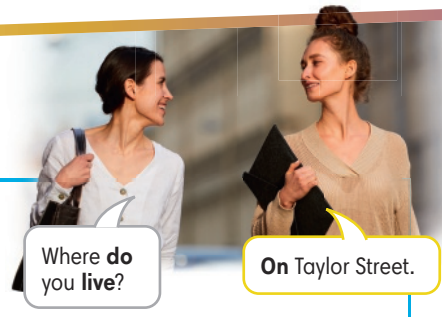


RECYCLE THIS LANGUAGE

Really?	pretty
Why?	cute
Because it's ___ .	good-looking

D CHANGE PARTNERS | **Talk about a different picture.**

3 COMMUNICATION GOAL Talk about where you live, work, or study



COACH

A GRAMMAR | The simple present tense: Questions with Where / Prepositions of place

Questions with Where

Where **do** they **live**?
Where **do** your children **study**?
Where **does** she **work**?
Where **does** your dad **live**?

Prepositions of place

in	**at**	**on**
She lives **in** an apartment.	Tom lives **at** 100 Weaver Street.	My apartment is **on** Atlantic Avenue.
I study **in** my kitchen.	She works **at** a restaurant.	She goes to school **on** Penn Street.
There's a bank **in** the neighborhood.	Do you study **at** the Town School?	My son works **on** the eighth floor.

B PRONOUNCE THE GRAMMAR | Listen and repeat the grammar examples.

C GRAMMAR PRACTICE | Complete the conversations. Use the simple present tense and the correct prepositions of place.

1 **A:** Where *do* your children *live*?
B: They live *at* 45 Jason Place.

2 **A:** Where *does* she *study* English?
B: She studies *at* the school across the street.

3 **A:** Where *do* your grandparents *live*?
B: They live *in* an apartment *on* Smith Street.

4 **A:** Where *does* your neighbor *work*?
B: He works *at/in* a bank.

D PAIR WORK | Practice the conversations from Exercise C.

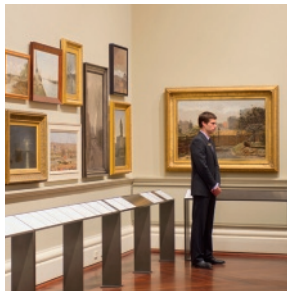
E VOCABULARY | Places in and around cities and towns | Read and listen. Then listen again and repeat.



1 a park



2 a mall



3 a museum



4 a bus station



5 a train station



6 a hospital



7 an airport



8 a stadium

LESSON 3 Talk about where you live, work, or study

A GRAMMAR

Suggested time: 5–7 minutes | Your time:

- Direct Ss' attention to the photo. Read the example conversation aloud. Say, *Use this question to ask where someone does something. Answer with the prepositions* in, at, *or* on.
- Have Ss look at the grammar chart and follow along as you read the example questions with *Where* aloud.
- Remind Ss that we use *do* with plural subjects and *does* with singular subjects. Point out that *live, study,* and *work* are in the base form.
- Have Ss look at the prepositions of place. Tell Ss that *in*, *at*, and *on* show where someone or something is.
- Read the examples with prepositions aloud. As Ss to underline the place in each as they listen.
- To check comprehension, write additional examples on the board and elicit the correct prepositions. For example: *Do you work ____ South Street?* (on) *We study ____ the New English School.* (at) *He lives ____ a house.* (in)

LANGUAGE NOTE We use *in* with areas that are limited by walls or borders, such as rooms, neighborhoods, cities, and countries. We use *on* with surfaces, such as streets, islands, and large vehicles like buses. We use *at* with points on a map, such as addresses and specific locations.

B PRONOUNCE THE GRAMMAR

Suggested time: 4 minutes | Your time:

- Play the audio. Have Ss listen to the examples in the grammar chart and repeat.
- Monitor. Listen for the third-person singular verb endings in *does, lives, works, goes,* and *works.*

C GRAMMAR PRACTICE

Suggested time: 5–7 minutes | Your time:

- Do item 1 as a class. Write the conversation on the board. Read it aloud and elicit the answers. Write them on the board. Say, *We use* do *with plural subjects like* children. *We use* like *because it's the base form. We use* at *with addresses.*
- Have Ss complete the exercise individually and then compare answers in pairs.
- To go over the answers, read the conversations aloud. Elicit the answers. Write them on the board.

D PAIR WORK

Suggested time: 4–5 minutes | Your time:

- Have Ss practice the conversations in pairs. Time permitting, have them switch roles.
- Monitor. Listen for linking sounds with the prepositions *in, at,* and *on.*

EXTENSION (+10–15 minutes) To recycle vocabulary and review information questions, have Ss show photos of family on their phones or ask them to bring in photos from home. Form pairs. Tell Ss to use *Who, What,* and *Where* questions to learn more about their partner's family. Model the activity with a higher-level S. Point to one of the S's photos and ask, *Who's that? Where does [she] work? What does [she] study?* Walk around as Ss talk. Listen for the correct use of information questions and prepositions.

E VOCABULARY

Suggested time: 2–3 minutes | Your time:

- Have Ss preview the pictures and captions before listening.
- Have Ss read and listen. Then have them listen again and repeat.

EXTENSION (+15 minutes) Write on the board: *Where do you . . .*

1. *exercise*
2. *take the bus*
3. *take the train*
4. *watch a soccer game*
5. *go shopping*
6. *rest after an accident*
7. *read a book*
8. *go to the movies*
9. *see an art exhibit*
10. *take a walk*

Form pairs. Have Ss take turns asking and answering questions about where to do the activities on the board. Tell Ss to respond with preposition in and a place in Exercise E. Model the activity. Ask, Where do you take a walk? (in a park) Monitor as Ss complete the activity. Listen for the correct pronunciation of the places.

LANGUAGE AND CULTURE A *bus stop* is small and usually located on the street. It is where a bus picks up or drops off people for short rides. A *bus station* is larger and usually in the center of a city or town. It is where people buy tickets for longer bus rides, for example to another city.

F VOCABULARY AND GRAMMAR PRACTICE

Suggested time: 10 minutes | Your time:

- Lead a class brainstorm of places. Write Ss' ideas on the board.
- Direct Ss' attention to the notepad in their books. Read the sample answers aloud.
- Have Ss look at the **Recycle This Language** box. Read the phrases aloud. Say, *You can also use these phrases to describe the location of places.*
- Give Ss time to complete the exercise individually. If they finish early, suggest they write the name and location of other places in their city or town. Refer them to page 31 for ideas.
- If appropriate, allow Ss to look up locations on their phones.
- Monitor. Provide help with vocabulary and grammar as necessary. Check for correct use of prepositions.

EXTENSION (+5 minutes) Form pairs. Have Ss take turns asking and answering questions about the location of the places they described. For example: *A: Where is the Museum of Art? B: It's on Green Avenue.*

EXTENSION (+5 minutes) To prepare for the Communication Activator, have Ss do Exercise F again, this time writing about places where they live, work, or study.

Communication Activator

A CONVERSATION MODEL

Suggested time: 4–5 minutes | Your time:

These conversation strategies are implicit in the model
- Use *awesome* to describe something in a positive way
- Respond positively to a description with *Sounds nice!*

- Have Ss preview the conversation before listening. Elicit examples of questions with *Where,* prepositions of place, and places in the conversation.
- Play the audio as Ss follow along in their books.
- Direct Ss' attention to the **Social language** box. Read it aloud. Tell Ss to look at Speaker A's last line. Read it aloud. Ask Ss to repeat.
- To check comprehension, ask, *Where does Speaker B live? What's her neighborhood like? What activity does she do in the park? How often does she take a walk?*

B PRONUNCIATION PRACTICE

Suggested time: 4–5 minutes | Your time:

- Play the audio. Have Ss listen and repeat. Make sure Ss say *Sounds nice!* with enthusiasm.
- Monitor as Ss role-play. Listen for falling intonation in the information questions.

C CONVERSATION PAIR WORK

Suggested time: 5–7 minutes | Your time:

- Have Ss look at the **Recycle This Language** box. Read the phrases aloud. Say, *Use this language to describe the places in and around your neighborhood.*
- Play the audio for the **Prepositions *near* and *far*** note. Ask Ss to repeat. To check understanding, ask, *What places are near our school? What places are far from here?*
- Point out *nearby* in Speaker B's last line in Exercise A. Say, Nearby *means near.*
- To model the exchange, role-play the conversation with a higher-level S. Play Speaker B. Use the phrases in **Recycle This Language** to describe your neighborhood.
- Form pairs. Have Ss personalize the conversation and then switch roles.
- Monitor. Listen for the correct pronunciation and use of places, locations, and the prepositions *near* and *far*.
- Direct Ss' attention to the **Keep Talking!** box. Read the questions aloud. Encourage Ss to extend the conversation by asking about other locations or activities in their partner's neighborhood.

D CHANGE PARTNERS

Suggested time: 5–7 minutes | Your time:

- Have Ss work in different pairs than in Exercise C. Time permitting, have Ss switch roles and practice again.
- Have volunteers perform their conversations for the class.

LOOK FOR While Ss are doing Exercises C and D, monitor their conversations to determine if they are
- ✓ forming questions with *Where* in the simple present tense
- ✓ using prepositions of place to describe locations
- ✓ using vocabulary for places in and around cities and towns
- ✓ using the conversation strategies

CLOSURE ACTIVITY (+15 minutes) Form groups of three. Give each group a large blank sheet of paper or card. Have Ss work together to make a travel brochure or poster about the city that your school is located in. Have them include activities people can do in at least four of the places in Exercise E on page 96. Tell them to use prepositions of place to write the location of each place. Model the activity. Write on the board: *See an exhibit in our museum at 100 North Street!* Monitor as Ss work. Take notes on areas for review. Display the brochures or posters around the classroom.

Remind Ss of additional grammar, vocabulary, and speaking practice in their digital resources.

F VOCABULARY AND GRAMMAR PRACTICE | Complete the notepad about places in your city. Use in, at, or on and other expressions of location.

	Name	Where is it?
a museum	The Museum of Art	It's on Green Avenue.

	Name	Where is it?
a museum		
a mall		
a park		
a bus or train station		
a hospital		
an airport		
a stadium		

RECYCLE THIS LANGUAGE
next to ___
between ___ and ___
on the right / left
across from ___
down the street from ___
around the corner from ___

COMMUNICATION ACTIVATOR

Now let's talk about where we live, work, or study.



A CONVERSATION MODEL | Read and listen.

A: Where do you live? Far from here?
B: No. I live on North Street. Near the train station.
A: What's the neighborhood like?
B: It's awesome. There's a park and a mall nearby. I take a walk in the park every weekend.
A: Sounds nice!

Social language
Respond positively to a description with "Sounds nice!"

B PRONUNCIATION PRACTICE | Listen again and repeat. Then practice the Conversation Model with a partner.

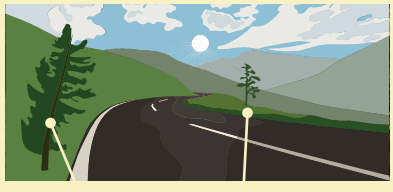
C CONVERSATION PAIR WORK | Change the conversation. Ask where your partner lives, works, or studies. Use positive or negative adjectives and there is / there are. Then change roles.

A: Where do you ..... ? Far from here?
B: ..... . I ..... . Near ..... .
A: What's the neighborhood like?
B: . . .

RECYCLE THIS LANGUAGE

around the corner	gorgeous
down the street	ugly
across the street	ridiculous
next to [a mall]	weird
nice	That's too bad.
beautiful	Sounds [awful].

Prepositions near and far



near far

KEEP TALKING! ●●●

Ask more questions.
- Are there [restaurants] in the neighborhood?
- Where do you [go shopping / go to the movies]?

D CHANGE PARTNERS | Ask about where another classmate lives, works, or studies.

4 COMMUNICATION GOAL

Compare people's tastes in housing

A READING | Read about the people's houses. Which house do you like?

Small House or Large House?

Some people like small houses. Other people prefer large houses. Read about a brother and sister who have very different tastes in housing.

Meet Adam Miller. Adam is 27 years old, and he lives in a tiny one-room house. He doesn't have a wife or children, so he doesn't need a large house. Adam's one room is his "kitchen-living-dining-bedroom-office." He has two chairs and one table, where he eats and works. There's also a very small fridge and a small stove. The house is too small for both a sofa and a bed. So he has a sofa bed! Outside, next to the house, there's a small bathroom. But there's no garage because Adam has no car. Adam's house is really small, but he thinks it's awesome.



Adam Miller loves his tiny house.



Adam's sister, Clare, loves her large house.

But not all people like or need the same kind of house. Adam's sister, Clare, has four children—from ages 4 to 17. Clare and her husband, Jack, work at home. They need a very large house because they have a home office. Clare and Jack work in that office. The office has two desks and a large sofa. Jack sometimes works on the sofa when he doesn't need a desk. Their house has three floors, and there are five bedrooms—three on the second floor and two on the third. The house has four bathrooms and two garages: one for one car and another one for two cars. In the kitchen, there are two large refrigerators and a large, restaurant-size stove. Clare says, "We love our house. It's large, but it's not too large for our family!"

LESSON 4 Compare people's tastes in housing

A READING

Suggested time: 10 minutes | Your time:

- Have Ss cover the heading and subheading (the sentences in bold under the heading). In pairs, tell them to look at the photos and describe the appearance of the houses. Encourage them to talk about the color, size, and parts of the building.
- Tell Ss to look at the heading and subheading in the reading. Read them aloud.
- Write *taste* on the board. Point to the photo of the Adam Miller and his house. Read the caption aloud. Ask, *What is Adam's taste in housing?* (He loves small houses.)
- Point to the photo of Clare and her husband and their house. Read the caption aloud. Say, *Clare's taste in housing is different. She likes large houses.*
- Say, *Read and listen to descriptions of these two houses.* Play the audio. Have Ss read along silently as they listen. Explain unknown words as appropriate.
- Form pairs. Ask, *Which house do you like?* Have Ss take turns sharing their preferences. Remind Ss to ask for each other's opinion with the expression *What do you think?* Encourage them to use positive and negative adjectives to explain their opinions.
- Tell Ss to ask follow-up *Why* questions to learn more about each other's taste in housing.

OPTION (+10 minutes) Have Ss read the text silently before listening. Remind them to annotate as they read. They can underline main ideas, circle unfamiliar vocabulary, and note important information in the margin.

OPTION Before Ss listen, ask them to scan the text and complete a prereading task. First, have Ss underline words for buildings, rooms, furniture, and appliances. Then ask them to circle numbers and any adjectives.

OPTION (+10 minutes) Form mixed-level pairs. Have Ss work together to define any new or confusing words in the reading. Tell higher-level Ss to look them up in a dictionary if appropriate.

OPTION (+10 minutes) Pause the audio after *but he thinks it's awesome.* Ask general comprehension questions before moving on, such as *What is Adam's last name?* (Miller) *How old is he?* (27 years old) *Does he live in a small or large house?* (small) *How many rooms does it have?* (one) *Who does he live with?* (nobody) *Does he like his house?* (yes) Then play the rest of the audio. Ask general comprehension questions about the second house. For example: *Who is Clare?* (Adam's sister) *Is she married?* (yes) *What's her husband's name?* (Jack) *Do they have children?* (yes) *How many?* (four)

TEACHING TIP Make sure all Ss have an opportunity to both speak and listen in speaking exercises by doing a "fishbowl discussion." In this activity, Ss inside the "fishbowl" (the inner circle) actively participate in a discussion by sharing their opinion, while Ss outside the "fishbowl" (the outer circle) listen carefully to the ideas presented. Ss take turns in these roles so that they practice being both contributors and listeners in a discussion.

EXTENSION (+10 minutes) Have Ss do a "fishbowl discussion" to share their opinions of the two houses in the reading.
STEP 1: Prepare the class for the activity. Have Ss stand in an inner and outer circle. Both circles should have the same number of Ss. Each Ss should face a partner. If there is an odd number of Ss in your class, you can participate in the activity as well. You can also arrange chairs or desks for Ss to sit down as appropriate.
STEP 2: Start the activity. Write on the board: *Which house do you like? Why?* Explain that Ss in the inner circle will answer the questions. They talk for 1 minute and their partners listen. Keep time. After 1 minute, say, *Switch!* Partners switch places so the Ss in the outer circle are now in the inner circle. Repeat the activity.

B READING COMPREHENSION

Suggested time: 10 minutes | Your time:

- Tell Ss to look at the chart. Point to each heading and ask, *Are these items in Adam's house? In Clare's house? In both Adam's and Clare's houses? Or does the reading give no information?*
- Go over the sample answer. Ask, *Is there a balcony in Adam's or Clare's house?* Hold up your book. Point to the checkmark. Say, *The reading gives no information about a balcony.*
- Have Ss complete the exercise individually. Suggest that when possible, they underline the sentence in the text that supports each answer. Then have them compare answers in pairs.
- To go over the answers, ask questions with *Is there* and *Are there* about the items in the left column. Have Ss explain their answers with information from the reading. For example, ask, *Is there a garage in Adam's house?* (no) *Why not?* (because he has no car)

C PAIR WORK

Suggested time: 6 minutes | Your time:

- Have Ss write down adjectives to describe their apartment, house, or parts of the building. Suggest they list the furniture and appliances in each room.
- Write the examples on the board. Read them aloud. Underline *too* and *but*. Say, *Use* too *with things that are the same. Use* but *with things that are different.*
- Form similar-level pairs. Have Ss take turns comparing their homes with Adam and Clare's homes. Monitor.

D LISTENING COMPREHENSION

Suggested time: 5–7 minutes | Your time:

- Have Ss preview the statements before listening.
- Go over item 1. Play the audio and pause after *our family needs a large house.* Ask, *Does Kate live in a tiny or a large house?*
- Play the rest of the audio. Have Ss complete the exercise individually.
- To go over answers, call on Ss to read the correct statements. Replay the audio if appropriate.
- Elicit any new or confusing words from the listening. Clarify their meanings as appropriate.

Communication Activator

A PAIR WORK

Suggested time: 10 minutes | Your time:

- Read the man's statement aloud. Point out the use of *too* and *very*. If appropriate, refer Ss to page 72 to review intensifiers.
- Give Ss time to write down the items they want in their dream homes.
- Form similar-level pairs. Have Ss take turns describing their dream homes. Encourage them to take notes to prepare for Exercise B.

B PRESENTATION

Suggested time: 5–7 minutes | Your time:

- Read the example aloud. Tell Ss to describe their partner's dream house, using the information they learned in Exercise A. Remind Ss to use possessive nouns and the third-person singular.
- As Ss present, take notes on areas for extra practice in later lessons.

LOOK FOR While Ss are doing Exercises A and B, monitor their conversations to determine if they are

✓ using vocabulary for buildings, parts of buildings, rooms, furniture, and appliances

✓ using prepositions of place

WRITING

Suggested time: 10 minutes | Your time:

- Read the writing sample aloud. Say a few more sentences about your home.
- Say, *Write about your home.* Have Ss write at least six sentences on a blank sheet of paper. Encourage Ss to write in paragraph format. Refer them to the vocabulary and grammar charts in the unit if appropriate.
- After Ss finish, form pairs and have them exchange papers to give peer feedback. Give Ss time to edit their sentences based on the peer feedback before turning in their papers.
- Collect Ss' writing and compile feedback. Review the most common areas for improvement with Ss as a class.

GUIDED WRITING (optional, page 137)

OPTION Ss can use the WRITING PROCESS WORKSHEETS during this activity. They offer step-by-step guides for completing the writing task (see Teacher Resources in the Pearson English Portal).

CLOSURE ACTIVITY (+10 minutes) Have Ss write their names on a blank sheet of paper. Tell them to write four sentences comparing their taste in houses with a friend's or family member's. Model the activity. Write on the board: *I like big houses, but my grandmother prefers small apartments.* Remind Ss that they can also compare tastes in rooms, furniture, and appliances. Collect Ss' papers. Read them to identify areas for review.

Remind Ss of additional reading, listening, and writing practice in their digital resources.

B READING COMPREHENSION | Compare Adam's and Clare's houses. Write checkmarks in the correct columns.

	Adam's house	Clare's house	Both houses	No information
a balcony				✓
a garage		✓		
five bedrooms		✓		
a desk		✓		
rugs				✓
a sofa		✓		
a small refrigerator	✓			
a stove			✓	
a microwave				✓
only one floor	✓			

C PAIR WORK | Compare your house or apartment with Adam's house and Clare's house.

"There's a sofa bed in Adam's house. I have a sofa bed, too."

"Clare's house is large, but my house isn't."

D LISTENING COMPREHENSION | Listen to a conversation between Kate and a friend. Then correct the false statements. Use information from the conversation.

1 Kate lives in a ~~tiny~~ *large* house.
2 She and her husband have ~~six~~ *five* children.
3 Her ~~parents~~ *husband's parents* live in the house with her family.
4 The Russian student, Igor, sleeps in the ~~house, too~~ *garage*.
5 Kate and her husband work ~~in their home office~~ *far from home*.
6 The children's grandparents make dinner ~~only on the weekends~~ *every night*.
7 In Kate's neighborhood there's a supermarket ~~right around the corner~~ *down the street*.
8 Kate's children go to the ~~supermarket~~ *park* with their grandparents two or three days a week.

COMMUNICATION ACTIVATOR

Now let's compare people's tastes in housing.

A PAIR WORK | Describe your dream house, according to your own tastes. Say as much as you can.

My dream house is small, but it's not too small. It has one floor, so there are no stairs. There are two bedrooms, a living room, and a nice kitchen with a very large table, a new fridge, and a good stove . . .



B PRESENTATION | Tell your classmates about your partner's dream house.

"My partner's dream house has one floor . . ."

WRITING Write about where you live. Write as much as you can.

I live in a large house in a nice neighborhood.
It has three bedrooms. . .

GUIDED WRITING p. 137

1 DIFFERENT HOUSES FOR DIFFERENT PEOPLE

There's no shower in the bathroom.

GAME 1

Partner B: Look at the house on page 126.

Partner A: Look at the house on this page. You have 5 minutes. Then close your book. On a separate sheet of paper, write as many statements about your house as you can. After 5 minutes, give your list of statements to Partner B. Partner B looks at your house and gives you one point for each correct statement. The partner with more correct statements wins.

GAME 2

Partner A: Look at Partner B's house on page 126 and ask eight questions with How many, Where, Is there… and Are there… about the house. Partner B gets one point for each correct answer.

Then, close your book and answer Partner B's questions about your house. You get one point for each correct answer. The partner with more points wins.

PARTNER A's HOUSE



Interactive Cool Down

1 DIFFERENT HOUSES FOR DIFFERENT PEOPLE

Suggested time: 40 minutes | Your time:

- Form similar-level pairs. Have Ss choose roles, A or B.
- Tell Partner A to look at the picture on 100. Tell Partner B to look at the picture on page 126. Say, *The two pictures of the houses are different.*
- Say, *This is how we play this game. Look at your picture. Remember what's in the house. Close your books. Then write statements about the house.* Model the activity. Point to the picture of the house on page 100. Then close your book and write the example *There's no shower in the bathroom* on the board. Read it aloud.
- Say, *Let's play Game One!* Give Ss 5 minutes to look at their pictures. Then say, *Close your books and write your statements!*
- Ask Ss to use a blank sheet of paper. Suggest they write their statements in a list, not in a paragraph. Monitor as Ss write to make sure they aren't looking at their pictures.
- After 5 minutes, say, *Stop!* Tell Ss to switch papers. Tell Partner A to turn to page 126 and Partner B to turn to page 100. Make sure Ss have the correct paper and are looking at the correct picture before moving on.
- Say, *Read your partner's statements. Is the statement correct? Give your partner one point.* Monitor.
- Have Ss give their partner's paper back when they are done scoring their statements. Tell Ss the partner with the most correct statements wins.
- Then say, Say, *Let's play Game Two!* For this game, tell Partner A to look at page 126 and Partner B to look at page 100.
- Say, *Ask your partner eight questions about his or her picture.* Remind Ss to ask questions with *How many, Where, Is there,* and *Are there.* Provide an example. Point to the picture of the house on page 126. Ask, *Is there a shower in the bathroom?* (yes)
- Give lower-level Ss time to write their questions before playing Game 2. Monitor. Provide more examples if necessary, such as *How many chairs are there? Where is the fridge?*
- Tell Partner A to ask questions first. Partner B should close his or her book while answering the questions. Every time Partner B answers a question correctly, he or she gets one point. After eight questions, partners switch roles.
- Tell Ss that the partner with the most correct answers wins.

EXTENSION (+10 minutes) Have both Ss look at the same picture, either the one on page 100 or the one on page 126. Have Partner A choose a room in the picture and make statements about the furniture and appliances in it. Have Partner B guess which room it is. For example:

A: There's a large table and four chairs. This room also has a sink and a stove . . .

B: Oh! It's the kitchen.

Have Ss switch roles each turn. Play for 10 minutes.

EXTENSION (+10 minutes) Have Ss play a guessing game. Tell both partners to look at either the picture on page 100 or the one on page 126. Partner A chooses an item in the picture. Partner B asks *yes / no* questions to guess the item. Partner A answers with information about its appearance or location but cannot say its name. For example:

A: It's in the bedroom.

B: Is it next to the bed?

A: Yes, it is.

B: Is it the table?

A: No . . .

B: Is it the lamp?

A: That's right!

Have Ss switch roles each turn. Play for 10 minutes.

EXTENSION (+10 minutes) Write on the board: *Which house do you like?* Form pairs. Tell Ss to take turns answering the question about the houses on pages 100 and 126. Remind Ss to ask for each other's opinion with the expression *What do you think of this [bathroom]?* Encourage them explain their opinion with the information in the pictures. Model the activity. Hold up your book and point to the picture on page 100. Say, *I prefer this house because my family needs two bedrooms.* Tell Ss to ask follow-up *Why* questions to learn more about each other's taste in housing.

2 CHAT

Suggested time: 20 minutes | Your time:

- Say, *Look at the people in the pictures.* Have Ss explore the context of the pictures. Ask, *Where are they?* (at a café) *What is their conversation about?* Elicit ideas.
- Read the conversation aloud with a higher-level S. Ask the rest of the class to follow along in their books as they listen.
- Form pairs. Ask Ss to choose roles. Tell Ss that Partner A's role is similar to Andy's and Partner B's role is similar to Tina's.
- Say, *Complete your Chat Guide with information about your own neighborhood and home.*
- Give Ss time to work together to fill out their Chat Guides. Suggest Ss write on a blank sheet of paper if they need more room.
- Walk around as Ss work and provide help with spelling and vocabulary.
- When pairs are ready, have them practice their new conversations. Remind them to respond positively with the expressions *That's great / nice / awesome.*
- Invite pairs to role-play their conversation for the class.

OPTION Rather than reading the conversation at the top of the page as a class, Ss can read it aloud once they are in pairs.

OPTION If possible, make a copy of page 101 and cut out each Chat Guide. Then make copies of each Partner's Chat Guide and hand them out to the appropriate Ss before starting the exercise.

PROGRESS SELF-CHECK

- Have Ss complete the **Now I Can** checklist individually. Encourage them to look back at each lesson in the unit and consider the speaking objectives, vocabulary, pronunciation, grammar, and listening, reading, and writing skills.
- Have Ss compare checklists in pairs and talk about the things they need to study or practice more.
- Have Ss work individually to think about what might help them master these goals. Refer individual Ss to specific materials for more practice.

FOR MORE PRACTICE . . .

To review and extend the unit content, additional materials are available in the back of the Student's Book and online. For the online content, go to Teacher Resources in the Pearson English Portal. Instructions for each resource are included in the resource's folder.

UNIT REVIEW, pp. 152–153 The Unit Review section offers two pages of workbook-style activities to review the unit content.

PRACTI-CHANT, p. 162 Practi-Chants reinforce pronunciation, rhythm, and intonation as well as increase vocabulary retention, listening comprehension, and speaking fluency.

***CONNECT TV* (online)** Video presents language from the unit through fun and engaging situational comedy episodes.

TEST-TAKING SKILLS BOOSTER (online) Practice tests featuring *Connectivity*-leveled content expose students to item types found on high-stakes tests.

ADDITIONAL PRINTABLE RESOURCES (online) Abundant supplemental materials include extra practice worksheets, Assessments, Unit Study Guides, Audio and Video Scripts, Answer Keys, and much more.

2 Chat

Read the conversation. Then, with a partner, use the Chat Guides to create your own conversation. Cover your partner's Chat Guide with a sheet of paper.



Andy: So, Tina, do you live nearby?

Tina: Yes, I do. I live on Metropolitan Avenue.

Andy: In a house or in an apartment?

Tina: In an apartment, actually. A small apartment.

Andy: And what's the neighborhood like?

Tina: It's nice. There's a gorgeous park across the street from my apartment. I go there after work.

Andy: Are there restaurants in your neighborhood?

Tina: Actually, there are three restaurants nearby.

Andy: That's great.

Tina: And what about you? Do you live far from here?

Andy: Yes, I do. My house is in a cool neighborhood.

Tina: That's nice. Is your house large or small?

Andy: Actually, it's pretty large. I have three bedrooms and a garage.

Tina: No way! That's awesome.

Partner A's Chat Guide

A So, ___ , do you live nearby?
B
A In a house or in an apartment?
B
A And what's the neighborhood like?
B
A Are there ___ in your neighborhood?
B
A That's ___ .
B
A ___ . My ___ is in a ___ neighborhood.
B
A It's ___ . ___ have ___ .
B

Partner B's Chat Guide

A
B ___ . I live on ___ .
A
B In ___ , actually. A ___ .
A
B It's ___ . There's a ___ my ___ . I go there ___ .
A
B Actually, ___ nearby.
A
B And what about you? Do you live far from here?
A
B That's ___ . Is your ___ large or small?
A
B ___ .

PROGRESS SELF-CHECK

NOW I CAN

- ☐ Ask about someone's home.
- ☐ Agree and disagree about styles.
- ☐ Talk about where I live, work, or study.
- ☐ Compare people's tastes in housing.

For more practice . . .

Unit Review, p. 152 / Practi-Chant, p. 162
Connect TV / Test-Taking Skills Booster

UNIT 9

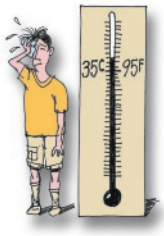
Activities and Plans

Warm-Up

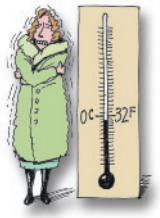
A VOCABULARY | Weather expressions | Read and listen. Then listen again and repeat.

VOCABULARY EXPANDER p. 133
More weather vocabulary

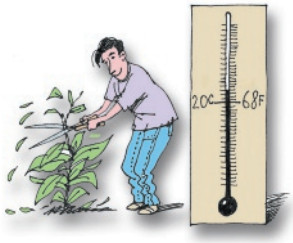
HOW'S THE WEATHER?



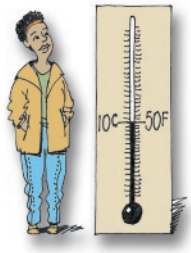
1 It's hot.



2 It's cold.



3 It's warm.



4 It's cool.

What's the temperature?

It's 50°.

Say: "fifty **degrees**"



5 It's sunny.



6 It's cloudy.



7 It's windy.



8 It's raining.



9 It's snowing.

B LISTENING COMPREHENSION | Listen to the weather reports and check the correct adjective for each city. Listen again and write the temperatures. Finally, listen again and describe the weather.

City	Hot	Warm	Cool	Cold	What's the temperature?	How's the weather?
1 Busan				✓	2°	It's snowing and cold.
2 Cairo	✓				30°	It's windy.
3 Toronto				✓	1°	It's cloudy.
4 Cuzco			✓		10°	It's raining.
5 Taipei		✓			20° / 68°F	It's sunny.

C PAIR WORK | Take turns describing the weather in the cities in the chart in Exercise B.

Today it's cold in Busan.

That's right. It's 2 degrees!

Unit 9 Activities and Plans

WARM-UP	Students learn how to talk about the weather and clothes to wear in good and bad weather.	
LESSON 1 **Offer to call back later**	***Grammar***	The present continuous: statements; *yes / no* questions
LESSON 2 **Ask about future plans**	***Vocabulary***	Time expressions
	Grammar	The present continuous for future plans
	Vocabulary	Outdoor activities
LESSON 3 **Catch up with an old friend**	***Grammar***	The present continuous: information questions
	Pronunciation	Intonation of questions
LESSON 4 **Talk about activities and plans**	***Reading***	Read about an athlete
	Listening	Listen for information about activities and plans
	Writing	Write about your weekend plans
INTERACTIVE COOL DOWN	*Guess the Weather*; *Chat*; *Nine Questions*	

Choose a warm-up activity from the Warm-Up Activity Bank on pages xxii–xxiii.

Warm-Up

A VOCABULARY

Suggested time: 4–5 minutes | Your time:

- Play the audio for Ss to read and listen and then repeat. Make sure Ss are pronouncing the word *temperature* correctly. It is commonly pronounced with three syllables: /tɛm-prə-tʃɚ/.
- Call Ss' attention to the example conversation. Say, *Answer questions about the temperature with a number.* Point out the symbol ° for *degrees*.
- Explain the meaning of *C (Celsius)* and *F (Fahrenheit)* in items 1–4. Say, Celsius *and* Fahrenheit *are two different ways to say the temperature. We use the word* degrees *for both.* Ask, *Do we use C or F here?*
- Point out that *warm* is a lower temperature than *hot* and *cool* is a higher temperature than *cold.*
- Tell Ss that we can also say *It's rainy. It's snowy*. Write the expressions on the board and have Ss repeat.
- To check understanding, ask, *How's the weather today? What's the temperature?* Make sure Ss respond with *It's.*

VOCABULARY EXPANDER (optional, page 133)

EXTENSION (+5 minutes) Say items 1–9 in a random order. Have Ss draw or act out the expressions. To model, say, *It's cloudy* and draw a cloud on the board.

LANGUAGE AND CULTURE Most countries measure temperature in Celsius, but the U.S. uses Fahrenheit.

B LISTENING COMPREHENSION

Suggested time: 10 minutes | Your time:

- Write *weather report* on the board. Say, *A* weather report *gives information about the weather.*
- Copy the chart on the board. Point to the first column. Say, *Listen to weather reports in these five cities.* Read the city names aloud. Have Ss repeat.
- Go over item 1 as a class. Play the first report and pause. Ask about the adjective, temperature and the weather. Write the sample answers in the chart.
- Say, *First, check the adjective for each city.* Play the rest of the audio. Monitor.
- Say, *This time, listen for the temperatures.* Replay the audio. Make sure Ss write the number with the degree symbol.
- Say, *Now listen and describe the weather.* Refer Ss to Exercise A for spelling. Replay the audio.
- To go over answers, invite volunteers to complete the chart. Correct as necessary.

C PAIR WORK

Suggested time: 10 minutes | Your time:

- Point to item 1 in Exercise B. Read the example conversation aloud.
- Form pairs. Have Ss take turns describing the weather using the notes in the chart. Listen for the correct pronunciation of the weather expressions.
- To go over answers, invite volunteers to describe the weather to the class.

D VOCABULARY

Suggested time: 2–3 minutes | Your time:

- Write *I'm wearing ____.* on the board. Point to your clothes. Say, *I'm wearing a [blouse].*
- Have Ss read and listen, then them listen again and repeat.
- Tell Ss to look at items 1 and 3. Say, Sunglasses *and* shorts *are always plural.*
- Have Ss look at item 4 and the **Remember** note. Say, *We also wear a* jacket *and a* sweater *in cold weather.*
- Have Ss look at items 8 and 9. Say, Gloves *and* boots *are also plural.* Draw a pair of gloves and a pair of boots on the board. Circle one of the gloves and say, *One glove.* Then point to both gloves and say *Two gloves.* Repeat with the boots.
- If Ss want to know the word for umbrella, tell them, but explain that we don't use the verb *wear* for an umbrella. We use *have* or *use*.

LANGUAGE AND CULTURE

- *Coats* are usually heavy and long, while *jackets* tend to be light and short.
- A *T-shirt* is a specific kind of shirt that has short sleeves and no collar.
- We call the shoes in item 5 *rain boots*.

EXTENSION (+5 minutes) For more vocabulary practice, say the colors of the items in Exercise D and have Ss point to the correct pictures. For example, say, *It's red.* (T-shirt)

E VOCABULARY PRACTICE

Suggested time: 5–7 minutes | Your time:

- Do item 1 as a class. Read the sentences aloud and elicit the answer. Then ask, *Why is* coat *the correct answer?* (because the weather is cold)
- Have Ss complete the exercise individually.
- Form pairs. Have Ss compare answers and take turns reading the statements aloud.
- To go over answers, invite volunteers to read the sentences aloud. Write the answers on the board.

F GROUP WORK

Suggested time: 7–10 minutes | Your time:

- Write on the board: *I'm wearing ____.* Read the example aloud.
- Direct Ss' attention to the **Recycle This Language** box. Say, *Talk about these clothes and their colors.*
- Have Ss write 2–3 statements about what they are wearing right now, using the prompt on the board.
- Form groups of three. Have Ss take turns describing their clothes.
- Call on Ss to tell the class what they are wearing.

TEACHING TIP In this lesson, Ss learn *I am wearing* as a formula to talk about their clothes, but they don't learn the present continuous tense until Lesson 1. In this exercise, Ss should not be expected to produce statements in the present continuous with different subjects.

OPTION (+10 minutes) Ask Ss to stand up. If appropriate, have Ss form a circle or two so they see each other better. Write on the board: *What are you wearing?* Ask a higher-level S the question on the board. Wait for the S to answer and then repeat for the next S. Move clockwise around the circle.

SPEAKING | PAIR WORK

Suggested time: 15 minutes | Your time:

- Point to the map in the book. Point to the city of Atlanta. Read the conversation aloud. Ask, *Is 11 degrees hot, warm, cool,* or *cold?* (cool)
- Direct Ss' attention to the note. Read the adjectives aloud. Have Ss repeat. Say, *Use these expressions to describe the weather.*
- Write on the board: *Wear a coat.* Say, *Use the imperative to tell your partner what to wear.*
- Form pairs. Have Ss take turns asking and answering questions about the weather and temperature. Encourage them to use the adjectives in the note as they talk. Monitor.
- To review, ask Ss about the weather and temperature in the cities on the map. Elicit the answers.

EXTENSION (+5 minutes) If appropriate, have Ss check the weather on their phones for different cities. Ask, *How's the weather in our city today? Where are you originally from? What's the temperature in [Shanghai]?*

CHALLENGE (+10 minutes) Form pairs. Have Ss look at items 5–9 in Exercise A on page 102. Tell them to take turns saying what clothes to wear in each picture. Remind Ss to use the imperative with the verb *wear.* For example, for item 1, Ss can say, *Wear shorts or a skirt.*

Remind Ss of additional vocabulary practice in their digital resources.

D VOCABULARY | Clothes for good and bad weather | Read and listen. Then listen again and repeat.



1 "It's so sunny! I'm wearing **sunglasses**."



2 "I'm wearing **a T-shirt**."
3 "And I'm wearing **shorts**."



4 "It's very cold! I'm wearing **a coat**."

Remember:
a jacket
a sweater



5 "It's rainy, so I'm wearing **a raincoat**."



6 "I'm wearing **a hat**."
7 "And I'm wearing **a scarf**."



8 "I'm wearing **gloves**."
9 "And I'm wearing **boots**."

E VOCABULARY PRACTICE | Circle the correct word or phrase to complete each statement.

1 It's so cold! I want a nice warm (T-shirt / coat).
2 You don't need (a raincoat / sunglasses) when it's sunny and warm.
3 When it's cloudy and cold, wear (shorts / a coat).
4 It's so sunny! I definitely need (boots / a hat) today.
5 Where's my (scarf / raincoat)? It's nice and sunny, but it's cold.
6 Is it snowing? You need (a raincoat / gloves) when you take a walk.

F GROUP WORK | Tell your class what you're wearing right now.

"I'm wearing black pants and a blue shirt."

RECYCLE THIS LANGUAGE

a shirt	pants
a sweater	a skirt
a dress	a jacket
a tie	

SPEAKING PAIR WORK | Ask and answer questions about the weather and the temperatures on the map.



How's the weather in Atlanta today?

Not great. It's 11 degrees and cloudy. Wear a coat!

Awful!	Nice!
Terrible!	Great!
Not great!	Beautiful!
Ugly!	Gorgeous!
Weird!	Awesome!

1 COMMUNICATION GOAL Offer to call back later

COACH

A GRAMMAR | The present continuous: Statements; yes / no questions

The present continuous expresses actions in progress now. Use a form of be and a present participle.

It's noon. I'**m eating** lunch now.
The weather is terrible. We'**re working** at home today.

Affirmative	Negative
I'**m taking** a shower.	I'**m not taking** a bath.
You'**re studying**.	You'**re not watching** TV. [OR You **aren't watching** TV.]
She'**s wearing** a hat.	She'**s not wearing** a scarf. [OR She **isn't wearing** a scarf.]
It'**s snowing**.	It'**s not raining**. [OR It **isn't raining**.]
We'**re exercising**.	We'**re not reading**. [OR We **aren't reading**.]
They'**re going** home.	They'**re not taking** a walk. [OR They **aren't taking** a walk.]

Yes / no questions

Are you **doing** the laundry?	Yes, I am. / No, I'm not.
Is he **taking** a nap?	Yes, he is. / No, he's not. [OR No, he isn't.]
Is it **raining**?	Yes, it is. / No, it's not. [OR No, it isn't.]
Are they **studying**?	Yes, they are. / No, they're not. [OR No, they aren't.]



Present participles
Add -ing to the base form:
wear → **wearing**
BUT
come → **coming**
get → **getting**
shop → **shopping**

B PRONOUNCE THE GRAMMAR | Listen and repeat the grammar examples.

C GRAMMAR PRACTICE | Write the present participle of each base form.

1 walk *walking*
2 write *writing*
3 go *going*
4 drive *driving*
5 get up *getting up*
6 practice *practicing*
7 watch *watching*
8 shave *shaving*

D LISTENING COMPREHENSION | Listen to the conversations. Complete each statement in the present continuous.

1 Her husband's *shopping (for dinner)* now.
2 The man's *getting dressed* now.
3 Her son's *taking a nap* now.
4 Her mother's *doing the laundry* now.

E GRAMMAR PRACTICE | Complete the sentences with the present continuous. Use contractions when possible.

1 It's 8 A.M. *Jason's eating* (Jason / eat) breakfast, and *Vera's taking* (Vera / take) a bath.
2 *It's raining* (It / rain) this morning, and *I'm wearing* (I / wear) a raincoat and boots.
3 **A:** Who's in the kitchen? Ron and Sue? **B:** Yes. *They're making* (they / make) lunch.
4 *I'm not listening* (I / not listen) to music right now. *I'm cleaning* (I / clean) the house.
5 **A:** *Is Victor working* (Victor / work) in the office now? **B:** Yes, he *is*.
6 **A:** *Is it snowing* (it / snow) in New York today? **B:** No, *it's not / it isn't*. It's really warm.
7 Max and Karen are both upstairs. *They're getting dressed* (They / get dressed) for work.
8 **A:** Where's Tom? *Is he washing* (he / wash) the dishes? **B:** No. *He's taking out* (He / take out) the garbage.
9 **A:** *Are you exercising* (you / exercise) this morning? **B:** No, *I'm not*. *I'm reading* (I / read).

LESSON 1 Offer to call back later

A GRAMMAR

Suggested time: 5–7 minutes | Your time:

- Direct Ss' attention to the photo. Read the man's statement aloud.
- Tell Ss to look at the grammar chart. Read the rule aloud. Point to the photo and say, *This is an action in progress.*
- Write on the board:

SUBJECT	+ *be*	+ *PRESENT PARTICIPLE*	
I	*am*	*eating*	*lunch now.*
We	*are*	*working*	*at home today.*

  Read these examples aloud. Say, *We use* now *and* today *to talk about actions in progress.*
- Tell Ss to look at the **Present participles** note. Read the rules aloud. Say, *Present participles always end in* -ing.
- To check understanding, write other examples of verbs on the board, such as *make* and *sit*. Tell Ss to change them into present participles. (making, sitting)
- Ask Ss to follow along as you read aloud the affirmative and negative example statements. Tell them to underline the present participles as they listen.
- Point out that *not* comes between *be* and the present participle in the negative statements. Remind Ss that all subjects have two forms for negative contractions with *be* except for *I.*
- Tell Ss to look at the *yes / no* questions. Compare the word order of statements and *yes / no* questions. Write on the board:

Be	+ *SUBJECT*	+ *PRESENT PARTICIPLE*	
Are	*you*	*doing*	*the laundry?*

- Ask Ss to follow along as you read aloud the *yes / no* questions and short answers. Remind them that we don't use contractions in affirmative short answers.

LANGUAGE NOTES

- When forming present participles, we do not double *-w*, *-x*, or *-y*. For example: *snow* → *snowing*; *fix* → *fixing*; *say* → *saying*.
- The present continuous can also be used for actions that are in progress but are not happening at the moment of speaking. For example, *We are working at home today.* means we are working at home instead of at the office, but we may not be working right at this moment.

B PRONOUNCE THE GRAMMAR

Suggested time: 4–5 minutes | Your time:

- Have Ss listen to the examples in the grammar chart and repeat.
- Monitor. Make sure Ss don't pronounce the hard "g" sound in the *-ing* endings of the present participles.

C GRAMMAR PRACTICE

Suggested time: 4–5 minutes | Your time:

- Do item 1 as a class. Write *walk* on the board. Elicit the answer. Add it to the board.
- Have Ss complete the exercise individually and then compare answers in pairs. Refer them to the **Present participles** note as they work.
- To go over answers, have Ss write the participles on the board. Correct as necessary.

D LISTENING COMPREHENSION

Suggested time: 5–7 minutes | Your time:

- Say, *Listen to the conversations. Write the activity or chore each person is doing.*
- Have Ss preview the statements before listening.
- Do item 1 as a class. Pause the audio after the first conversation. Ask, *What is the husband doing now?* Write the answer on the board.
- Play the rest of the audio. Have Ss complete the exercise individually and then compare answers in pairs.
- To go over answers, ask for volunteers to read the completed sentences aloud.

OPTION (+5 minutes) To check understanding, ask follow-up questions about Conversations 1–4. For example:

1: *Is her husband at work?* (no) *Where is he?* (at the supermarket)
2: *Is Greg driving his car?* (no) *Where is he?* (at home)
3: *What is the son's name?* (David) *Where is he taking a nap?* (the living room)
4: *Where is the mom doing laundry?* (downstairs) *What color is the blouse?* (purple) *Is it dirty or clean?* (dirty)

E GRAMMAR PRACTICE

Suggested time: 5–7 minutes | Your time:

- Do item 1 as a class. Write the statement on the board, including the words in parentheses under the blanks. Point to the words under the first blank (Jason / eat). Say, *It's 8:00 A.M. What is Jason doing this morning? What is Vera doing?* Elicit the answers.
- Have Ss complete the exercise individually. Remind them to use contractions when possible.
- Have Ss compare answers in pairs. Encourage them to take turns reading the sentences aloud.
- To go over answers, write the sentences with the blanks on the board. Invite volunteers to complete the sentences. Correct spelling as needed.

Communication Activator

A CONVERSATION MODEL

Suggested time: 5–7 minutes | Your time:

These conversation strategies are implicit in the model

- Answer the phone with *Hello?*
- Identify yourself on the phone with *This is*
- Use *Well, actually, . . .* to politely introduce an excuse
- Say *Oh, I'm sorry.* to apologize for interrupting someone's activity
- End a phone conversation with *Talk to you later!*
- Respond with *Perfect.* to agree to a suggestion

- Hold up your book. Point to the photos. Say, *These men are talking on the phone.* Have Ss explore the context of the first photo. Ask, *What room is this?* (kitchen)
- Have Ss preview the conversation before listening. Elicit examples of the present continuous forms in the conversation.
- Play the audio as Ss follow along in their books. To check comprehension, ask, *Who is calling Ron?* (Martin) *What is Ron doing right now?* (making lunch)
- Call Ss' attention to the **Social language** box. Read the explanations aloud.
- Read the first two lines of the conversation aloud. Say, *Hello?* with rising intonation and *This is Martin.* with falling intonation. Have Ss repeat.
- Walk around the room and stop in front of different Ss. Look at them and pretend to answer a phone. Say, *Hello?* Prompt the Ss to identify themselves with *This is [Chin].*
- To review the meaning of *busy*, Say, *I have chores, activities, and events this week. I'm so busy!* Remind Ss we use the adjective *busy* to describe someone who has a lot to do. To check understanding, ask, *Are you busy this week?*
- Write *later* on the board. Say, *We use* later *to talk about a time in the future.* Read aloud the sentences with *later* in the conversation.
- Write on the board: *How's three o'clock?* Tell Ss that we can use *How's . . . ?* to make a suggestion.

B PRONUNCIATION PRACTICE

Suggested time: 5 minutes | Your time:

- Play the audio. Have Ss listen and repeat. Listen for the correct intonation. Make sure Ss pause after *Well, actually.*
- Form pairs. Monitor as Ss role-play.

C CONVERSATION PAIR WORK

Suggested time: 7–10 minutes | Your time:

- Have Ss look at the pictures. Say, *These people are busy. What are they doing?* Elicit the activities in each picture. (doing laundry, exercising, eating lunch, brushing his teeth)
- To model the exchange, role-play the conversation with a higher-level S. Play Speaker B. Talk about one of the activities in the pictures.
- Form similar-level pairs. Have Ss role-play the conversation and then switch roles. Remind them to suggest a time for their partner to call them back.
- Monitor. Listen for the correct pronunciation and use of the present continuous.
- Read aloud the questions in the **Keep Talking!** box. Encourage Ss to ask these and other information and *yes / no* questions to extend their conversations.

D CHANGE PARTNERS

Suggested time: 5–7 minutes | Your time:

- Tell Ss to look at the **Remember also** note. Read the verbs aloud. After each verb, elicit the present participle. For example: *clean the kitchen.* (cleaning the kitchen)
- Have Ss work in different pairs than in Exercise C. Monitor as Ss practice their conversations. Remind them to talk about different activities and chores.
- Have Ss switch roles and practice again.
- Have volunteers perform their conversations for the class.

LOOK FOR While Ss are doing Exercises C and D, monitor their conversations to determine if they are

- ✓ forming statements and *yes / no* questions in the present continuous
- ✓ using the conversation strategies

OPTION For all Communication Activator sections in this unit, use the ORAL PROGRESS ASSESSMENT CHARTS to provide feedback to Ss on their speaking (see Teacher Resources in the Pearson English Portal).

CLOSURE ACTIVITY (+10 minutes) End class 10 minutes early. Role-play the Exercise C conversation with Ss as they leave the classroom. To model, pretend to call a S, playing Speaker B. Challenge Ss to talk about the things they are doing right now (packing, leaving class, talking). Make sure Ss suggest a time that you can call them back. Listen for the correct use and pronunciation of the present continuous forms. Take notes on areas to review in later lessons.

Remind Ss of additional grammar and speaking practice in their digital resources.

COMMUNICATION ACTIVATOR

Now let's offer to call back later.



A CONVERSATION MODEL | Read and listen.

A: Hello?
B: Hi, Ron. This is Martin. Are you busy?
A: Well, actually, I'm making lunch right now.
B: Oh, I'm sorry. Can I call you back later today?
A: Yes, thanks! How's three o'clock?
B: Perfect. Talk to you later! Bye.
A: Bye.

Social language
- Answer the phone with "Hello?"
- Identify yourself with "This is ___."

B PRONUNCIATION PRACTICE | Listen again and repeat. Then practice the Conversation Model with a partner.

C CONVERSATION PAIR WORK | Personalize the conversation. Use the pictures or your own activities. Then change roles.

A: Hello?
B: Hi, ... This is ..... . Are you busy?
A: Well, actually, I'm ..... right now.
B: Oh, I'm sorry. Can I call you back later today?
A: Yes, thanks! How's ..... ?
B: ....

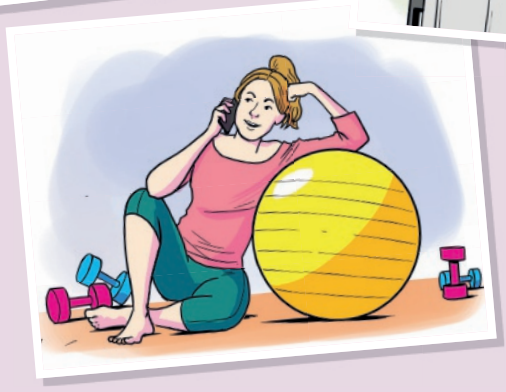


KEEP TALKING!

Ask other questions.
Where are you now?
Are you [in your car]?









Remember also:

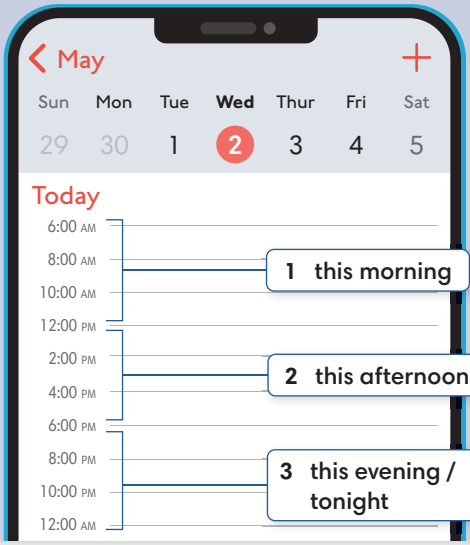
clean the [kitchen]	take a nap
make [lunch]	take a shower
get dressed	take a bath
shave	watch a movie

D CHANGE PARTNERS | Personalize the conversation again.

2 COMMUNICATION GOAL Ask about future plans

A VOCABULARY | Time expressions | Read and listen. Then listen again and repeat.

It's Wednesday, May 2nd.



1 this morning
2 this afternoon
3 this evening / tonight

4 today MAY 2
5 tomorrow MAY 3
6 the day after tomorrow MAY 4
7 this Friday MAY 4
8 next Tuesday MAY 8

It's 7:00 A.M.

7:10 A.M.
9 in ten minutes

9:00 A.M.
10 in two hours

Also:
- **next** [week / month / year]
- **tomorrow** [morning / afternoon / night]
- **in** [three days / two weeks / a month]

COACH **B** GRAMMAR | The present continuous for future plans

Describe future plans with the present continuous. Use time expressions to say when.

I'm getting up at 6:00 **tomorrow morning**.
I'm meeting my girlfriend for dinner **in twenty minutes**.
Next week, we're going to work by bus.
My sister's coming home late **tonight**.

C GRAMMAR PRACTICE | Complete each statement about your future plans, using the present continuous.

1 Next week, ...
2 ..... tomorrow.
3 Tonight, ...
4 ..... in thirty minutes.

D PAIR WORK | Ask your partner about his or her future plans.

Are you going out for dinner tonight?
No, I'm not. I'm eating at home.

E VOCABULARY | Outdoor activities | Read and listen. Then listen again and repeat.


1 go to the beach


2 go running


3 go bike riding


4 go on a picnic


5 go for a drive


6 go hiking

LESSON 2 Ask about future plans

A VOCABULARY

Suggested time: 5–7 minutes | Your time:

- Have Ss preview the calendar and times before listening.
- Have Ss read and listen, and then listen again and repeat.
- To check understanding, tell Ss to look at the calendar. Say, *Today, it's Wednesday, May second. What is the date tomorrow? The day after tomorrow? This Friday? Next Tuesday?*
- Say the clock times and elicit the appropriate part-of-day expression. For example, say, *Nine A.M.* (this morning)
- Point to items 9 and 10. Say, *Now, it's 7:00 A.M. What's the time in ten minutes? In two hours?*
- Direct Ss' attention to the **Also** note. Draw a calendar for the current month on the board. Circle today's date. Say, *It's [Monday, December 8th].* Read the phrases in the note aloud and point to dates on your calendar that demonstrate their meaning. For example, say, *Next week* and point to the week of [December 14th].

B GRAMMAR

Suggested time: 4–5 minutes | Your time:

- Have Ss look at the grammar chart and follow along as you read the rule and examples aloud. Have Ss repeat.
- Write on the board: *I'm working now. / I'm working tomorrow morning.* Point to *now* and say, *This shows the action is happening now.* Point to *tomorrow morning.* Say, *This time expression shows the action is happening in the future.*
- To check comprehension of the examples, ask, *When are you getting up? When are you meeting your girlfriend for dinner? When are you going to work by bus? When is your sister coming home?*
- Have Ss rewrite the example statements using *next, tomorrow,* and *in* with other time words and expressions. Write an example on the board: *I'm getting up at 6:00 this morning.* Refer them to the **Also** note in Exercise A for ideas.
- Invite Ss to read their sentences aloud.

C GRAMMAR PRACTICE

Suggested time: 4–5 minutes | Your time:

- Have Ss preview the items. Say, *Write about your future plans with these time expressions.*
- Do item 1 as a class. Write *Next week,* on the board. Complete the statement. For example: *Next week, I'm cleaning my apartment.* Read the statement aloud. Elicit other statements from the class.
- Have Ss complete the exercise individually. Monitor. Check for the correct spelling and use of the present continuous.
- Go over answers. Have Ss read their sentences aloud.

D PAIR WORK

Suggested time: 5–7 minutes | Your time:

- To model the activity, read the example conversation aloud.
- Form similar-level pairs. Have Ss ask and answer questions about their future plans for daily activities. Remind them to include time expressions in the question. Refer them to the grammar chart on page 104.
- Monitor. Listen for the correct pronunciation of time expressions.
- Challenge higher-level Ss to also talk about future plans for free-time activities or events. For example:
  A: When are you going out for dinner?
  B: I'm going this weekend.
  If appropriate, refer them to page 56 for events and page 82 for free-time activities.
- Ask volunteers to share their future plans.

E VOCABULARY

Suggested time: 2–3 minutes | Your time:

- Have Ss preview the pictures and captions before listening. Ask, *What clothes do you see in the pictures?*
- Write on the board: *outdoor activities.* Say, *We do outdoor activities outside.* If possible, point to a window as you speak.
- Have Ss read and listen. Tell Ss to underline the verb phrase in each item as they listen. Then have them listen again and repeat.
- Tell Ss to look at item 4. Ask, *Where are they?* (a park) *What are they doing?* (eating food) Write *picnic* on the board. Say, *A* picnic *is a meal that we eat outside, away from home.*
- Tell Ss to look at item 2. Write on the board: *I am running. I am going running.* Point to the first example and say, *I am doing this activity now.* Run a few steps to demonstrate. Point to the second example and say, *I plan on doing this activity in a moment.*
- If appropriate, tell Ss that in items 2, 3, and 6, *running, riding,* and *hiking* are names of activities. They look like verbs in the present continuous, but they aren't (*go* is the only verb in these expressions). To make a present continuous sentence, add *-ing* to the verb *go*. For example: *I'm going bike riding tomorrow.*

F LISTENING COMPREHENSION

Suggested time: 5–7 minutes | Your time:

- Say, *Listen to four conversations. For each, write the outdoor activity and time expression that you hear.*
- Do item 1 as a class. Play the audio and pause after the first conversation. Ask, *What are they doing? When?* Write the answers on the board.
- Play the rest of the audio. Have Ss complete the exercise individually. Tell Ss to refer to Exercises A and E on page 106 to guide their spelling.
- Replay the audio. Tell Ss to check their answers.

Communication Activator

A CONVERSATION MODEL

Suggested time: 4 minutes | Your time:

These conversation strategies are implicit in the model

- Use *Well, . . .* to indicate you are deciding how to respond
- Respond positively to a description with *That sounds nice!*
- Wish someone a good time with *Have a nice weekend!*

- Have Ss preview the conversation before listening. Elicit examples in the conversation of weather expressions, outdoor activities, time expressions, and the present continuous for future plans.
- Call Ss' attention to the **Social language** box. Play the audio. Ask Ss to repeat.
- Write on the board: *Have a nice ____!* Say the expression with other words, such as *day* or *picnic.* Have Ss repeat.
- Write on the board: *Nothing special.* Say, *Use this expression to say that you have no specific plans.*

LANGUAGE AND CULTURE It is more common to say *this weekend* when the weekend is coming up in a few days and *next weekend* when the weekend is at the end of next week.

B PRONUNCIATION PRACTICE

Suggested time: 4–5 minutes | Your time:

- Play the audio. Make sure Ss say *That sounds nice!* and *have a nice weekend!* with enthusiasm.
- Form pairs. Monitor as Ss role-play.

C TALKING POINTS

Suggested time: 5–7 minutes | Your time:

- Direct Ss' attention to the chart. Say, *Write your activities for this week.*
- Have Ss look at the **Ideas** note. Read it aloud. Say, *Use these ideas in your chart.*
- Copy the chart on the board. Say, *On Monday evening, I'm doing my laundry.* Point to the space next to *Monday*, under *in the evening.* Write: *do laundry.*
- Tell Ss to write notes about their activities in the chart rather than complete sentences. Encourage them to include exact times if appropriate.
- Have Ss complete the exercise individually. If Ss have no plans on a day or time, they can leave that space blank.
- Monitor. Provide help with spelling and vocabulary as necessary.

D CONVERSATION PAIR WORK

Suggested time: 5 minutes | Your time:

- Read the information in the **Keep Talking!** box aloud.
- Tell Ss to look at the **Recycle This Language** box. Say, *Use these adjectives to describe the weather.*
- Write the model on the board. Elicit information about the weather and weekly activities. Complete the sentences with Ss' ideas.
- Form pairs. Tell Ss to personalize the conversation with information in Exercise C. Have them role-play the new conversation and then switch roles.
- Monitor as Ss talk. Listen for the correct pronunciation of adjectives, weather expressions, and verbs in the present continuous.

E CHANGE PARTNERS

Suggested time: 4–5 minutes | Your time:

- Have Ss work in different pairs than in Exercise D and discuss other plans. Monitor.
- Time permitting, have Ss switch roles and practice again.
- Have volunteers perform their conversations for the class.

LOOK FOR While Ss are doing Exercises B and D, monitor their conversations to determine if they are

- ✓ using vocabulary for time expressions and outdoor activities
- ✓ using adjectives to describe the weather
- ✓ using the present continuous for future plans
- ✓ using the conversation strategies

CLOSURE ACTIVITY (+10 minutes) Write on the board: *What are you doing on ____?* Ask a higher-level S, *What are you doing on [Thursday afternoon]?* Form pairs. Have Ss take turns asking each other about their plans for different days and times. Remind Ss to respond with *Nothing special.* if they have no plans. Monitor and take notes on areas for review.

Remind Ss of additional vocabulary, grammar, and speaking practice in their digital resources.

F LISTENING COMPREHENSION | Listen to each conversation. Complete their future plans and write when. Then listen again to check your answers.

1 They're *going hiking*. When? *the day after tomorrow*
2 They're *going running*. When? *tomorrow*
3 They're *going on a picnic*. When? *next Saturday*
4 They're *going to the beach*. When? *this weekend*

COMMUNICATION ACTIVATOR

Now let's ask about future plans.



A CONVERSATION MODEL | Read and listen.

A: What great weather this morning!
B: I know. It's so sunny!
A: So are you doing anything special this weekend?
B: Well, on Saturday, if it's not too cool, we're going on a picnic.
A: That sounds nice! Any plans for Sunday?
B: Nothing special.
A: Well, have a nice weekend!
B: Thanks!

Social language
Wish someone a good time with:
- Have a nice [weekend]!
- Have fun!
- Have a great time!

B PRONUNCIATION PRACTICE | Listen again and repeat. Then practice the Conversation Model with a partner.

C TALKING POINTS | Complete the notepad with your activities for this week. Use the vocabulary.

	in the morning	in the afternoon	in the evening
Monday			
Tuesday			
Wednesday			
Thursday			
Friday			
Saturday			
Sunday			

Ideas
- go to the movies
- do household chores
- exercise
- take a nap
- visit friends

D CONVERSATION PAIR WORK | Personalize the conversation with real information from your notepad. Then change roles.

A: What ..... weather .....!
B: I know. It's so .....!
A: So are you doing anything special .....?
B: Well, on ....., if it's ....., ...
A: That sounds .....! Any plans for .....?
B: ..... .
A: Well, ...!
B: Thanks!

KEEP TALKING! ●●●
Ask about plans for other days or times.

RECYCLE THIS LANGUAGE
Adjectives for weather

nice	bad	cloudy / windy / sunny
awesome	awful	warm / hot / cold / cool
beautiful	terrible	

E CHANGE PARTNERS | Personalize the conversation again. Discuss other plans.

3 COMMUNICATION GOAL Catch up with an old friend

COACH **A** GRAMMAR | The present continuous: Information questions

Where **are** we **meeting** your sister?	(At Pat's Restaurant.)
What**'s** Tracey **wearing** tonight?	(A black dress.)
When**'s** Mark **going** running?	(After lunch.)
Why**'s** your dad **taking** a nap?	(Because he works late.)
What **are** they **studying** this year?	(Japanese.)
Who **are** you **calling**?	(I'm calling my mom.)
BUT: Note the different word order when <u>who</u> is the subject.	
Who**'s calling** right now?	(My mom's calling, I think.)



B PRONOUNCE THE GRAMMAR | Listen and repeat the grammar examples.

C GRAMMAR PRACTICE | Write an information question to complete each conversation. Use the present continuous and use contractions when possible. Begin each question with a capital letter.

1 *When's your class going on a picnic* ?
(when / your class / go on a picnic)

This weekend, if it isn't too windy.

2 *What time are you going to the beach tomorrow* ?
(what time / you / go to the beach / tomorrow)

About 1:00. Do you want to come?

3 *Where's your sister going bike riding next Tuesday* ?
(where / your sister / go bike riding / next Tuesday)

At a park near my parents' house.

4 *Who's going hiking with you today* ?
(who / go hiking / with you today)

One of my classmates.

5 *Why are you wearing a scarf and boots* ?
(why / you / wear / a scarf and boots)

Look out the window. It's snowing!

6 *What day are we going for a drive* ?
(what day / we / go for a drive)

What about on Wednesday?

D PAIR WORK | Practice the conversations from Exercise C.

COACH **E** PRONUNCIATION | Intonation of questions | Use rising intonation for <u>yes</u> / <u>no</u> questions. Use falling intonation for information questions. Read and listen. Then listen again and repeat.

<u>Yes</u> / <u>no</u> questions	Information questions
1 Are you studying English this year?	Where are you studying?
2 Is she wearing a scarf?	What's he wearing this morning?
3 Are they working in the office today?	Who's working in the office this week?
4 Is it usually windy in January?	When is it usually windy?
5 Are there any T-shirts in the laundry?	How many T-shirts are there?

LESSON 3 Catch up with an old friend

A GRAMMAR

Suggested time: 5–7 minutes | Your time:

- Direct Ss' attention to the photo. Read the example conversation aloud. Write on the board:

QUESTION WORD	+	*be*	+	*SUBJECT*	+	*PRESENT PARTICIPLE?*
Who		*are*		*you*		*calling?*

- Add the answers to the question: *My brother. / I'm calling my brother.* Remind Ss there are alternative ways to respond.
- Contrast the question word order with the statement word order. Point out the placement of the subject, *be* verb, and present participle in both complete sentences.
- Point to the different parts of the formula as you read aloud the example information questions and answers. Emphasize the question word in each question.
- Read aloud the rule starting with *But.* Write on the board:

Who (SUBJECT)	+	*be*	+	*PRESENT PARTICIPLE?*
Who		*is*		*calling?*

- Read the example aloud. Point out that the word order is the same in the question and answer.
- Provide additional examples of information questions where *Who* is the subject, such as *Who is wearing a coat?*

B PRONOUNCE THE GRAMMAR

Suggested time: 4–5 minutes | Your time:

- Play the audio. Have Ss listen to the examples in the grammar chart and repeat.
- Monitor. Listen for falling intonation in the information questions.

C GRAMMAR PRACTICE

Suggested time: 5–7 minutes | Your time:

- Have Ss preview the blue words in parentheses. Say, *Underline the question words.* Remind Ss that information questions always start with question words.
- Do item 1 as a class. Elicit the answer. If possible, write it under the first formula you wrote on the board in Exercise A. Ask, *Why do we use* is *here?* (The subject *your class* is singular.)
- Tell Ss to look at item 4. Point out there is no subject before the verb in the blue prompt. Tell Ss to use the last example in the grammar chart in Exercise A as a model for this question.
- Have Ss complete the exercise individually. Monitor. Make sure Ss use contractions when possible and start their questions with capital letters. Refer them to Exercise A on page 104 for the present participle spelling rules. Then have Ss compare answers in pairs.
- To go over the answers, elicit the questions. Write them on the board. Tell Ss to check their spelling.

LANGUAGE NOTE The word *class* is singular because it is considered one group of students.

EXTENSION (+10 minutes) Say, *Write five questions to ask your friends about their weekend plans.* Have Ss write information questions in the present continuous with *Where, What, When, Why,* and *Who.* Write the question words on the board for reference. Ask for volunteers to read their sentences aloud for the class. Listen for the correct word order.

D PAIR WORK

Suggested time: 5 minutes | Your time:

- Have Ss practice the conversations in pairs. Time permitting, have them switch roles.
- Monitor. Make sure Ss say *one (o'clock)* for the time in item 2.

E PRONUNCIATION

Suggested time: 4–5 minutes | Your time:

- Draw a rising arrow and a falling arrow on the board. Point to the rising arrow and say, *Say* yes / no *questions with rising intonation.* Point to the falling arrow and say, *Say information questions with falling intonation.*
- Play the audio. Have Ss listen and repeat.
- To check understanding, say the number of an item. Ask for a volunteer to read the questions aloud with the correct intonation.

EXTENSION (+5 minutes) Have Ss take turns reading the questions aloud in pairs. Tell them to exaggerate the rising and falling intonations to emphasize the difference between *yes / no* and information questions.

EXTENSION (+10 minutes) Form pairs. Have Ss rewrite the information questions in Exercise A as *yes / no* questions. (1. Are we meeting your sister? 2. Is Tracey wearing a black dress? 3. Is Mark going running? 4. Is your dad taking a nap? 5. Are they studying Japanese this year? 6. Are you calling your mom? 7. Is your mom calling right now?) Then have Ss take turns saying the *yes / no* and information questions with the correct intonation.

F PAIR WORK

Suggested time: 7–10 minutes | Your time:

- Point to the pictures. Say, *Brad and Jen are doing different activities and chores.*
- Before doing the exercise, have Ss identify the clock times and activities in the pictures. Suggest they write the present participles of the verbs next to each picture.
- Read the examples aloud. Elicit the answers to the questions. (No, Brad is making breakfast. / Brad is exercising.) Tell Ss to point to the pictures that show the actions.
- Form pairs. Have Ss take turns asking *yes / no* and information questions. Tell Ss to say the time and then the question.
- Monitor. Listen for the correct word order in Ss' questions.

OPTION (+5 minutes) Before completing the exercise, have Ss write one *yes / no* question and one information question for each picture.

Communication Activator

A CONVERSATION MODEL

Suggested time: 4 minutes | Your time:

These conversation strategies are implicit in the model

- Show interest with *No kidding!*
- *Say Wow!* to indicate surprise

- Have Ss preview the conversation before listening. Elicit examples of present continuous information questions in the conversation.
- Play the audio as Ss follow along in their books.
- Direct Ss' attention to the **Social language** box. Play the audio. Ask Ss to repeat and identify examples of this language in the conversation.
- Write on the board: *Long time no see!* Say, *You can use this expression as a greeting for someone you don't see often.* Say the expression a few times. Have Ss repeat.
- Read Speaker B's first line aloud. Write *around here* on the board. Say, *Around here* means *in this neighborhood.*
- Read Speaker A's last line aloud. Write on the board: *got to run.* Say, *We say* got to run *to end the conversation.*
- Tell Ss to look at Speaker B's last line. Write *Same here!* on the board. Say, *You can use this expression to say you feel the same.* Say, *Great seeing you!* Ask Ss to respond with *Same here!*

LANGUAGE NOTE The statements *I'm working at the State Bank now.* and *I'm studying French.* describe temporary situations. They are ongoing activities happening in the extended present time, not actions happening at the exact moment of speaking.

B PRONUNCIATION PRACTICE

Suggested time: 4–5 minutes | Your time:

- Play the audio. Have Ss listen and repeat.
- Monitor as Ss role-play. Listen for falling intonation in the information questions.

C CONVERSATION PAIR WORK

Suggested time: 5–7 minutes | Your time:

- To model the exchange, role-play the conversation with a higher-level S. Play Speaker B.
- Form similar-level pairs. Have Ss role-play the conversation and then switch roles.
- Monitor. Make sure Ss are using the present continuous to talk about their activities. Listen for the correct intonation. Model and correct as needed.
- Go over the information in the **Keep Talking!** box and, to provide more support, play the **Keep Talking!** video. Encourage Ss to include information about themselves and their families to extend their conversations.
- Point to the **Recycle This Language** box. Read the phrases aloud. Say, *You can use these phrases in your conversation.*

D CHANGE PARTNERS

Suggested time: 4–5 minutes | Your time:

- Have Ss work in different pairs than in Exercise C. Time permitting, have Ss switch roles and practice again.
- Have volunteers perform their conversations for the class.

LOOK FOR While Ss are doing Exercises C and D, monitor their conversations to determine if they are

- ✓ forming information questions in the present continuous
- ✓ using falling intonation for information questions
- ✓ using the conversation strategies

CLOSURE ACTIVITY (+10 minutes) Tell Ss to imagine their lives five years from now. Ask, *Where are you living and working? What is your family doing?* Give Ss a few minutes to write down answers to the questions. Form pairs. Say, *You meet each other on the street after five years. Have a conversation about what you are doing.* Remind Ss to use the conversation strategies and social language from the unit as they talk. Monitor and take notes on areas for review and extra practice in later lessons.

Remind Ss of additional grammar, pronunciation, and speaking practice in their digital resources.

F PAIR WORK | Ask and answer three yes / no questions and three information questions about Brad and Jen. Use the present continuous and pay attention to correct intonation.

"It's 7:30. Is Jen making breakfast?" "It's 8:00. Who's exercising?"



COMMUNICATION ACTIVATOR

Now let's catch up with an old friend.



A CONVERSATION MODEL | Read and listen.

A: Paul! Long time no see!
B: Trevor! Good to see you! What are you doing around here?
A: I'm working at the State Bank now. On Pacific Street.
B: No kidding! That's great.
A: And what about you? What are you up to?
B: Actually, I'm studying French. I'm working in France next year.
A: Wow! That's great! Well, got to run. Great seeing you, Paul!
B: Same here!

Social language
Show interest with:
- No kidding!
- Really?
- Wow!
- That's great!

B PRONUNCIATION PRACTICE | Listen again and repeat. Then practice the Conversation Model with a partner.

C CONVERSATION PAIR WORK | Role-play a similar conversation.

A: ……! Long time no see!
B: ……! Good to see you! What are you doing around here?
A: I'm ……..
B: No kidding! That's ……..
A: And what about you? What are you up to?
B: Actually, I'm ……. . .
A: ……! Well, got to run. Great seeing you, ……..!
B: Same here!

KEEP TALKING! ●●●
- **Tell your partner more about your activities.**
- **Talk about where you live.**
- **Talk about your family.**
- **Talk about the weather.**

Watch the video for ideas!

RECYCLE THIS LANGUAGE
I'm visiting [friends].
We're [neighbors] now!
I go to [work] by subway.
I live [across the street from] ___ .
So tell me about your [apartment].
I have [a daughter]!
What gorgeous weather!

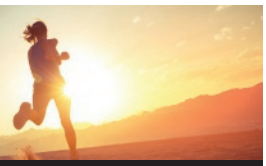
D CHANGE PARTNERS | Role-play another conversation.

4 COMMUNICATION GOAL Talk about activities and plans

She's going to bed early, eating a good breakfast, going running, eating just a little in the evening.

A READING | Read about an athlete. How is she preparing for the New York City Marathon?

RUNNER CHAT



INTERVIEWS | AUDIO | TRAINING | SUBSCRIBE

Every year, *Runner Chat* interviews some of the athletes preparing for the New York City Marathon. Read the interview with runner Celina Salamanca.



More than 50,000 people participate in the New York City Marathon each year.

RC: I'm talking today with Celina Salamanca. Celina is running in the New York City Marathon this Sunday. Celina, where are you from?

CS: I'm from Lima, Peru.

RC: Really! Welcome! So, you're visiting New York this week just for the Marathon?

CS: Well, that's the main reason. But I'm also going shopping and visiting all the famous tourist places. I love New York!

RC: That's great! So tell me . . . how are you preparing for Sunday?

CS: Well, for one thing, sleep is very important. So I'm going to bed early every night this week. That's not so easy in New York!

RC: That's true!

CS: And, you know, at home I usually sleep late, but this week in New York I'm getting up at 6:00 every morning. I eat a good breakfast, and then I go running in Central Park.

RC: So are you eating a lot?

CS: Well, at home, I usually eat a lot. But *this* week I'm eating just a little in the evening—so I get a good night's sleep. That works for me.

RC: Are you doing any other kinds of exercise?

CS: Not this week. I'm just running. And when I'm not running . . . or shopping or visiting places . . . I'm reading or taking a nap.

RC: Well, the weather sure is nice this week. That's good for the Marathon.

CS: Perfect! Nice and sunny, but not too hot or cold.

RC: Celina, we wish you the best of luck this Sunday!

CS: Thank you so much!

B READING COMPREHENSION | Read each statement. Circle T (true), F (false), or NI (no information), according to the interview.

1	Celina Salamanca is visiting Lima, Peru.	T	(F)	NI
2	Celina is an athlete.	(T)	F	NI
3	In New York she eats a large dinner.	T	(F)	NI
4	The main reason she's visiting New York is to go shopping.	T	(F)	NI
5	In Peru, she usually doesn't get up early.	(T)	F	NI
6	At home, she often takes walks and goes bike riding.	T	F	(NI)
7	She isn't exercising in New York.	T	(F)	NI
8	Celina loves the weather in New York this week.	(T)	F	NI

LESSON 4 Talk about activities and plans

A READING

Suggested time: 10 minutes | Your time:

- Point to the banner image. Ask, *What is this website about?* (running, exercise)
- Point to *Interviews*. Say, *In an* interview, *one person asks another person questions.*
- Play the audio and pause after *Celina Salamanca.* Say, *Who is* Runner Chat *interviewing?* (Celina Salamanca) *What is she preparing for?* (a marathon)
- Write *marathon* on the board. Say, *A* marathon *is a long running race. In a marathon, people run 42 kilometers (or 26 miles).*
- Have Ss look at the larger photo. Read the caption aloud. Pronounce the number 50,000 as *fifty thousand.* Ask, *Where are these people?* (New York City) *What are they doing?* (running)
- Write on the board: *participate = do*. Say, *People who are doing an activity or event are* participating *in it.*
- Ask Ss what they think the initials *RC* and *CS* stand for in the text. (Runner Chat and Celina Salamanca)
- Say, *Now listen to the interview.* Play the rest of the audio as Ss follow along silently.
- Ask, *How is Celina Salamanca preparing for the New York City Marathon?* Have Ss discuss the question in pairs. Ask for volunteers to share their answers with the class.
- Clarify any new expressions in the reading. For example, say, *She says that it's "not so easy" to sleep in New York. Why?* (because it's a busy city)

OPTION Ask Ss to underline the present participles as they read and listen.

EXTENSION (+10 minutes) To practice pronunciation, after listening to the audio, have Ss reread the interview aloud in mixed-level pairs. Tell lower-level Ss to be RC and higher-level Ss to be CS.

EXTENSION (+5–7 minutes) Ask, *What day is the marathon? How's the weather in New York this week? Do you want to participate in this marathon?* Have Ss discuss the questions in pairs. Tell Ss to raise their hands if they want to participate in the marathon. Call on Ss to explain why or why not.

EXTENSION (+10 minutes) Have Ss write six statements about Celina Salamanca: three in the simple present about her usual activities in Peru and three in the present continuous about her activities this week in New York. Monitor as Ss work, making sure that Ss use correct subject-verb agreement. To review, ask, *What does Celina usually do? What is she doing this week?* (She usually sleeps late. This week she is getting up early.)

LANGUAGE NOTES

- Although *every morning* is usually used with the simple present, Celina uses it with the present continuous because she is talking about her usual activities during a period of time in the present (this week), not her habitual activities.
- The actions *eat a good breakfast* and *go running* are two habitual actions embedded within a temporary, unusual context. They're in the simple present because Celina would do them even if she weren't in NYC.

B READING COMPREHENSION

Suggested time: 5–7 minutes | Your time:

- Do item 1 as a class. Read the statement. Ask, *Is this true, false, or does the reading give no information?* Tell Ss to circle the correct answer in their books.
- Have Ss complete the exercise individually and then compare answers in pairs.
- To go over the answers, read the statements aloud. Have Ss say if each statement is true or false and correct the false statements.

C LISTENING COMPREHENSION

Suggested time: 5–7 minutes | Your time:

- Have Ss preview the pictures and identify the activity in each.
- Play the audio and pause after the first conversation. Ask, *What is Barbara doing right now?* (making lunch) Ask Ss to point to the picture that shows this activity and write *1* in the box.
- Play the rest of the audio. Have Ss listen and complete the exercise individually.
- Have them compare answers in pairs. Replay the audio if appropriate.
- To go over the answers, ask, *What is [he] doing in the [first] picture? What is the number of the conversation?*

Communication Activator

A GROUP WORK

Suggested time: 10 minutes | Your time:

- Have Ss preview the activities in the list.
- Read the directions and the example conversation aloud. Write on the board: *put on makeup.* Use gestures to act this activity out.
- Divide the class into two teams. Make more teams in larger classes. Ask Ss on Team B to close their books.
- Model the activity. Choose an activity from the list and act it out. Ask the class to guess the activity. Tell them to use affirmative statements or *yes / no* questions in the present continuous. Answer Ss with affirmative or negative short answers.
- Have the Ss on Team A take turns acting out the activities from the list in random order. Make sure all team members participate.
- After 5 minutes, have the teams switch roles.

B TALKING POINTS

Suggested time: 10–12 minutes | Your time:

- Read the example aloud. Write on the board: *What are you doing ____?* Elicit more questions about weekend plans.
- Point to the first row in the chart. Say, *Write your classmates' names here.* Point to the left column. Say, *Write their plans for these days and parts of the day.* Tell Ss to only write the activity and not complete sentences. If Ss don't have plans, remind to respond with *Nothing special.* The classmate interviewing them can leave that space blank.
- Ask Ss to stand up and talk to three different classmates. Monitor.

OPTION (+5 minutes) If Ss finish early, have them use the information in the chart to write statements about their classmates' weekend plans.

C PRESENTATION

Suggested time: 5–7 minutes | Your time:

- Read the example aloud.
- Call on Ss to share a classmate's weekend plans with the class. In larger classes, have Ss present in small groups.
- As Ss present, listen for the correct use of the present continuous for the third-person singular.

LOOK FOR While Ss are doing Exercises A and B, monitor their conversations to determine if they are

- ✓ incorporating vocabulary for time expressions, activities, and household chores
- ✓ using the present continuous for future plans
- ✓ using rising intonation for *yes / no* questions and falling intonation for information questions

WRITING

Suggested time: 5–7 minutes | Your time:

- Read the writing sample aloud. Complete the sentence with *I'm going to the beach on Saturday morning.*
- Encourage Ss to write sentences in paragraph format on a blank sheet of paper. Remind them to use contractions when appropriate.
- After Ss finish, form pairs and have them exchange papers to give peer feedback. Have Ss edit their work based on the peer feedback before turning in their papers.
- Collect Ss' writing and compile feedback. Check to make sure Ss used a time expression for each activity.
- Review the most common areas for improvement with Ss as a class.

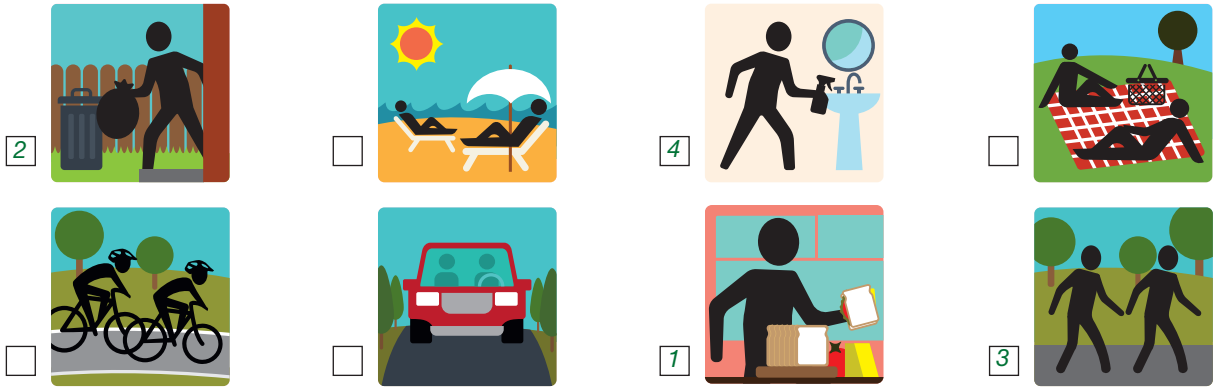
GUIDED WRITING (optional, page 138)

OPTION Ss can use the WRITING PROCESS WORKSHEETS during this activity. They offer step-by-step guides for completing the writing task (see Teacher Resources in the Pearson English Portal).

CLOSURE ACTIVITY (+10 minutes) Write on the board: *This is my perfect weekend. I'm ___.* Have Ss write their names on a blank sheet of paper. Tell them to write five sentences about their perfect weekend. Complete the example on the board. For example: *I'm not cleaning the house. I'm going on a picnic with my friends.* Collect Ss' papers. Read them to identify areas for review.

Remind Ss of additional reading, listening, and writing practice in their digital resources.

C LISTENING COMPREHENSION | Listen to four conversations. What's he or she doing right now? Write the number of each conversation on the correct picture.



COMMUNICATION ACTIVATOR

Now let's talk about activities and plans.

A GROUP WORK | Take turns. Team A acts out an activity from the list. Team B guesses the activity.



B TALKING POINTS | Interview three classmates about their weekend plans. Take notes in the chart.

"What are you doing this weekend?"

CLASSMATE'S NAME:		1	2	3
SATURDAY	morning			
	afternoon			
	evening			
SUNDAY	morning			
	afternoon			
	evening			

C PRESENTATION | Choose one of the classmates from your chart. Tell the class about your classmate's plans.

"On Saturday, Olivia's going on a picnic with her brother."

WRITING Write about your weekend plans. Use the present continuous and time expressions.

What are my plans for this weekend? On Friday, I'm going to bed early because . . .

GUIDED WRITING p. 138

Interactive Cool Down

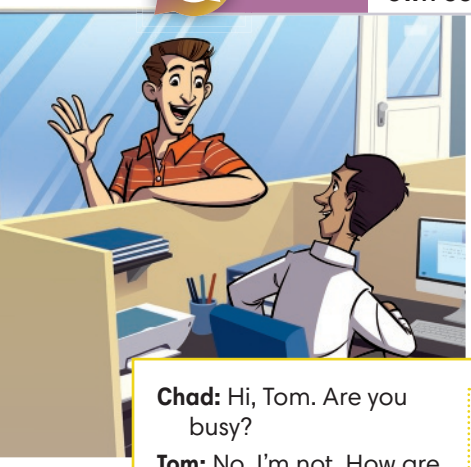
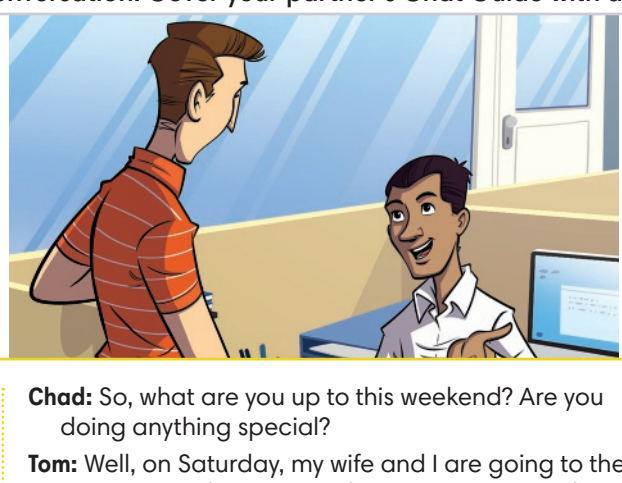
1 Guess the WEATHER

Imagine you and your partner are in two different cities and you're talking on the phone. Tell your partner what you're wearing. Your partner guesses the weather.



2 Chat

Read the conversation. Then, with a partner, use the Chat Guides to create your own conversation. Cover your partner's Chat Guide with a sheet of paper.


Chad: Hi, Tom. Are you busy?

Tom: No, I'm not. How are you?

Chad: Fine, thanks. What crazy weather today! It's so windy and cold.

Tom: You're right. It's awful.

Chad: So, what are you up to this weekend? Are you doing anything special?

Tom: Well, on Saturday, my wife and I are going to the movies. We always go to the movies on Saturdays.

Chad: Nice!

Tom: And if the weather's good on Sunday, we're taking a walk in the park.

Chad: That sounds great.

Tom: And you? What are your plans?

Chad: Actually, my girlfriend and I are going shopping at the mall. I need new shoes.

Tom: That's nice.

Chad: Well, gotta run now. Have a great weekend!

Tom: Thanks. You too!

Partner A's Chat Guide

A Hi, ___ . Are you busy?

B

A ___ , thanks. What ___ weather today! It's so ___ .

B

A So, what are you up to this weekend? Are you doing anything special?

B

A ___ .

B

A That sounds ___ .

B

A Actually, ___ .

B

A Well, gotta run now. Have a great weekend!

B

Partner B's Chat Guide

A

B No, I'm not. How are you?

A

B You're right. It's ___ .

A

B Well, on Saturday, ___ .

A

B And if the weather's ___ on Sunday, ___ .

A

B And you? What are your plans?

A

B ___ .

A

B ___ .

Interactive Cool Down

1 GUESS THE WEATHER

Suggested time: 15 minutes | Your time:

- Have Ss write down the names of three cities. Say, *Write an adjective to describe weather in each city.* Have them look up the actual weather in the city on their phones or use their imagination. Refer them to the adjectives for weather on page 103 if appropriate.
- Ask, *What clothes do you wear in this weather?* Tell Ss to write down 1–2 clothing items for each city.
- Monitor. Provide help with spelling and vocabulary as necessary.
- Model the example conversation with a higher-level S. To check understanding, ask, *What is Tom wearing?* (a raincoat and a sweater) *How is the weather in Tom's city?* (cold and rainy) *Does Tom like this weather?* (No. He says it's awful.)
- Form pairs. If possible, arrange Ss' chairs so each pair sits back-to-back.
- Ask Ss to choose roles. Tell Ss that Partner A's role is similar to Tom's and Partner B's role is similar to Beth's.
- Explain the game. Say, *Partner A, call and say the clothes you are wearing. Partner B, listen and guess the weather.*
- Remind Ss to use a greeting and identify themselves with *This is* ____. before talking about their clothes.
- Walk around as Ss talk. Listen for the correct pronunciation and use of clothes, weather expressions, and adjectives to describe weather.
- Tell Ss to repeat the game for Partner A's three cities. Then have Ss switch roles.
- To review, call on various pairs to role-play one of their conversations in front of the class.

OPTION (+5 minutes) Form pairs. Have Partner A sit facing the front of the classroom and Partner B sit facing the back. Show photos of people wearing different clothes for good and bad weather. Partner A looks at the photos and describes what the people are wearing. Partner B guesses the weather based on that information. Have Ss repeat for three photos and then switch roles.

2 CHAT

Suggested time: 20 minutes | Your time:

- Say, *Look at the people in the pictures. Where are they? What is their occupation? What is their conversation about?* Elicit ideas.
- Read the conversation aloud with a higher-level S. Ask the rest of the class to follow along in their books as they listen.
- Write *crazy weather* on the board. Say, Crazy weather *means the weather is not normal.* Read Chad's second line aloud. Have Ss repeat.
- Form pairs. Ask Ss to choose roles. Tell Ss that Partner A's role is similar to Chad's and Partner B's role is similar to Tom's.
- Say, *Complete your Chat Guide with information about your own weekend plans.*
- Give Ss time to work together to fill out their Chat Guides. Suggest Ss write on a blank sheet of paper if they need more room.
- Walk around as Ss work and provide help with spelling and vocabulary.
- When pairs are ready, have them practice their new conversations. Remind them to say expressions such as *Nice!* and *That sounds great.* with enthusiasm.
- Invite pairs to role-play their conversation for the class.

OPTION Rather than reading the model conversation in the middle of the page as a class, Ss can read it aloud once they are in pairs.

OPTION If possible, make a copy of page 112 and cut out each Chat Guide. Then make copies of each Partner's Chat Guide and hand them out to the appropriate Ss before starting the exercise.

3 NINE QUESTIONS

Suggested time: 25 minutes | Your time:

- Say, *Let's play the nine questions game.* Point to the pictures. Say, *Ask your partner questions about the people and activities in these pictures.*
- Tell Ss to look at the pictures. Go over the pronunciation of the names as a class. Ask, *Who's Sam? Who's Mindy?* Tell Ss to point to the name they hear and then repeat.
- Give Ss time to label the activities or chores in each picture. Suggest they write the activity in its present participle form.
- Review the meaning of any new or confusing words, such as *City Mall* (the name of a shopping mall). Make sure Ss understand that *The Pilot* is the name of a movie and *Apex* is the name of the supermarket.
- When Ss are ready, direct their attention to the directions. Ask Ss to follow along in their books as you read them aloud.
- Copy the scorecard on the board. Then model the game with a higher-level S. Read aloud the example: *Who's washing the dishes?* (Eva) Put a checkmark in the first square if the S answers correctly. Leave it blank if the S answers incorrectly.
- Point to the scorecard. Count the number of the squares aloud. Say, *The first person with a checkmark in all nine squares wins the game.*
- Walk around as Ss play the game. Encourage Ss to answer the questions in complete sentences. (For example: Eva is washing the dishes.)
- Make sure Ss follow directions to decide who asks the next question. Take notes on areas for review and extra practice in later lessons.
- If Ss finish the game quickly, have them play again.

OPTION (+5–7 minutes) Give Ss time to write as many questions as they can about each picture before playing the game. Tell them to write *yes / no* questions and information questions with *Who, What, When, Where, What day,* and *What time.* For example: *What is Scott doing?* (taking out the garbage) *Where is Shira listening to music?* (in her room) *What day is Joe going to the museum?* (Sunday) *What time are Sara and Seth seeing the movie?* (7:30 P.M.)

PROGRESS SELF-CHECK

- Have Ss complete the **Now I Can** checklist individually. Encourage them to look back at each lesson in the unit and consider the speaking objectives, vocabulary, pronunciation, grammar, and listening, reading, and writing skills.
- Have Ss compare checklists in pairs and talk about the things they need to study or practice more.
- Have Ss work individually to think about what might help them master these goals. Refer individual Ss to specific materials for more practice.

FOR MORE PRACTICE . . .

To review and extend the unit content, additional materials are available in the back of the Student's Book and online. For the online content, go to Teacher Resources in the Pearson English Portal. Instructions for each resource are included in the resource's folder.

UNIT REVIEW, pp. 154–155 The Unit Review section offers two pages of workbook-style activities to review the unit content.

PRACTI-CHANT, p. 163 Practi-Chants reinforce pronunciation, rhythm, and intonation as well as increase vocabulary retention, listening comprehension, and speaking fluency.

***CONNECT TV* (online)** Video presents language from the unit through fun and engaging situational comedy episodes.

TEST-TAKING SKILLS BOOSTER (online) Practice tests featuring *Connectivity*-leveled content expose students to item types found on high-stakes tests.

ADDITIONAL PRINTABLE RESOURCES (online) Abundant supplemental materials include extra practice worksheets, Assessments, Unit Study Guides, Audio and Video Scripts, Answer Keys, and much more.

3 NINE QUESTIONS

MY CORRECT ANSWERS

Ask your partner an information question about one of the pictures.
If the answer is correct, your partner asks the next question.
If the answer is incorrect, you ask the next question.
The first person who gets nine correct answers wins.

Who's washing the dishes?



PROGRESS SELF-CHECK

NOW I CAN

- ☐ Offer to call back later.
- ☐ Ask about future plans.
- ☐ Catch up with an old friend.
- ☐ Talk about activities and plans.

For more practice . . .

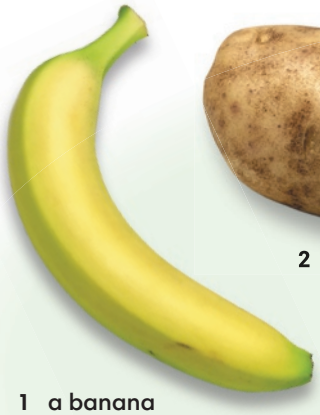
Unit Review, p. 154 / Practi-Chant, p. 163
Connect TV / Test-Taking Skills Booster

UNIT 10

Foods and Drinks

Warm-Up

A VOCABULARY | Foods: count nouns | Read and listen. Then listen again and repeat.


1 a banana


2 a potato


3 a lemon


4 a tomato


5 a pepper


6 an onion


7 an apple


8 an orange


9 an egg


10 peas


11 beans

VOCABULARY EXPANDER p. 134
More vegetables and fruits

B VOCABULARY PRACTICE | Classify foods by their colors. *Answers will vary.*

Red	Orange	Yellow	Green	White	Brown
		a banana			

C PERSONALIZE THE VOCABULARY | Complete each sentence with true information about you. Use love, like, or don't like.

1 I ..... peas for breakfast.
2 I ..... peppers and onions with my eggs.
3 In the morning, I ..... oranges and bananas.
4 I ..... apples. I ..... lemons.
5 I ..... eggs for dinner.

D PAIR WORK | Ask your partner about foods he or she likes and doesn't like. Use the ideas in your questions and answers. Then change partners.

Ideas
- in [the morning]
- for [lunch]
- with [eggs]

Which foods do you like for lunch?

Me? I really like . . .

Which foods don't you like in the morning?

I really don't like . . .

Unit 10 Foods and Drinks

WARM-UP	Students learn how to talk about different foods and drinks.	
LESSON 1 **Discuss ingredients for a recipe**	***Vocabulary***	Places to keep things in a kitchen
	Grammar	*Any* in questions, negative statements, and negative short answers
LESSON 2 **Offer and ask for food and drinks**	***Vocabulary***	More foods: non-count nouns
	Grammar	Count nouns and non-count nouns
	Grammar	*How much / Is there any*
	Vocabulary	Containers: count nouns
	Pronunciation	Vowel sounds
LESSON 3 **Invite someone for a meal**	***Grammar***	The simple present tense and the present continuous
LESSON 4 **Describe the food in a restaurant**	***Vocabulary***	Describing taste
	Reading	Read restaurant reviews
	Listening	Listen for information about restaurants
	Writing	Write about what you eat on a typical day
INTERACTIVE COOL DOWN	*Crazy Eights Kitchen Quiz; One-minute Shopping List Contest; Chat*	

Choose a warm-up activity from the Warm-Up Activity Bank on pages xxii–xxiii.

Warm-Up

A VOCABULARY

Suggested time: 2–3 minutes | Your time:

- Point to the pictures. Say, *Look at the different foods.*
- Have Ss read and listen and then repeat. Make sure Ss clearly pronounce *a* and *an*.

TEACHING TIP Avoid asking Ss to produce forms they have not yet learned. For example, here and in Lesson 1, Ss are exposed to count and non-count nouns, but they learn to distinguish between them in Lesson 2.

VOCABULARY EXPANDER (optional, page 134)

B VOCABULARY PRACTICE

Suggested time: 5–7 minutes | Your time:

- Tell Ss to look at the chart. Read the colors aloud.
- Go over the example. Ask, *What color is a banana?*
- Have Ss complete the exercise individually and then compare answers in pairs.
- To go over answers, copy the chart on the board. Invite Ss to write the foods under the appropriate color word.

C PERSONALIZE THE VOCABULARY

Suggested time: 4–5 minutes | Your time:

- Ask Ss to underline the foods in each item.
- Point out the plural form of the foods. Say, *Use the plural form to talk about foods you love, like, or don't like.*
- Do item 1 as a class. Say, *I love peas for breakfast.* Ask, *What about you?* Elicit a few responses.
- Have Ss complete the exercise individually. Monitor. Remind them to make the statements true for them.
- To review, call on Ss to read their sentences aloud.

D PAIR WORK

Suggested time: 10–15 minutes | Your time:

- Write on the board each item in Exercise A. Elicit the plural forms. (bananas, potatoes, lemons, tomatoes, peppers, onions, apples, oranges, eggs, peas, beans) Say each item and have Ss repeat. Make sure Ss clearly pronounce the plural noun endings (*oranges* ends with the sound /ɪz/; the other items end with /z/).
- Read the conversations aloud with a higher-level S. Play Speaker B. Complete the sentences with foods. For example: *Me? I really like beans.*
- Direct Ss' attention to the **Ideas** note. Say, *Use these phrases to talk about what you eat for different meals.*
- Form similar-level pairs. Tell Ss to take turns describing what food they like or don't like.
- Monitor as Ss complete the task. Listen for the correct pronunciation of foods.

OPTION Have Ss also share their opinions about the foods in the **Vocabulary Expander.**

E VOCABULARY

Suggested time: 2–3 minutes | Your time:

- Hold up your book. Point to the pictures. Say, *These are different kinds of drinks.*
- Have Ss read and listen. Then have them listen again and repeat.
- Say, *We usually don't use* a *or* an *with these drinks.*

LANGUAGE AND CULTURE Other words for *soda* are *soft drink* and *(soda) pop.*

F LISTENING COMPREHENSION

Suggested time: 7–10 minutes | Your time:

- Tell Ss to look at the chart. Ask them to label the pictures before listening. (a banana, water, coffee, an orange, a lemon, milk, an egg, beans)
- Say, *Listen for these foods and drinks in the conversations.* Tell Ss that some conversations will have more than one answer.
- Do item 1 as a class. Play the audio and pause after the first conversation. Ask, *What foods or drinks are they talking about?* Elicit the answers. Walk around to make sure Ss made checkmarks under the pictures of the orange and banana for item 1 in the chart.
- Play the rest of the audio. Have Ss complete the exercise individually. Replay the audio if appropriate.
- Go over the answers as a class. Have Ss say the items they checked for each conversation.

OPTION (+3 minutes) Write on the board: *Water is good for you.* Ask, *What does it mean to say something is* good for you? (It is a good for your health.) *What other foods or drinks are good for you?* Elicit ideas.

SPEAKING | PAIR WORK

Suggested time: 10 minutes | Your time:

- Tell Ss to look at the photo. Read the example conversation aloud with a higher-level S. Play Speaker B. Hold up two fingers as you say *Twice a day.*
- Remind Ss we use *How often* to ask questions about how many times someone does something. Point out we use the verb *eat* with the vocabulary on page 114 and the verb *drink* with the vocabulary on page 115.
- Read items 1–4 aloud. Ask Ss to repeat.
- Give Ss a couple of minutes to write their own question for item 5. Tell them to use the questions in items 1–4 as models.
- Form pairs. Tell Ss to take turns asking and answering the questions with *How often.*
- If appropriate, refer Ss to Exercise B on page 82 for information about questions and answers with *How often* and time expressions. Remind them we also use time expressions with *a day* and *a week.* Also remind Ss to say, *Me?* to give themselves time to think of a personal response and to ask, *And you?* to show interest in their partner.
- Monitor as Ss complete the task. Listen for the correct pronunciation of foods and drinks.
- To review, read the questions aloud and call on Ss to answer.

CHALLENGE (+5 minutes) Have Ss ask follow-up questions to learn more about their partner. For example:

A: When do you drink coffee?

B: In the morning with breakfast and in the afternoon after lunch.

Refer Ss to Exercise C on page 56 for information about questions with *When* and *What time.*

EXTENSION (+10 minutes) Form pairs. Have Ss take turns asking each other *What* questions about foods and drinks with time expressions and frequency adverbs. For example: *What do you usually eat on Saturday night? What do you drink three times a week?* Refer them to page 82 to review time expressions and page 84 to review frequency adverbs.

Remind Ss of additional vocabulary practice in their digital resources.

E VOCABULARY | Drinks: non-count nouns | Read and listen. Then listen again and repeat.



1 milk



2 juice



3 soda



4 water



5 tea



6 coffee

F LISTENING COMPREHENSION | Listen to the conversations. Check the foods and drinks you hear in each conversation.

								
1	✓			✓				
2			✓		✓			
3			✓			✓	✓	✓
4		✓						
5				✓	✓			

SPEAKING PAIR WORK | Take turns asking and answering the questions.

1 How often do you drink water?
2 How often do you eat eggs?
3 How often do you drink juice?
4 How often do you eat apples?
5 Your own question: .....



1 COMMUNICATION GOAL Discuss ingredients for a recipe

A VOCABULARY | Places to keep things in a kitchen | Read and listen. Then listen again and repeat.



1 in the fridge (in the refrigerator)

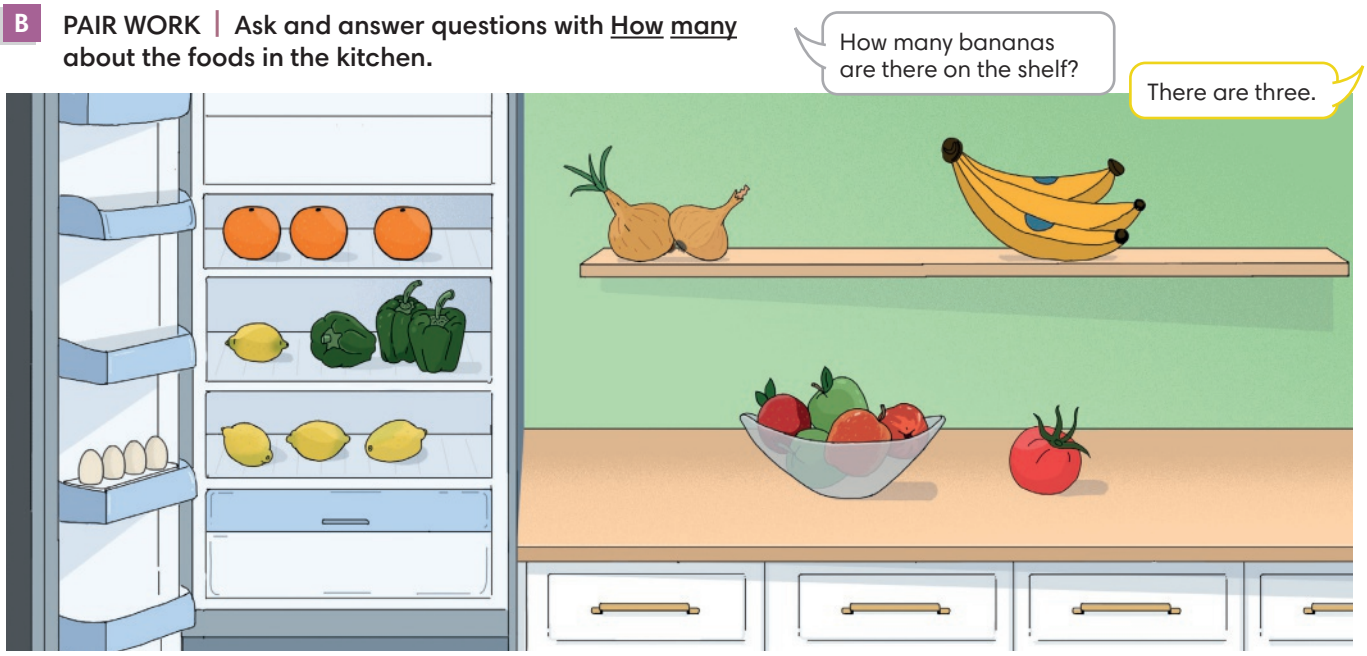


2 on the shelf



3 on the counter

B PAIR WORK | Ask and answer questions with How many about the foods in the kitchen.



COACH

C GRAMMAR | Any in questions, negative statements, and negative short answers

Use any before plural nouns in yes / no questions.
Are there **any** lemons in the fridge?
Do you have **any** apples in this store?

Use any in negative statements and negative short answers.
There aren't **any** oranges in the fridge.
Are there any potatoes on the shelf? No, there aren't **any**. (OR No, there aren't.)
Do you have any tomatoes for our lunch? No, I don't have **any**. (OR No, I don't.)



D PRONOUNCE THE GRAMMAR | Listen and repeat the grammar examples.

E PAIR WORK | Ask and answer yes / no questions about the foods in the pictures in Exercise A. Use any in the questions.

Are there any oranges in the fridge?

LESSON 1 Discuss ingredients for a recipe

A VOCABULARY

Suggested time: 2–3 minutes | Your time:

- Write *keep* on the board. Say, *To keep things in a place is to always put them in the same place*.
- Point to the photos. Say, *These are places we usually keep food in the kitchen*. Have Ss identify the foods in the photos before listening.
- Have Ss read and listen. Then have them listen again and repeat.
- Write on the board: *in the fridge / on the shelf / on the counter*. Underline the prepositions *in* and *on* in the phrases.
- Demonstrate the difference between *in* and *on*. Place an object inside a purse or backpack. Say, *[This pen] is in the [purse]*. Place an object on top of a table. Say, *[This book] is on the [table]*.

EXTENSION (+10 minutes) Draw two columns on the board with the headings *Keep in the fridge* and *Don't keep in the fridge*. Form groups of three. Have Ss copy the chart on a blank sheet of paper. Ask them to write the foods and drinks from pages 114 and 115 in the appropriate column. Invite volunteers to write their answers on the board.

B PAIR WORK

Suggested time: 5–7 minutes | Your time:

- Tell Ss to look at the picture. Read aloud the conversation with a higher-level S.
- Remind Ss we use *How many* to ask questions about the number of things. Point out that the answer is a number.
- Form pairs. Tell Ss to take turns asking and answering the questions with *How many* about the foods in the kitchen.
- Refer Ss to Exercise C on page 92 for information about questions with *How many* and answers with *There is* and *There are*. Remind them that we always use a plural noun with *How many* and that we cannot contract *there are*.
- Monitor as Ss complete the task. Listen for the correct pronunciation of places to keep things in a kitchen.
- To review, ask questions with *How many* and call on Ss to answer.

C GRAMMAR

Suggested time: 4–5 minutes | Your time:

- Direct Ss' attention to the photo. Read the couple's conversation aloud.
- Tell Ss to look at the grammar chart.
- Read the first rule and examples with *any* aloud. Ask, *What foods are in the questions?* (lemons, apples) *Are those words singular or plural?* (plural)
- Read aloud the second rule and the negative statement. Explain that in negative statements, *any* comes after *not* and before the plural noun.
- Provide additional examples of *any* in negative statements, such as *There aren't any apples in this store*.
- Read aloud the example *yes / no* questions and negative short answers. Point out that *there are* and *any* change places.
- Tell Ss they can also answer *Are there any* questions with *Yes, there are*. and *Do you have any* questions with *Yes, I do*. Tell Ss we don't use *any* in affirmative answers. We also can't respond to a *Do you have any* question with the short answer *No, I don't have*.

TEACHING TIP Avoid asking Ss to produce forms they have not yet been taught. For example, this grammar chart teaches how to use *any* with count nouns. Ss learn how to use *How much* and *any* with non-count nouns in the next lesson.

OPTION Have Ss read the examples again and underline phrases that express places to keep things. (in the fridge, in this store, on the shelf)

D PRONOUNCE THE GRAMMAR

Suggested time: 2–3 minutes | Your time:

- Have Ss listen to the examples in the grammar chart and repeat.
- Monitor as Ss complete the task.

E PAIR WORK

Suggested time: 5–7 minutes | Your time:

- Read the example question aloud. Elicit the answer and write it on the board. (Yes, there are.) Remind Ss that *there are* cannot be contracted.
- Demonstrate how to ask different questions about the same food. For example: *Are there two oranges?* (No, there are three.) *Are there any oranges on the shelf?* (No, there aren't.)
- Form pairs. Have Ss take turns asking and answering questions about the foods in Exercise A.
- Monitor. Listen for the correct use of any in *yes / no* questions and affirmative and negative answers.

F GRAMMAR PRACTICE

Suggested time: 5–7 minutes | Your time:

- Do item 1 as a class. Read Speaker B's lines aloud. Ask, *What food is Speaker B talking about?* (peppers) *What is Speaker A's question?* Elicit the answer and write it on the board.
- Have Ss complete the exercise individually.
- To go over the answers, ask for volunteers to read them aloud. Correct as appropriate.
- Point out that some questions may include *on the shelf* or *in the kitchen*.

G PAIR WORK

Suggested time: 4–5 minutes | Your time:

- Form pairs. Have Ss role-play the conversations and then switch roles.
- Monitor. Make sure Ss use rising intonation for each question.
- Have volunteers perform their conversations for the class.

Communication Activator

A CONVERSATION MODEL

Suggested time: 4–5 minutes | Your time:

These conversation strategies are implicit in the model

- Say *I'll check* to indicate you'll get information for someone
- Say *Uh-oh.* to indicate that there may be a problem
- Suggest an alternative with *How about . . . ?*
- Use *Great!* to show enthusiasm for an idea

- Have Ss explore the context of the photo. Ask, *Where are these people?* (the kitchen)
- Have Ss preview the conversation before listening. Elicit examples in the conversation of places to keep things in the kitchen, and *any* in questions and negative short answers.
- Play the audio as Ss follow along in their books.
- Call Ss' attention to the **Social language** box. Read the explanation aloud. Say, *How about soup?* Have Ss repeat.
- Point to the photos in Exercise C to clarify the meaning of *soup* and *salad*.

B PRONUNCIATION PRACTICE

Suggested time: 5 minutes | Your time:

- Play the audio. Have Ss listen and repeat.
- Form pairs. Monitor as Ss role-play.

C CONVERSATION PAIR WORK

Suggested time: 8 minutes | Your time:

- Write *recipe* and *ingredients* on the board. Point to the four recipes. Say, *These are recipes for breakfast, lunch, and dinner. The* ingredients *are the foods in the recipe.*
- Read the recipes aloud. Write the names of two of them on the board.
- Model the exchange with a higher-level S. Role-play the conversation with the recipes on the board. Make sure to pause after *I'll check* and mime looking in the fridge.
- Form pairs. Make sure Ss understand that they should choose two recipes to talk about in each conversation. Have them role-play the conversation and then switch roles. Monitor as Ss complete the task.
- Go over the ideas in the **Keep Talking!** box. Encourage Ss to talk about other ingredients and foods to extend their conversations. Remind them they can find more foods in the **Vocabulary Expander** on page 134.
- Point to the phrases in the **Recycle This Language** box. Say, *You can use this language in your conversation.*

OPTION To check understanding of the recipes, say the names of the dishes and elicit the ingredients. For example, say, *Black-and-white bean soup. What are the ingredients?*

D CHANGE PARTNERS

Suggested time: 5 minutes | Your time:

- Form different pairs than in Exercise C. This time, encourage Ss to talk about different recipes. Monitor.
- Time permitting, have Ss switch roles and practice again.
- Have volunteers perform their conversations for the class.

LOOK FOR While Ss are doing Exercises C and D, monitor their conversations to determine if they are

- ✓ using vocabulary for foods and places to keep things in a kitchen
- ✓ using *any* in questions, negative statements, and negative short answers
- ✓ using the conversation strategies

OPTION For all Communication Activator sections in this unit, use the ORAL PROGRESS ASSESSMENT CHARTS to provide feedback to Ss on their speaking (see Teacher Resources in the Pearson English Portal).

CLOSURE ACTIVITY (+10 minutes) Form pairs. Have Ss take turns asking and answering questions with *Are there any* about the recipes in Exercise C. Model the activity. Ask, *Are there any peppers in the fruit salad?* (No, there aren't.) Remind Ss to respond with short answers and use contractions when possible. Monitor. Take notes on areas for review.

Remind Ss of additional vocabulary, grammar, and speaking practice in their digital resources.

F GRAMMAR PRACTICE | Complete each conversation with a question. Use Are there any.

1 **A:** *Are there any peppers* ?
B: Peppers? I think there are. Look on the counter, OK?

2 **A:** *Are there any onions (on the shelf)* ?
B: Yes. There are two or three onions on the shelf.

3 **A:** *Are there any potatoes (in the kitchen)* ?
B: No. There aren't any potatoes in the kitchen. Let's go shopping!

4 **A:** *Are there any oranges* ?
B: Oranges? Yes, there are. They're in the fridge.

G PAIR WORK | Practice the conversations from Exercise E.

COMMUNICATION ACTIVATOR

Now let's discuss ingredients for a recipe.



A CONVERSATION MODEL | Read and listen.

A: I'm hungry! Let's make egg salad.
B: Good idea. Are there any eggs in the fridge?
A: I don't know. I'll check. . . . Uh-oh. There aren't any.
B: Well, how about soup?
A: OK. We have tomatoes and potatoes.
B: Great! Let's make tomato potato soup.
A: That's my favorite!

Social language
Suggest an alternative with "How about . . . ?"

B PRONUNCIATION PRACTICE | Listen again and repeat. Then practice the Conversation Model with a partner.

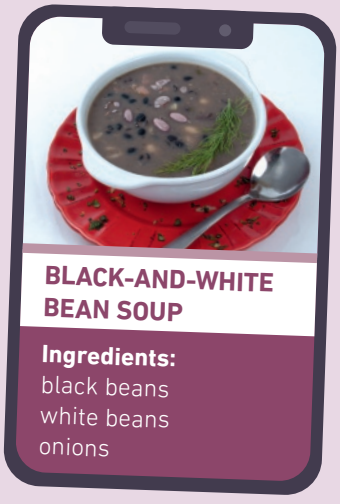
C CONVERSATION PAIR WORK | Change the conversation, using two of the recipes for ingredients. Then change roles.

A: I'm hungry! Let's make ..... .
B: Good idea. Are there any ..... the ..... ?
A: I don't know. I'll check. . . . Uh-oh. There aren't any.
B: Well, how about ..... ?
A: OK. We have ..... .
B: Great! Let's make ..... .
A: ..... .

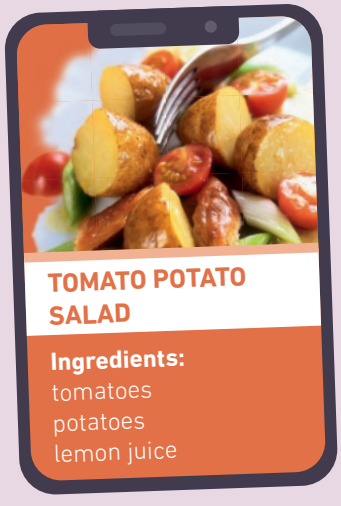
KEEP TALKING! ●●●

Talk about ...
- other recipe ingredients
- other foods you have or need
- other foods you want or like

RECYCLE THIS LANGUAGE
We need [onions].
We don't have [eggs].
How many ___ are there?
How many ___ do we need?
I don't like [peas].
Sounds nice.



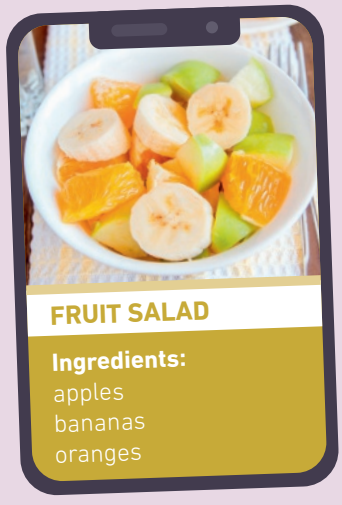
BLACK-AND-WHITE BEAN SOUP
Ingredients:
black beans
white beans
onions



TOMATO POTATO SALAD
Ingredients:
tomatoes
potatoes
lemon juice



VEGETABLE OMELET
Ingredients:
peppers
peas
eggs



FRUIT SALAD
Ingredients:
apples
bananas
oranges

D CHANGE PARTNERS | Discuss other recipes.

2 COMMUNICATION GOAL Offer and ask for foods and drinks

A VOCABULARY | More foods: non-count nouns | Read and listen. Then listen again and repeat.



COACH **B** GRAMMAR | Count nouns and non-count nouns

Count nouns name things you can count. They can be singular or plural.
She wants **an orange**.
I like **peppers**.
You have **three lemons** in the fridge.

Non-count nouns name things you cannot count. They are not singular or plural.
Chicken is my favorite food.
I don't like **soup**.
My brother loves **cheese**.

Be careful!
Use singular verbs with non-count nouns.
Rice **is** good for you.
NOT Rice ~~are~~ good for you.
Don't use a / an or -s with non-count nouns.
We need **butter**. NOT ~~a butter~~
NOT ~~two butters~~

C GRAMMAR PRACTICE | Circle the correct word to complete each sentence.

1 How many (apple / apples) do we need?
2 Who wants (tea / teas) for breakfast?
3 I like (salt / salts) in my soup.
4 Are there any (bean / beans) in the fridge?
5 We need three (orange / oranges) for juice.
6 She likes (bread / breads) and (butter / butters) for breakfast.
7 Where do you have your (potato / potatoes)? I need two for my potato omelet.

D PAIR WORK | Tell your partner about the foods and drinks you like, eat, and drink.

"I like bread for breakfast, but I don't like eggs."

COACH **E** GRAMMAR | How much / Is there any

Use How much and Is there any to ask about non-count nouns.
How much tea do you want? (NOT ~~How many~~ tea do you want?)
How much juice is there in the fridge? (NOT ~~How many~~ juice is there in the fridge?)
Is there any coffee? Yes, there is. / No. There isn't **any**. (OR No, there isn't.)

Remember: Use How many and Are there any with plural count nouns.
How many apples are there?
Are there any apples in the fridge?

F PRONUNCIATION THE GRAMMAR | Listen and repeat the grammar examples.

G GRAMMAR PRACTICE | Complete each question with Is there any or Are there any.

1 *Is there any* ..... tea in the kitchen?
2 *Is there any* ..... sugar in the juice?
3 *Are there any* ..... onions in the salad?
4 *Is there any* ..... pepper for the soup?

LESSON 2 Offer and ask for foods and drinks

A VOCABULARY

Suggested time: 2–3 minutes | Your time:

- Point to the photos. Say, *Listen to the names of more foods*.
- Have Ss read and listen, then listen again and repeat.

LANGUAGE NOTE The word *pepper* is a count noun when it refers to the vegetable and a non-count noun when it refers to the seasoning.

B GRAMMAR

Suggested time: 5 minutes | Your time:

- Tell Ss to look at the grammar chart. Read the first rule aloud. Write the examples with count nouns on the board. Read them aloud. Have Ss repeat.
- Point to *an orange*. Say, An orange *is one orange*. Orange *is a count noun*.
- Underline *an*, the *-s* in *peppers* and *lemons*, and *three*. Tell Ss we use articles, plural forms, and numbers with count nouns.
- Read the second rule and the examples with non-count nouns aloud. Have Ss repeat.
- Direct Ss' attention to the **Be careful!** box. Read the rules and the examples aloud.
- Point to Exercise A. Say, *These words usually don't have a plural form*.

C GRAMMAR PRACTICE

Suggested time: 4–5 minutes | Your time:

- Do item 1 as a class. Read the question aloud and elicit the answer. Ask, *Is* apple *a count or non-count noun?* (count) *Why do we use a count noun after* How many? (because *How many* asks about the number of things)
- Have Ss complete the exercise individually and then compare answers in pairs.
- To go over answers, ask for volunteers to read the completed sentences aloud.

D PAIR WORK

Suggested time: 5 minutes | Your time:

- Model the activity. Read the example aloud.
- Form similar-level pairs. Tell Ss to take turns talking about the foods and drinks they like, eat, and drink. Suggest they also say what they don't like, eat, or drink.
- Tell Ss to use the vocabulary from Warm-Up and Lessons 1-2 as they talk. Encourage them to use time expressions to give more information, such as *for lunch* or *in the morning*.
- Monitor as Ss complete the task. Listen for the correct use of count and non-count nouns.
- To review, invite volunteers to tell the class about the foods and drinks they like, eat, and drink.

OPTION Have Ss take turns asking each other *yes / no* questions about what they like, eat, or drink. For example: *A: Do you eat fish? B: No, I don't usually eat fish. I prefer meat.*

E GRAMMAR

Suggested time: 5 minutes | Your time:

- Have Ss look at the grammar chart. Read the rule and example questions and answers aloud. Tell Ss to underline the non-count nouns. (tea, juice, coffee)
- If appropriate, provide example answers to the *How much* questions. For example: *One cup. A glass.*
- Point out the two alternative negative short answers to questions with *Is there any*.
- Say, *Look at the* **Remember** *note*. Remind Ss that we use *How many* and *Are there any* with count nouns only. Read the questions aloud. Ask, *What's the plural count noun?* (apples)
- To check understanding of *How much* and *How many,* write these questions on the board:
  1. How many ____ are there?
  2. Are there any ____ in the fridge?
  3. How much ____ is there?
  4. Is there any ____ on the shelf?
  Have Ss complete each question with an appropriate count or non-count noun. For example: *How many peppers are there?* Call on Ss to read their questions aloud for the class. Correct as necessary.

F PRONOUNCE THE GRAMMAR

Suggested time: 2–3 minutes | Your time:

- Have Ss listen to the examples in the grammar chart and repeat.
- Monitor as Ss complete the task. Listen for the correct pronunciation of the dates.

G GRAMMAR PRACTICE

Suggested time: 4–5 minutes | Your time:

- Do item 1 as a class. Read it aloud and elicit the answer. Ask, *Why is this the correct answer?* (*Tea* is a non-count noun.)
- Have Ss complete the exercise individually and then compare answers in pairs.
- To go over answers, ask for volunteers to read the completed sentences aloud.

H VOCABULARY

Suggested time: 2–3 minutes | Your time:

- Have Ss preview the pictures (including items 6 and 7) and underline the food and drink words. Ask, *Are these count or non-count nouns?* (non-count)
- Have Ss read and listen, then listen again and repeat.
- Write on the board: *a box of pasta*. Ask, *What is the food?* (pasta) *What is the container?* (box) Say, *We keep pasta in a box. A box is a container*. Circle *of*. Write on the board: *container* + of + *food / drink*.
- Tell Ss to circle the containers in each item. (box, bag, loaf, bottle, cup, glass, can) Ask, *Are these count or non-count nouns?* (count) *How do you know?* (They use *a,* numbers, and the plural form.)

I ACTIVATE GRAMMAR AND VOCABULARY

Suggested time: 2–3 minutes | Your time:

- Do item 1 as a class. Write it on the board. Underline *cups*. Ask, *Is* cups *a count or non-count noun?* (count) *Do we use* How much *or* How many *with count nouns?* (How many) Complete the question.
- Have Ss complete the exercise individually and compare answers in pairs.
- To review answers, write the questions on the board and have Ss complete them. Correct as necessary.
- Point out the spelling of the plural form *loaves* in item 2.

J PRONUNCIATION

Suggested time: 5 minutes | Your time:

- Play the audio. Have Ss listen and repeat.
- Model the activity. Read the example words aloud. Say, Pepper *and* lemon *are both in the* /ɛ/ *Group, 4*.
- Form pairs. Have Ss complete the task. After a few turns, have them switch roles.
- Monitor. Make sure Ss say words from the same vowel category in each turn.

LANGUAGE NOTE For the sounds /i/ and /eɪ/, the tongue is tense. For the sounds /ɪ/, /ɛ/, and /æ/, it is relaxed. The mouth is open wide for the sound /æ/.

Communication Activator

A CONVERSATION MODEL

Suggested time: 4 minutes | Your time:

These conversation strategies are implicit in the model

- Say *Yes, please*. to accept an offer of food
- Say *Here you go*. when you hand something to somebody
- Use *Please pass the . . .* to ask for things at the table

- Have Ss preview the conversation before listening. Elicit examples of count and non-count nouns in the conversation.
- Play the audio as Ss follow along in their books.
- Call Ss' attention to the **Social language** box. Read it aloud. Say, *Here you go*. and demonstrate handing something to a S.

TEACHING TIP If Ss ask about *the* in *the bread,* explain that it means something specific that's on the table.

B PRONUNCIATION PRACTICE

Suggested time: 5 minutes | Your time:

- Play the audio. Have Ss listen and repeat.
- Form pairs. Monitor as Ss role-play. Listen for correct pronunciation of the vowel sounds /æ/ and /ɛ/.

C CONVERSATION PAIR WORK

Suggested time: 5 minutes | Your time:

- To model the exchange, role-play the conversation with a higher-level S.
- Go over the ideas in the **Keep Talking!** box and play the video. Encourage Ss to use these ideas to extend their conversations.
- Form pairs. Have Ss role-play the conversation and then switch roles. Monitor as Ss complete the task.

D CHANGE PARTNERS

Suggested time: 4 minutes | Your time:

- Form different pairs than in Exercise C. Monitor.
- Have volunteers perform their conversations for the class.

LOOK FOR While Ss are doing Exercises C and D, monitor their conversations to determine if they are

✓ using vocabulary for foods, drinks, and containers
✓ using count and non-count nouns
✓ pronouncing the vowel sounds /i/, /ɪ/, /eɪ/, /ɛ/, /æ/
✓ using the conversation strategies

CLOSURE ACTIVITY (+10 minutes) Form pairs. Write *breakfast* on the board. Say, *Offer and ask for breakfast foods and drinks*. Model a conversation with a higher-level S. For example: *[Norman], would you like orange juice?* After 2 minutes, tell Ss to find a new partner. Write *lunch* on the board. Repeat the activity for all three meals. Monitor. Listen for the correct use of count and non-count nouns. Take notes on areas for review in later lessons.

Remind Ss of additional vocabulary, grammar, pronunciation, and speaking practice in their digital resources.

H VOCABULARY | Containers: count nouns | Read and listen. Then listen again and repeat.



1 a box of pasta



2 a bag of sugar



3 a loaf of bread



4 a bottle of juice



5 a cup of coffee



6 a glass of water



7 two cans of soda

I ACTIVATE GRAMMAR AND VOCABULARY | Complete each question with How much or How many.

1 *How many* cups of coffee do you drink every day?
2 *How many* loaves of bread do we have?
3 *How much* sugar does he like in his tea?
4 *How much* pasta do you make for two people?

COACH

J PRONUNCIATION | Vowel sounds | Read and listen to the words in each group. Then listen again and repeat. Then, with a partner, read a word. Your partner says another word from the same group.

1 /i/	2 /ɪ/	3 /eɪ/	4 /ɛ/	5 /æ/
see	six	late	pepper	apple
tea	fish	potato	red	jacket
street	this	train	lemon	has

pepper

lemon

COMMUNICATION ACTIVATOR

Now let's offer and ask for foods and drinks.



A CONVERSATION MODEL | Read and listen.

A: Would you like salad?
B: Yes, please. It looks delicious!
A: Thank you. Here you go. Enjoy!
B: Thanks! Oh, and please pass the bread.
A: Sure! . . . Are you thirsty? How about a glass of water or juice?
B: Juice, please.

Social language
When you hand something to somebody, say "Here you go."

B PRONUNCIATION PRACTICE | Listen again and repeat. Then practice the Conversation Model with a partner.

C CONVERSATION PAIR WORK | Change the conversation. Offer other foods and drinks. Then change roles.

A: Would you like .....?
B: Yes, please. It looks delicious!
A: Thank you! Here you go. Enjoy!
B: Thanks! Oh, and please pass the .....
A: Sure! . . . Are you thirsty? How about a ..... of ..... or .....?
B: ....., please.

KEEP TALKING!

- Offer more foods and drinks.
- Ask your partner to pass other foods or drinks.
- Express likes and dislikes.

Watch the video for ideas!

D CHANGE PARTNERS | Change the conversation again.

3 COMMUNICATION GOAL Invite someone for a meal

A GRAMMAR | The simple present tense and the present continuous



Use the simple present tense for habitual actions and with frequency adverbs.

Neal **makes** coffee every morning.
I always **eat** eggs for breakfast.

Use the simple present tense with like, want, need, and have.

We **have** eggs in the fridge.

Use the present continuous for actions in progress right now and future plans.

He**'s making** coffee right now.
On Sunday, I**'m eating** dinner with my parents.

Be careful!
We're eating now. NOT We ~~eat~~ now.
I cook every day. NOT I ~~am cooking~~ every day.

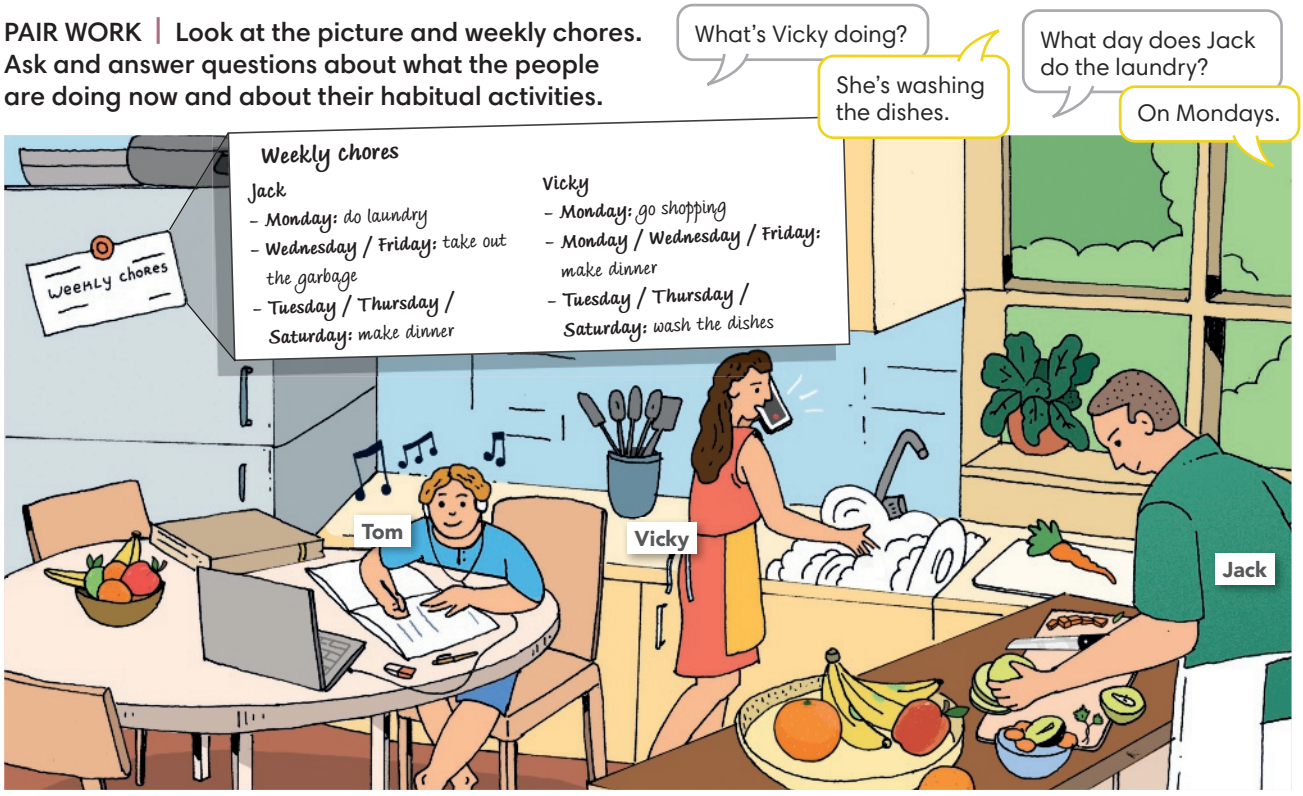
B GRAMMAR PRACTICE | Read each sentence. Then check habitual action or action in progress.

		habitual action	action in progress
1	I always eat lunch at the office.	☑	☐
2	Jean is studying in her bedroom.	☐	☑
3	We're making fruit salad.	☐	☑
4	Scott makes lunch on Saturdays.	☑	☐

C GRAMMAR PRACTICE | Complete each statement with the simple present tense or the present continuous. Use contractions when possible.

1 My husband *'s cooking* (cook) dinner now. He always *makes* (make) dinner on Fridays.
2 How often *does* your wife *shop* (shop) for food?
3 I *don't like* (not like) sugar in my tea.
4 We *clean* (clean) the apartment on Tuesdays.
5 My sister isn't here. She *'s driving* (drive) to work.
6 How many cans of tomatoes *do you need* (you / need) to make tomato soup?
7 Who *'s eating* (eat) in the kitchen right now?
8 Where *do* you usually *eat* (eat) lunch—at the office or at a restaurant?

D PAIR WORK | Look at the picture and weekly chores. Ask and answer questions about what the people are doing now and about their habitual activities.



LESSON 3 Invite someone for a meal

A GRAMMAR

Suggested time: 4–5 minutes | Your time:

- Direct Ss' attention to the photo. Read the woman's statement aloud.
- Have Ss look at the grammar chart. Read the first rule and examples in the simple present aloud. Have Ss repeat.
- Ask, *How often does Neal make coffee?* (every morning) *How often do I eat eggs for breakfast?* (always) Say, *Habitual actions are things that you usually or always do.*
- Read the next rule and the example with *have* aloud. Have Ss repeat. Provide additional examples, such as *I like fish for dinner.*
- Read the present continuous rule and examples aloud. Have Ss repeat. Ask, *When is he making coffee?* (right now) *When am I eating dinner with my parents?* (on Sunday)
- Direct Ss' attention to the **Be careful!** note. Read the examples aloud. Remind Ss to use the appropriate time expressions for each verb form.

TEACHING TIP Avoid asking Ss to produce forms they have not yet been taught. For example, in this lesson, Ss learn that the simple present is used for habitual actions. They won't learn that it is also used for future plans until Level 1.

B GRAMMAR PRACTICE

Suggested time: 4 minutes | Your time:

- Do item 1 as a class. Read the statement aloud. Ask, *Is this a habitual action or an action in progress?* (habitual action) *Why?* (because the statement has the frequency adverb *always* and the verb is in the simple present)
- Have Ss complete the exercise individually and then compare answers in pairs.
- To go over answers, read the statements aloud and elicit the answers.

C GRAMMAR PRACTICE

Suggested time: 5–7 minutes | Your time:

- Do item 1 as a class. Write the statements with blanks on the board. Tell Ss to use the blue verbs under the blanks to complete the sentences.
- Elicit the answers and complete the sentences. Point to each answer and ask, *Why do we use* is cooking *here?* (It's an action in progress.) *Why do we use* makes *here?* (It's a habitual action.) Underline *now* and *on Fridays.*
- Have Ss complete the exercise individually. Remind them to use contractions, *be* to make verbs in the present continuous, and *do* to make information questions and negative statements in the simple present. If appropriate, refer them to page 104 for present participle spelling rules. Then have them compare answers in pairs.
- To review answers, read the sentences and elicit the answers. Write them on the board.

D PAIR WORK

Suggested time: 15 minutes | Your time:

- Tell Ss to look at the picture. Say, *This is a family. Vicky is the mother, Jack is the father, and Tom is their son.*
- Point to the list. Say, *These are the weekly chores Jack and Vicky do every week.*
- Ask, *What chores are on the list?* (do laundry, take out the garbage, make dinner, go shopping, wash the dishes)
- Point to the woman in the picture. Read the first example conversation aloud. Say, *Right now, Vicky is washing the dishes. Is this a habitual action or an action in progress?* (action in progress)
- Point to the list. Read the second example conversation aloud. Say, *Every Monday, Jack does the laundry. Is this a habitual action or an action in progress?* (habitual action)
- Point out to Ss that the question and answer in each conversation use the same verb form.
- Form similar-level pairs. Tell Ss to take turns asking and answering questions about the activities. Say, *Use the present continuous to talk about the activities in the picture. Use the simple present for the activities in the list.*
- Encourage Ss to ask both *yes / no* and information questions with *What, Who, When, What day,* and *How often,* and to use contractions when possible.
- Monitor. Make sure Ss are correctly forming questions and answers using the simple and continuous form. Model and correct as needed.

EXTENSION (+5 minutes) To recycle vocabulary, have Ss work in pairs to describe other objects they see in the picture, such as the family's clothes, foods, furniture, and appliances. For example: *Tom has two books and one computer.*

Communication Activator

A CONVERSATION MODEL

Suggested time: 5–7 minutes | Your time:

These conversation strategies are implicit in the model

- Use *Would you like to* to make invitations
- Assure someone that everything is OK with *No worries!*
- Say *I'm sorry!* when presenting disappointing information

- Write *invitation* on the board. Say, *In this conversation, the woman makes an invitation. She invites Nora to come to her house for dinner.*
- Write on the board: *decline = say "no" / accept = say "yes."* Say, *To* decline *an invitation is to say no. To* accept *an invitation is to say yes. In the first part of the conversation, Nora declines the invitation. In the second part, she accepts it.*
- Have Ss preview the conversation before listening. Elicit examples of the simple present and the present continuous. For each, ask, *Is this a habitual action or an action in progress?*
- Play the audio as Ss follow along in their books.
- To check comprehension, ask, *What meal is she making?* (dinner) *What food is she cooking?* (chicken and rice salad) *What day does she cook this meal?* (on Wednesdays)
- Write *specialty* on the board. Say, *Chicken and rice salad is her* specialty. *She is very good at making this meal.*
- Write on the board: *I always make <u>that</u> on Wednesdays.* Point to *that*. Ask, *What is she talking about?* (chicken and rice salad)
- Direct Ss' attention to the **Social language** box. Read it aloud. Tell Ss to look at Speaker A's last line in the first conversation. Read it aloud. Ask Ss to repeat.

LANGUAGE AND CULTURE When making an invitation, it's common to say the time of the event as a question. For example: *Eight o'clock?* means *Is 8:00 a good time for you to come?*

B PRONUNCIATION PRACTICE

Suggested time: 5 minutes | Your time:

- Have Ss listen and repeat. Make sure Ss say *Eight o'clock?* with rising intonation.
- Monitor as Ss complete the task.

C CONVERSATION PAIR WORK

Suggested time: 5–7 minutes | Your time:

- Point to the **Frequency adverbs** note. Read the adverbs aloud. Say, *You can use these adverbs to talk about when you make your specialty.*
- Write on the board: *Actually, I'd love to, but ____.* Ask, *What are some reasons to say no to an invitation?* Write Ss' ideas on the board. Tell them to use one of these prompts as a reason if they decline their partner's invitation.
- To model the exchange, role-play the conversation with a higher-level S. Play Speaker A. Make sure to invite the S to *breakfast* or *lunch* and talk about different foods.
- Form similar-level pairs. Have Ss role-play the conversation and then switch roles.
- Monitor as Ss talk. Make sure they are talking about a different meal and foods.
- Direct Ss' attention to the recipe cards. Ask, *Which recipe do you like? Why?* Elicit a few answers. Then go over the information in the **Keep Talking!** box. Encourage Ss to use these ideas to extend their conversations. For example, they can ask about the dish: *Are there any onions in the soup? I don't like onions.*

D CHANGE PARTNERS

Suggested time: 7–10 minutes | Your time:

- Form different pairs than in Exercise C.
- Monitor. Have Ss switch roles and practice again.
- Have volunteers perform their conversations for the class.

LOOK FOR While Ss are doing Exercises C and D, monitor their conversations to determine if they are

- ✓ using the simple present tense for habitual actions and the present continuous for actions in progress and future plans
- ✓ using the conversation strategies

CLOSURE ACTIVITY (+10 minutes) Have Ss write their names on a blank sheet of paper. Write three activities on the board. For example: *drink coffee, make dinner, eat pasta.* For each activity, tell Ss to write a statement in the simple present and another in the present continuous. Remind them to use time expressions and frequency adverbs to make the verb form clear. Model the activity. Write on the board: *I drink coffee twice a week. I am drinking coffee right now.* Collect Ss' papers. Read them to identify areas for review.

Remind Ss of additional grammar and speaking practice in their digital resources.

COMMUNICATION ACTIVATOR

Now let's invite someone for a meal.



A CONVERSATION MODEL | Read and listen.

A: Hey, Nora. Would you like to come for dinner tonight? I'm making chicken and rice salad.

B: Chicken and rice salad? That sounds delicious.

A: Thanks! It's my specialty. I always make that on Wednesdays.

B: Actually, I'd love to come, but I'm eating with my parents tonight. I'm sorry! But thanks for the invitation.

A: No worries! Maybe some other time.

Or to *accept* the invitation:

B: Actually, I'd love to come. Thanks for the invitation! What time?

A: Eight o'clock?

B: That's great. See you at eight!

Social language
Assure someone that everything's OK with "No worries!"

B PRONUNCIATION PRACTICE | Listen again and repeat. Then practice the Conversation Model with a partner.

C CONVERSATION PAIR WORK | Role-play the conversation. Change the meal, the food, and other information. Accept or decline the invitation. If you decline, explain why. Then change roles.

A: Hey, ……. Would you like to come for ……? I'm making …….

B: ……? That sounds delicious.

A: Thanks! It's my specialty. I ……. make that on ……. .

B: Actually, ……. .

A: ……. .

Frequency adverbs
always
sometimes
often

KEEP TALKING!

- **Ask about the ingredients. Use the recipe cards for ideas.**
- **Suggest another day or time.**



Vegetable Omelet

INGREDIENTS:
- peppers
- peas
- eggs



Tomato Potato Salad

INGREDIENTS:
- tomatoes
- potatoes
- lemon juice



Black-and-White Bean Soup

INGREDIENTS:
- black beans
- white beans
- onions



Fruit Salad

INGREDIENTS:
- apples
- bananas
- oranges



D CHANGE PARTNERS | Practice the conversation again, making other changes.

4 COMMUNICATION GOAL Describe the food in a restaurant

A VOCABULARY | Describing taste | Read and listen. Then listen again and repeat.



"No, thanks. This coffee is very **sweet**! It has a lot of sugar."



"No, thanks. This salad has a lot of salt. It's pretty **salty**!"



"No, thanks. This soup is too **spicy**. It has a lot of red peppers!"

Note:
Use a lot of with both count and non-count nouns.

B READING | Read the restaurant reviews. Does the reviewer like the restaurants? *Yes*

THIS WEEK'S RESTAURANT REVIEWS



CHARLIE'S HAPPY FISH CAFÉ $$

We usually order the excellent blue plate special at Charlie's wonderful fish restaurant. It comes on a large blue plate, and it's different every night of the week. One night it's fish with potatoes and delicious vegetables. The next night it's a different kind of fish with a big salad. The blue plate special is large, but it's never too large for me!

"The blue plate special is large, but it's never too large for me!"

A word about Chef Charlie: Charlie loves to greet his customers and ask, "How's the food?" If the food is too salty, for example, he always brings you another plate. Prices? Charlie's isn't exactly cheap, but it's really not too expensive for a special evening. You always leave happy when you eat there.



JUST SOUP 'N SALAD $

If you just want soup and salad but don't have a lot of time, your "go-to" place is Just Soup 'n Salad. There are ten different soups every night, and the veggies in the salad are from the restaurant's kitchen garden. You make your own salad at the salad bar. There are a lot of possible ingredients, including tomatoes, peppers, potatoes, meat, fish, beans, even cold pasta. And to dress your salad, there's fresh lemon juice and bottles of three or four kinds of oil. Everything is fast, easy, and delicious.

"Veggies come fresh from the vegetable garden!"

And good news! On Mondays, you get two dinners for the price of one. That's why my wife and I are going there tonight!

RESTAURANT DELICIOUS $$$

This cute new neighborhood restaurant has a lot of great pasta specials on its Wednesday night menu. Try their excellent pasta with green pepper sauce. If you like spicy peppers, ask for the red pepper sauce. But be careful: Sometimes the sauce is a little *too* spicy.



$ cheap $$$$ very expensive

LESSON 4 Describe the food in a restaurant

A VOCABULARY

Suggested time: 4–5 minutes | Your time:

- Have Ss preview the pictures. Ask, *Where are these people?* (in a restaurant)
- Have Ss underline the foods and drinks in each statement. Say, *Listen to these people describe their foods and drinks.*
- Have Ss read and listen. Have them listen again and repeat.
- Tell Ss to look at the **Note.** Explain that *a lot of* means a large number or amount.
- Direct Ss' attention back to the statements. Have Ss circle *a lot of* in the statements.
- Remind Ss that the intensifier *too* expresses a negative meaning.
- Write on the board: *No, thanks.* Tell Ss this is a polite way to say you don't want something. Say the expression. Have Ss repeat.
- To check understanding, ask additional questions about each picture. For example:

  Picture 1: *What is she drinking?* (coffee) *How does the coffee taste?* (very sweet) *Why?* (It has a lot of sugar.) *Does she want more sugar?* (no)

  Picture 2: *What is she eating?* (salad) *How does the salad taste?* (salty) *Why?* (It has a lot of salt.) *Does she want more salt?* (no)

  Picture 3: *What is he eating?* (soup) *How does the soup taste?* (spicy) *Why?* (It has a lot of red peppers.) *Does he want more red peppers?* (no)

OPTION Tell Ss to cover the statements and describe what they see in each picture before listening.

EXTENSION (+3 minutes) Have Ss close their books. Write this matching activity on the board:

1. Sugar is ____.	*a. salty*
2. Salt is ____.	*b. spicy*
3. Red peppers are ____.	*c. sweet*

Say, Complete the statements with the correct taste. Read the statements aloud and elicit the answers. (1. c; 2. a; 3. b)

B READING

Suggested time: 10 minutes | Your time:

- Preview the reading as a class. Read the title aloud. Write *restaurant review* on the board. Say, *In a* restaurant review, *someone writes his or her opinion about a restaurant's foods and drinks.*
- Point to the photos. Ask, *What foods do you see?* Elicit a few answers. (For example: rice, fish, pasta)
- Say, *Listen to reviews of three restaurants.* Play the audio. Have Ss read along silently as they listen.
- Clarify any new or confusing words in the reading, such as *excellent* (very good), *fast* (does not take a long time), and *menu* (a list of the foods a restaurant makes).
- Direct Ss' attention to the key for *$ cheap* and *$$$$ very expensive* at the end of the reading. Ask, *Which restaurant is cheap?* (Just Soup 'n Salad) *Are any of the restaurants very expensive?* (no)
- Tell Ss to look at the review of Charlie's Happy Fish Café. Ask, *Who is Charlie?* (the chef of this restaurant) Read the quote aloud. Ask, *What does the special "is never too large for me" mean?* (The writer likes the size of the meal.)
- Read the quote for Just Soup 'n Salad aloud. Point to the photo of the garden. Say, *This is a garden.* Tell Ss *veggies* means *vegetables.*
- Write *fresh* on the board. Say, Fresh vegetables *are vegetables from the garden.* Fresh lemon juice *is lemon juice from a lemon, not from a can or bottle.*
- Point to the photo of the pasta. Write *sauce* on the board. Say, *This pasta has sauce on it.* Sauce *adds taste to food. What kind of sauce is this?* (red pepper) *How does it taste?* (spicy)
- Write *reviewer* on the board. Say, *A reviewer is the person who writes the review.*
- Ask, *Does the reviewer like the restaurants?* (yes) *How's the food at [Charlie's Happy Fish Café]?* Elicit a few answers about each restaurant.

LANGUAGE AND CULTURE

- *Blue plate special* is a term used in the U.S. and Canada by restaurants to refer to a cheap meal that usually changes every day.
- In informal English, we often use the shortened form *'n* in place of *and* in names to mimic spoken language.
- A "go-to" place is your favorite place to go.

OPTION Before Ss listen, ask them to scan the text and complete a prereading task. First, have Ss underline foods or ingredients. Then ask them to circle adjectives, including tastes.

C READING COMPREHENSION

Suggested time: 5 minutes | Your time:

- Do item 1 as a class. Write the statement on the board.
- Underline *vegetables* and *garden*. Ask, *Which restaurant has a vegetable garden?* Complete the sentence with the answer.
- Have Ss complete the exercise individually and then compare answers in pairs.
- To go over answers, read the statements aloud and elicit the answers.

D PAIR WORK

Suggested time: 4–5 minutes | Your time:

- Model the activity. Say, *Restaurant Delicious sounds good to me because I love pasta.*
- Form pairs. Have Ss take turns sharing their opinions about the restaurants.
- Monitor. Listen for the correct pronunciation of foods, drinks, and tastes.
- Invite volunteers to share their opinions with the class.

E LISTENING COMPREHENSION

Suggested time: 5–7 minutes | Your time:

- Have Ss preview the items. Encourage them to underline key words or phrases to listen for, such as time expressions, foods, and tastes.
- Do Conversation 1 as a class. Have Ss read items 1–3 silently. Then play the audio. Pause after *OK, no worries.* Elicit the answer for each statement.
- Play the rest of the audio. Have Ss complete the exercise individually and then compare answers in pairs.
- To go over answers, call on Ss to read the completed sentences aloud. Replay the audio as appropriate.

Communication Activator

A TALKING POINTS

Suggested time: 10 minutes | Your time:

- Copy the chart on the board. Read the headings aloud.
- To model the activity, complete item 1 with information about your favorite restaurant. Write foods and drinks under the second heading. Use *sweet, salty,* or *spicy* to describe the foods. Write time expressions like *once a week* or *twice a month* in the last column.
- Have Ss work individually to complete their charts with information about two of their favorite restaurants. Monitor.

B PAIR WORK

Suggested time: 10 minutes | Your time:

- Model the activity. Describe your favorite restaurant with the information from your chart.
- Provide an example of how to invite someone to a restaurant. Ask, *Would you like to go to breakfast at [The Sunshine Café] tomorrow morning?*
- Read the phrases in the **Recycle This Language** box aloud. Say, *You can use this language as you discuss.*
- Form similar-level pairs. Have Ss take turns describing their restaurants and making invitations.
- Monitor. Listen for the correct use of expressions to accept or decline an invitation.
- Invite volunteers to describe their restaurants to the class. Ask for two volunteers to invite you to a restaurant.

LOOK FOR While Ss are doing Exercise B, monitor their conversations to determine if they are

✓ using vocabulary for foods, drinks, and tastes

✓ using frequency adverbs and the simple present tense

WRITING

Suggested time: 8 minutes | Your time:

- Read the writing sample aloud.
- Encourage Ss to write sentences in paragraph format on a blank sheet of paper and to start their statements with *For breakfast / lunch / dinner. . . .* Remind them to use frequency adverbs to talk about how often they eat different foods at each meal.
- After Ss finish, have them exchange papers in pairs to give peer feedback. Have Ss edit their work based on the peer feedback before turning in their papers.
- Collect Ss' writing and compile feedback. Check to make sure Ss have included ingredients in their descriptions of meals.
- Review areas for improvement as a class.

GUIDED WRITING (optional, page 138)

OPTION Ss can use the WRITING PROCESS WORKSHEETS during this activity. They offer step-by-step guides for completing the writing task (see Teacher Resources in the Pearson English Portal).

CLOSURE ACTIVITY (+15 minutes) Write on the board: *What do you never eat or drink? Why?* Form pairs. Tell Ss to take turns describing a food and drink they never eat or drink. Model the activity: say, *I never drink soda because it is too sweet for me.* Encourage Ss to ask follow-up questions about ingredients and taste. Monitor. Take notes on areas for review in later lessons.

Remind Ss of additional reading, listening, and writing practice in their digital resources.

C READING COMPREHENSION | **Complete each sentence.**

1 You can eat vegetables from the restaurant's own garden at *Just Soup 'n Salad*.
2 If you don't have a lot of time and don't want an expensive dinner, go to *Just Soup 'n Salad*.
3 If you want to choose the ingredients in your salad, go to *Just Soup 'n Salad*.
4 If you don't like your food at *Charlie's Happy Fish Café*, the chef brings you another plate.
5 The spaghetti sauce at *Restaurant Delicious* is sometimes too spicy.
6 Food is very cheap at Just Soup 'n Salad on *Mondays*.
7 *Restaurant Delicious* is expensive, but it has a lot of great food.

D PAIR WORK | **Which of the restaurants sound good to you? Which don't sound good? Discuss, explaining your reasons.**

E LISTENING COMPREHENSION | **Listen to the conversations about other restaurants. Circle the correct word or phrase to complete each statement. Listen again to check your answers.**

Conversation 1

1 He's (cooking / not cooking) tomorrow.
2 They want to go to (The Neighborhood Café / MacDougal's Café).
3 They're (walking / taking a taxi) to the restaurant.

Conversation 2

4 There aren't any (fish / pasta) dishes on the specials menu.
5 The woman would like (fish / meat).
6 The fish dishes (are / aren't) too expensive.

Conversation 3

7 (His / Her) food is too spicy.
8 His food (is / isn't) too salty.
9 She (wants to tell / doesn't want to tell) the chef.

Conversation 4

10 Sarah (eats / doesn't eat) fish.
11 Brad (eats / doesn't eat) fish.
12 They're going to (Main Street Café / Michael's Pub).

COMMUNICATION ACTIVATOR

Now let's describe the food in a restaurant.

A TALKING POINTS | **Complete the chart about your two favorite restaurants.**

	The restaurant's name	What do you eat there? Describe the food.	How often do you eat there?
1			
2			

B PAIR WORK | **Use your Talking Points to discuss your restaurants. Then invite your partner to one of your favorite restaurants.**

RECYCLE THIS LANGUAGE

It's cheap.
It's not too expensive.
I love the food.
The food is delicious.
The food isn't too [sweet / salty / spicy].
Let's eat at [Kate's Kitchen] together tonight.
I'm sorry. I'd love to, but ___.
No worries.
Maybe some other time.
Thanks for the invitation.

WRITING Write about what you eat on a typical day. For example:

For lunch we often have red bean soup. It's my dad's specialty. It has red beans and . . .

GUIDED WRITING p. 138

1 CRAZY EIGHTS KITCHEN QUIZ

- Study the picture for three minutes. Then, on a separate sheet of paper, complete the 8 questions about the kitchen.
  1. Are there any ___ ?
  2. Is there any ___ ?
  3. How many ___ ?
  4. How much ___ ?
  5. Where is ___ ?
  6. Where are ___ ?
  7. What's on the ___ ?
  8. What's in the ___ ?
- Close your books. Take turns asking your partner your questions. Write your partner's answers on the paper.
- When you are finished, look at the picture and check your answers. The person with more correct answers wins.

1 Are there any onions on the counter?



2 One-minute shopping list contest

Form teams. Look at the picture again for one minute. Write a shopping list for the foods and drinks that are NOT in the kitchen. Which team has the longest list?

Interactive Cool Down

1 CRAZY EIGHTS KITCHEN QUIZ

Suggested time: 25 minutes | Your time:

- Tell Ss to follow along as you read the directions aloud.
- Write the example question on the board. Read it aloud. Point to *onions*. Ask, *Is this a count or non-count noun?* (count) Remind Ss that we use *Are there any* with plural count nouns.
- Tell Ss to copy the eight question prompts in list format on a blank sheet of paper. Suggest they leave a line in between each prompt. Model the list on the board if appropriate.
- Monitor as Ss make their lists. Make sure they leave space to write their partner's answers.
- Direct Ss' attention to the picture. Say, *Look at the objects in the picture for 3 minutes*. Keep time. Monitor and make sure Ss are not writing anything down.
- After 3 minutes, say, *Close your books*. Tell Ss to complete their questions with the foods, drinks, and places in the kitchen they remember from the picture. Remind them to also use containers when appropriate. For example: *boxes of pasta, a bottle of oil*. If appropriate, refer them to Exercises B and E on page 118 to review questions with *How much, Is there any, How many,* and *Are there any*.
- Monitor as Ss complete the task. Check their questions for the correct use of count and non-count nouns.
- When Ss are ready, form similar-level pairs. Make sure their books are still closed. Read the example question aloud again. Elicit the answer. (yes)
- Have Ss take turns asking their questions. Remind them to write their partner's answers on their papers.
- After Ss complete this task, have them open their books to page 124 and check the answers. The partner with the most correct answers wins the game.

Possible answers for *Crazy Eight Kitchen Quiz:*

1. Are there any potatoes? (yes)
2. Is there any fish in the fridge? (no)
3. How many cans of soda are there? (three)
4. How much bread do we have? (one loaf)
5. Where is the carton / box of milk? (in the fridge)
6. Where are the onions? (on the counter)
7. What's on the table? (two cups of tea)
8. What's in the fridge? (six eggs, cheese, a carton of milk, meat, a bottle of orange juice)

OPTION (+5 minutes) After Ss close their books, suggest they first write down as many objects from the picture as they can remember. (For example: tea, potatoes, onions, spaghetti boxes) Have Ss compare lists in pairs or small groups, and add any items they forgot. Tell Ss to use these words and phrases to complete the eight questions.

EXTENSION (+10 minutes) If Ss finish early, they can also take turns asking and answering questions about the furniture and appliances in the kitchen. For example: *How many chairs are there? What color is the stove?*

2 ONE-MINUTE SHOPPING LIST CONTEST

Suggested time: 15 minutes | Your time:

- Write on the board: *What do these people have in the kitchen? What do they need?* Tell Ss to think about these questions as they study the quiz picture for 1 more minute.
- Keep time. After 1 minute, say, *Close your books!*
- Divide the class into two teams. Say, *Time to go shopping! Make a shopping list of items they need.* Have each team choose one team member to write the list.
- Suggest Ss sit in a circle with their team. Tell them to talk about the foods and drinks that are not in the kitchen.
- As they discuss, encourage Ss to ask each other questions with *How much, How many,* and *Is there any.* For example: *How much salt and pepper do they need?*
- Remind Ss to use an article, the plural form, or a number before the count nouns. For example: *A: How much bread do they have? B: They have one loaf of bread, but they need two.*
- Encourage Ss to write how many of each item they need in their shopping list. Monitor.
- To review, ask a volunteer from each team to read his or her shopping list aloud. Write the number of items in each list on the board. The team with the longest list wins.

OPTION Have Ss play the game in pairs. When they finish, have them play again in different pairs.

3 CHAT

Suggested time: 20 minutes | Your time:

- Have Ss explore the context of the pictures. Ask, *Where are they? What are they doing? What is their conversation about? What day and time are they talking?* Elicit ideas.
- Read the scenes aloud with higher-level Ss. For each conversation, read with a different higher-level S. Ask the rest of the class to follow along in their books as they listen.
- Form groups of three. Ask Ss to choose roles. Tell Ss that Partner A's role is similar to Tina's, Partner B's role is similar to Jack's, and Partner C's role is similar to Dan's.
- Say, *Complete your Chat Guide with information about your own meal.*
- Give Ss time to work together to fill out their Chat Guides in their groups. Suggest they write on a blank sheet of paper if they need more room.
- Walk around as Ss work and provide help with spelling and vocabulary.
- When groups are ready, have them practice their new conversations.
- Invite groups to role-play all three scenes for the class.

OPTION Rather than reading the conversation at the top of the page as a class, Ss can read it aloud once they are in groups.

OPTION Before they fill out the Chat Guides, have Partners A and C work together to write a recipe. Tell them to give it a name and include at least 3–4 ingredients. Then have Partners A and C refer to this recipe as they complete the Chat Guides with new information.

OPTION If possible, make a copy of page 125 and cut out each Chat Guide. Then make copies of each Partner's Chat Guide and hand them out to the appropriate Ss before starting the exercise.

PROGRESS SELF-CHECK

- Have Ss complete the **Now I Can** checklist individually. Encourage them to look back at each lesson in the unit and consider the speaking objectives, vocabulary, pronunciation, grammar, and listening, reading, and writing skills.
- Have Ss compare checklists in pairs and talk about the things they need to study or practice more.
- Have Ss work individually to think about what might help them master these goals. Refer individual Ss to specific materials for more practice.

FOR MORE PRACTICE . . .

To review and extend the unit content, additional materials are available in the back of the Student's Book and online. For the online content, go to Teacher Resources in the Pearson English Portal. Instructions for each resource are included in the resource's folder.

UNIT REVIEW, pp. 156–157 The Unit Review section offers two pages of workbook-style activities to review the unit content.

PRACTI-CHANT, p. 163 Practi-Chants reinforce pronunciation, rhythm, and intonation as well as increase vocabulary retention, listening comprehension, and speaking fluency.

***CONNECT TV* (online)** Video presents language from the unit through fun and engaging situational comedy episodes.

TEST-TAKING SKILLS BOOSTER (online) Practice tests featuring *Connectivity*-leveled content expose students to item types found on high-stakes tests.

ADDITIONAL PRINTABLE RESOURCES (online) Abundant supplemental materials include extra practice worksheets, Assessments, Unit Study Guides, Audio and Video Scripts, Answer Keys, and much more.

3 Chat

Read the conversation. Then, with a partner, use the Chat Guides to create your own conversation. Cover your partner's Chat Guide with a sheet of paper.



SCENE 1

Tina: Hi, Jack. Would you like to come for lunch on Saturday? Dan and I are making chicken with a potato omelet. It's our specialty!

Jack: Oh. That sounds delicious! But I'm sorry. I'm working on Saturday.

Tina: That's OK. What about dinner on Sunday?

Jack: I'd *love* to come! Thanks for the invitation! What time?

Tina: Seven thirty?

Jack: That's great. See you at 7:30.

SCENE 2

Dan: I'm going shopping. What do we need?

Tina: I'll check.

Dan: Do we have lemons?

Tina: Yes, we do. But we need potatoes.

Dan: OK. And how about onions?

Tina: We have onions.

Dan: Great. See you later.

Tina: Bye.

SCENE 3

Jack: Everything looks delicious.

Dan: Would you like bread?

Jack: Yes, thanks.

Dan: Here you go.

Jack: Thank you. And please pass the water.

SCENE 1

Partner A's Chat Guide

A Hi, ___ . Would you like to come for ___ on ___ ? ___ making ___ . It's ___ specialty!

B

A That's OK. What about ___ on ___ ?

B

A ___ ?

B

Partner B's Chat Guide

A

B Oh. That sounds delicious! But I'm sorry. I ___ on ___ .

A

B I'd *love* to come! Thanks for the invitation! What time?

A

B That's great. See you at ___ .

SCENE 2

Partner C's Chat Guide

C I'm going shopping. What do we need?

A

C Do we have ___ ?

A

C OK. And how about ___ ?

A

C ___ . See you later.

A

Partner A's Chat Guide

C

A I'll check.

C

A Yes, we do. But we need ___ .

C

A We have ___ .

C

A ___ .

SCENE 3

Partner B's Chat Guide

B Everything looks delicious.

C

B Yes, ___ .

C

B ___ . And please pass ___ .

Partner C's Chat Guide

B

C Would you like ___ ?

B

C Here you go.

B

PROGRESS SELF-CHECK

NOW I CAN

- ☐ Discuss ingredients for a recipe.
- ☐ Offer and ask for foods and drinks.
- ☐ Invite someone for a meal.
- ☐ Describe the food in a restaurant.

For more practice . . .

Unit Review, p. 156 / Practi-Chant, p. 163
Connect TV / Test-Taking Skills Booster

DIFFERENT HOUSES FOR DIFFERENT PEOPLE

There's a shower in the bathroom.

GAME 1 **Partner B:** Look at your house for 5 minutes. Then close your book. On a separate sheet of paper, write as many statements about your house as you can. After 5 minutes, give your list to Partner A. Partner A looks at your house and gives you one point for each correct statement. The partner with more correct statements wins.

GAME 2 **Partner B:** Close your book. Answer Partner A's questions about your house. You get one point for each correct answer.

Then, look at Partner A's house on page 100 and ask eight questions with How many, Where, Is there… and Are there… about the house. Partner A gets one point for each correct answer.

The partner with more points wins.

PARTNER B's HOUSE



REFERENCE CHARTS

COUNTRIES AND NATIONALITIES

Argentina	Argentinean / Argentine	Greece	Greek	Paraguay	Paraguayan
Australia	Australian	Guatemala	Guatemalan	Peru	Peruvian
Belgium	Belgian	Honduras	Honduran	Poland	Polish
Bolivia	Bolivian	Hungary	Hungarian	Portugal	Portuguese
Brazil	Brazilian	India	Indian	Russia	Russian
Canada	Canadian	Indonesia	Indonesian	Saudi Arabia	Saudi / Saudi Arabian
Chile	Chilean	Ireland	Irish	Spain	Spanish
China	Chinese	Italy	Italian	Sweden	Swedish
Colombia	Colombian	Japan	Japanese	Switzerland	Swiss
Costa Rica	Costa Rican	Korea	Korean	Thailand	Thai
the Dominican Republic	Dominican	Lebanon	Lebanese	Turkey	Turkish
Ecuador	Ecuadorian	Malaysia	Malaysian	the United Kingdom	British
Egypt	Egyptian	Mexico	Mexican	the United States	American
El Salvador	Salvadorean	the Netherlands*	Dutch	Uruguay	Uruguayan
France	French	Nicaragua	Nicaraguan	Venezuela	Venezuelan
Germany	German	Panama	Panamanian	Vietnam	Vietnamese

*official name of Holland

NUMBERS 100 TO 1,000,000,000

100 = one hundred	1,000 = one thousand	10,000 = ten thousand	1,000,000 = one million
500 = five hundred	5,000 = five thousand	100,000 = one hundred thousand	1,000,000,000 = one billion

PRONUNCIATION TABLE

These are the pronunciation symbols used in *Connectivity Foundations*.

Vowels

Symbol	Key Words	Symbol	Key Words
i	f**ee**d	ə	b**a**n**a**n**a**, **a**round
ɪ	d**i**d	ɚ	sh**ir**t, b**ir**thday
eɪ	d**a**te, t**a**ble	aɪ	cr**y**, **eye**
ɛ	b**e**d, n**e**ck	aʊ	**ou**t, h**ow**
æ	b**a**d, h**a**nd	ɔɪ	b**oy**
ɑ	b**o**x, f**a**ther	ɪr	h**ere**, n**ear**
ɔ	w**a**sh	ɛr	ch**air**
oʊ	c**o**mb, p**o**st	ɑr	guit**ar**, **are**
ʊ	b**oo**k, g**oo**d	ɔr	d**oor**, ch**ore**
u	b**oo**t, f**oo**d, st**u**dent	ʊr	t**our**
ʌ	b**u**t, m**o**ther		

Consonants

Symbol	Key Words	Symbol	Key Words
p	**p**ark, ha**pp**y	t̬	bu**tt**er, bo**tt**le
b	**b**ack, ca**bb**age	t̃	bu**tt**on
t	**t**ie	ʃ	**sh**e, sta**t**ion, spe**c**ial, discu**ss**ion
d	**d**ie		
k	**c**ame, **k**itchen, **qu**arter	ʒ	lei**s**ure
g	**g**ame, **g**o	h	**h**ot, **wh**o
ʧ	**ch**icken, wa**tch**	m	**m**en
ʤ	**j**acket, oran**ge**	n	su**n**, **kn**ow
f	**f**ace, **ph**otogra**ph**er	ŋ	su**ng**, si**ng**er
v	**v**acation	w	**w**eek, **wh**ite
θ	**th**ing, ma**th**	l	**l**ight, **l**ong
ð	**th**en, **th**at	r	**r**ain, **wr**iter
s	**c**ity, **ps**ychology	y	**y**es, **u**se, m**u**sic
z	plea**s**e, goe**s**		

VOCABULARY EXPANDER

UNIT 1 MORE OCCUPATIONS



1 an accountant



2 an electrician



3 an architect



4 a florist



5 a salesperson



6 a hairdresser



7 a gardener



8 a grocery clerk



9 a mechanic



10 a professor



11 a reporter



12 a veterinarian



13 a secretary



14 a server / a waiter



15 a nurse



16 a lawyer

Write five statements about the photos. Use He or She and the verb be.
For example:

She's an accountant.

UNIT 2 MORE TITLES



1 [Doctor OR Dr.] Smith



2 [Professor OR Dr.] Brown



3 [Captain] Jones

Write two statements about the photos. Use He or She and the verb be.
For example:

She's Dr. Smith.

UNIT 3 MORE PLACES IN THE NEIGHBORHOOD



1 a clothing store



2 an electronics store



3 a fire station



4 a newsstand



5 a police station



6 a shoe store



7 a toy store



8 a dry cleaners



9 a hotel



10 a convenience store



11 a tourist office



12 a post office



13 a taxi stand

Write five questions about the places.
For example:

Where's the clothing store?
Can I walk to the newsstand?

UNIT 4 MORE ADJECTIVES TO DESCRIBE PEOPLE



1 slim / thin



2 heavy



3 muscular

Write a sentence for each photo. Use a form of be and the adverb very or so.
For example:

He's very slim.

UNIT 5 MORE EVENTS



1 a ballet



2 an opera



3 a football game



4 a volleyball game



5 a baseball game

On a separate sheet of paper, write five statements about the events.
Use your own times, days, and dates.
For example:

There's a ballet on Friday, May 22, at 7:00 P.M.

UNIT 6 MORE CLOTHES





1 a swimsuit / bathing suit



2 a bathrobe



3 jeans



4 a nightgown



5 pajamas



6 sandals



7 pantyhose



8 socks



9 underwear



10 an umbrella

Write five questions and answers about colors of the clothes and shoes.
For example:

What color is the swimsuit? It's blue.

UNIT 7 MORE HOUSEHOLD CHORES



1 sweep



2 mop



3 dust



4 vacuum

Who does these chores in your house? Write two statements. Use the simple present tense and frequency adverbs or time expressions.
For example:

I usually sweep twice a week.

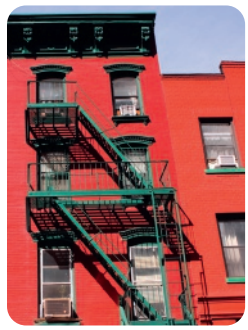
UNIT 8 MORE HOME AND OFFICE VOCABULARY



1 a fence



2 a doorbell



3 a fire escape



4 a garden



5 a shower curtain
6 a bath mat



7 a faucet



8 a towel rack
9 a towel



10 a medicine cabinet



11 a burner
12 an oven



13 a dishwasher



14 a coffee maker



15 a pot



16 a food processor



17 a napkin 18 a place mat



19 a fork
20 a knife
21 a tablespoon / a soup spoon
22 a teaspoon



23 a plate
24 a bowl
25 a cup
26 a saucer



27 a filing cabinet



28 a fax machine



30 a frying pan



29 a key



31 a pillow
32 a sheet
33 a blanket



34 a closet

Write five statements. Use the Vocabulary.
For example:

My house has a fence.
I have green towels in my bathroom.

UNIT 9 MORE WEATHER VOCABULARY



1 a thunderstorm



2 a snowstorm



3 a hurricane



4 a tornado

THE FOUR SEASONS



1 spring



2 summer



3 fall / autumn



4 winter

Write four statements about the weather and seasons pictures.
For example:

It's sunny.

UNIT 10 MORE VEGETABLES AND FRUITS



1 carrots



2 brussels sprouts



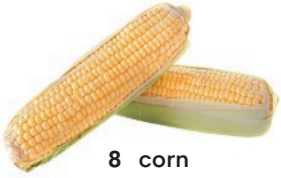
3 leeks



4 cabbage
5 broccoli
6 cauliflower



7 lettuce



8 corn



9 asparagus



10 cucumbers



11 eggplant



12 celery



13 garlic



14 grapefruit
15 lime



16 pineapple



17 grapes



18 pears



19 apricots



20 peaches



21 strawberries



22 raspberries



23 avocados



24 papayas



25 mangoes



26 kiwis



27 watermelon



28 raisins



29 figs



30 prunes



31 dates

Write five statements about the fruits and vegetables you and your family like.
For example:

I like carrots.
My brother doesn't like leeks.

GUIDED WRITING

Guided Writing is optional. It gives guidance for the writing task in each unit.

UNIT 1

GUIDED WRITING PRACTICE **Look at the picture on page 15. Write sentences to answer each question, based on the picture. Write five affirmative or negative sentences. Begin each new sentence with a capital letter. End with a period (.).**

Is Betty a flight attendant?
Is she an artist?
Is Eric a chef?
Is he an athlete?
Is Ken a singer?
Is a doctor?

Betty's not a flight attendant.

UNIT 2

GUIDED WRITING PRACTICE **Write sentences to answer each question. Begin each new sentence with a capital letter. End with a period.**

What's your first name?
What's your last name?
What's your nationality?
What's your occupation?
What's your address?
What's your phone number?
What's your email address?

My first name is John.

UNIT 3

GUIDED WRITING PRACTICE **Answer the questions about your neighborhood. Describe the locations of the places, using the vocabulary on pages 32 and 38. Begin each new sentence with a capital letter. End with a period.**

Where's the bank?
Where's your school?
Where's the gas station?
Where's the supermarket?
Where's the pharmacy?

The bank is down the street from the supermarket.

UNIT 4

GUIDED WRITING PRACTICE **Choose two of your relatives. Write about each person. Answer some of these questions. Begin each new sentence with a capital letter. End with a period.**

What's [his / her] name?
How old is [he / she]?
Is [he / she] tall or short?
Is [he / she] old or young?
Is [he / she] good-looking? cute?
What's [his / her] occupation?

My sister's name is Eva. She's 26 years old. She's tall and pretty. She's a teacher.

1

2

UNIT 5

GUIDED WRITING PRACTICE **Write sentences about one or more events in your city or town. Include information about the day and date, time span, and location. Start with <u>There is</u>. Begin each new sentence with a capital letter. End with a period.**

There's a party at the school on Monday, October 12th, at 8:00.

UNIT 6

GUIDED WRITING PRACTICE **Write about clothes. Answer the questions and follow the example.**

Do you need new clothes? Why?
Do you want new clothes? Why?
What clothes do you need?
What clothes do you have?
What size do you need?
What colors do you like?

I need new clothes! I need a sweater and new shoes. Why? My sweater is too loose and my shoes are old and too small. I want a green sweater and cool black shoes. I need the sweater in a medium and the shoes in size 38.

UNIT 7

GUIDED WRITING PRACTICE **Write about your typical week. Use frequency adverbs always, usually, sometimes, and never. Use time expressions. Answer some or all of these questions.**

What do you do in the morning?
What do you do in the afternoon?
What do you do in the evening?
What do you do on the weekend?
How often do you go to the movies?
How often do you exercise?

In the morning, I always get up at 7:00. Then I ...

UNIT 8

GUIDED WRITING PRACTICE **Write about where you live. Answer some or all of these questions.**

Do you live in a house or an apartment?
Where is it?
How many bedrooms are there?
How many bathrooms are there?
Is the kitchen small or large?
Is there a living room?
Is there a home office?

I live in an apartment. It has two bedrooms and one bathroom. It's on the fourth floor, but there's no elevator! There's a small kitchen and...

UNIT 9

GUIDED WRITING PRACTICE **Write about your weekend plans. Use the present continuous and time expressions. Include information about some or all of the following times:**

Friday evening
Saturday morning
Saturday afternoon
Saturday evening
Sunday

On Friday evening, I'm...

UNIT 10

GUIDED WRITING PRACTICE **Write about what you eat on a typical day. Answer some or all of the questions.**

What do you eat for breakfast on weekdays?
What do you eat for breakfast on weekends?
What time do you usually eat your meals on weekdays? on weekends?
How many times a week (or month) do you go out for dinner?

On weekdays, I eat breakfast at 8:00. I usually eat eggs, and always drink coffee. On weekends...

Unit Reviews

NOTE ABOUT THE UNIT REVIEWS: The goal of the Connectivity Unit Reviews is to provide optional extra practice for Ss at the end of each unit in listening, grammar, vocabulary, and social language.

UNITS 1–10 Unit Reviews Teaching Notes

LISTENING COMPREHENSION ACTIVITY

Listen to the conversations . . . / Listen to two people talk . . .

Suggested time: 8–10 minutes

- Before they listen, have Ss preview the items, charts, or pictures. Give them time to identify key vocabulary or grammar structures.
- Play the audio. Have Ss listen and work individually to complete the exercise.
- Play the audio again as Ss check their answers. Then have them compare their answers in pairs.
- To go over the answers, say items and elicit the answers. If appropriate, write them on the board so that Ss can check their spelling.
- If Ss have trouble with certain items, replay the relevant audio and/or review and practice the items as a class.

GRAMMAR AND VOCABULARY ACTIVITIES

Write . . . / Complete . . . / Circle . . . / Change . . . / Choose . . . / Check . . . / Unscramble . . .

Suggested time: 20–40 minutes

- NOTE: The number of grammar and vocabulary activities in each Unit Review will vary.
- If appropriate, refer Ss back to the relevant grammar / vocabulary presentation from the unit.
- Go over the sample answer with the class.
- Have Ss work individually to complete the exercise.
- Have them compare answers in pairs.
- Go over the answers with the class. Call on Ss to read the answers aloud. Ask Ss to explain their answers.
- If Ss have trouble with certain grammar items, review the specific grammar rules and examples that will help them understand their errors. Then provide further practice. If they have trouble with vocabulary items, encourage Ss to look up the items on their own.

OPTION (+5 minutes) To go over the answers, list items on the board and invite volunteers to write the answers. Remind Ss check their spelling if appropriate. Correct as necessary.

PERSONAL RESPONSE ACTIVITY

Complete each conversation . . .

Suggested time: 5–10 minutes

- Model the activity. Read the example question aloud. Write a response on the board with your own information. Say it and have Ss repeat.
- Have Ss work individually to complete the exercise. Remind them to personalize the conversation with their own information.
- Walk around and assist as needed.
- In pairs, have Ss role-play their conversations. Time permitting, have Ss switch roles and practice again.
- Monitor as Ss role-play their conversations. Listen for correct pronunciation, rhythm, and intonation.
- Invite volunteers to role-play their conversations for the class.

UNIT REVIEWS

The *Connectivity* Unit Reviews provide optional extra practice for Foundations Level students at the end of each unit in listening, grammar, vocabulary, and social language.

UNIT 1

1 Listen to the conversations. Complete the names and occupations on the chart. Use capital and lowercase letters correctly.

	Name	Occupation
Conversation 1	She's Lisa *Daly*.	She's *a doctor*.
Conversation 2	He's *Louis*.	He's *an artist*.
Conversation 3	He's *John Hart*.	She's *a manager*.
Conversation 4	She's *Kate* Quinn.	He's *a writer*.

2 Write six proper nouns and six common nouns. Use capital and lowercase letters correctly.

Proper nouns *Answers will vary.*

1 *New York* 3 ..... 5 .....
2 ..... 4 ..... 6 .....

Common nouns

7 *singer* 9 ..... 11 .....
8 ..... 10 ..... 12 .....

3 Write each sentence again. Use a contraction.

1 He is an actor. *He's an actor.*
2 We are scientists. *We're scientists.*
3 No, we are not. *No, we're not / No, we aren't.*
4 They are not doctors. *They're not / They aren't doctors.*
5 I am an athlete. *I'm an athlete.*
6 She is a writer. *She's a writer.*

4 Write a or an for each occupation.

1 *a* writer
2 *a* teacher
3 *an* artist
4 *a* pilot
5 *a* singer
6 *an* engineer
7 *a* photographer
8 *a* scientist

5 Complete each sentence with the correct subject pronoun.

1 Lisa is a doctor. *She* is a doctor.
2 John is a doctor, too. *He* is a doctor, too.
3 My name is Michelle. *I* am a musician.
4 Your occupation is chef. *You* are a chef.
5 Megan and Tim are photographers. *They* are photographers.

6 Circle the correct word to complete each statement.

1 We're (a doctor / doctors).
2 I'm not (pilot / a pilot).
3 Are you Jake? (No. I'm Bill. / No. I'm a flight attendant.)
4 Is she an (engineer / scientist)?
5 (She is / They are) Gina and Sue.

7 Complete the statements with correct affirmative and negative forms of be. Use contractions when possible.

1 She *'s* a photographer.
2 Eric *'s not / isn't* a pilot. He's a manager.
3 They *aren't / 're not* engineers. Ron is an actor, and Melanie is a writer.
4 *Are* Leslie and Julia here?

8 Complete the short answers. Use contractions.

1 **A:** Are you a chef?
B: No, *I'm not*.

2 **A:** Is Magda a musician?
B: Yes, *she is*.

3 **A:** Are you teachers?
B: No, *we're not / we aren't*. We're students.

4 **A:** Is he an artist?
B: Yes, *he is*.

9 Write a question for each answer.

1 **A:** *Are you flight attendants*?
B: Yes, we are. We're flight attendants.

2 **A:** *Is he a doctor*?
B: No, he isn't a doctor. He's an actor.

3 **A:** *Is Thomas a chef*?
B: Yes. Thomas is a chef.

4 **A:** *Is Kelly a writer*?
B: No. Kelly is a teacher. She's not a writer.

5 **A:** *Are you a student*?
B: Yes, I'm a student.

6 **A:** *Are they singers*?
B: No. They're not singers. They're managers.

10 Complete each conversation. Use your own words.



1 YOU *Answers will vary.*



2 YOU *Answers will vary.*



3 YOU *Answers will vary.*



4 YOU *Answers will vary.*



5 YOU *Answers will vary.*



6 YOU *Answers will vary.*

UNIT 2

1 Listen to the conversations. Complete the addresses, phone numbers, and email addresses.

Name	Address	Email address	Phone number
1 **Andres Greene**	6 7 Magnolia Street	agreene22@block.com	914 555 3490
2 **Jane Cline**	78 Main Street	jane.cline3 6@english.com	01 776 3488
3 **Bonnie Mein**	2175 Pine Avenue	bomein@lemon.com	0 2 44 3 9 9
4 **Jackson Tripp**	45 3 Ocean Avenue	jackson.tripp@cnet.net	09 456 7622

2 Write the correct possessive adjectives.

1 Ms. Taylor is Mr. Green's student. Mr. Green is *her* teacher.
2 Mr. Green is Ms. Taylor's teacher. Ms. Taylor is *his* student.
3 Mrs. Kramer is Bill's neighbor. Mrs. Kramer is *his* neighbor.
4 John is Angela's classmate. John is *her* classmate.
5 **A:** Are *your* colleagues from Canada? **B:** No, they aren't. My colleagues are from the U.K.
6 Maria is *my* teammate and I am *her* teammate.
7 Jason is not Mrs. Klein's student. He's *her* boss!
8 Mr. Li is not Rob and Jane's neighbor. He's *their* friend.

3 Complete each question with the correct possessive adjective.

1 **A:** What's *your* first name?
B: Sheila.
2 **A:** What's *your* last name?
B: My last name is Clark.
3 **A:** What's *his* address?
B: Mr. Black's address is 15 Main Street.
4 **A:** What's *her* email address?
B: Miss O'Brien's email address? It's obrien6@unet.com
5 **A:** What are *their* names?
B: They're Troy and Elaine.
6 **A:** What's *her* phone number?
B: Mrs. López's number is 555-0248.

4 Write statements with be and possessive nouns.

1 She / be / my friend / mother. *She's / She is my friend's mother.*
2 Eleanor / be / my dad / teacher. *Eleanor is my dad's teacher.*
3 Our neighbor / names / be / Glenn and Anne. *Our neighbors' names are Glenn and Anne.*
4 Nina / email address / not be / nina.fry@english.com. *Nina's email address isn't / is not nina.fry@english.com.*

5 Complete the sentences about the people. Use He's from, She's from, or They're from.

1 Miss Reiko Matsuda: *She's from* Okinawa, Japan.
2 Ms. Deshi Chowdhury: *She's from* Chennai, India.
3 Mr. and Mrs. Frederick Busch: *They're from* Berlin, Germany.
4 Ms. Faiza Bahjat: *She's from* Cairo, Egypt.
5 Mrs. Soledad Alba: *She's from* Puebla, Mexico.
6 Mr. Phillip Fisher and Ms. Betsy Heller: *They're from* Los Angeles, U.S.
7 Mr. Giorgio Angelini: *He's from* Milan, Italy.
8 Mr. Jeff Handel: *He's from* Alberta, Canada.

6 Complete the questions with What's and What are.

1 *What's* your first name, Mr. Blank?
2 *What are* your friends' last names?
3 *What's* your boss's email address?
4 *What's* your neighbor's occupation?
5 *What are* your classmates' addresses?

7 **Complete the questions. Begin each question with a capital letter.**

1 What's your name?
2 Where are they from?
3 What's her email address?
4 Are they students?
5 Is she from Australia?
6 What's your phone number?
7 Are they classmates?
8 What's their address?

8 **Complete each conversation with a question.**

1 **A:** What's your address?
B: My address is 45 North Street.

2 **A:** What's your colleague's / his last name?
B: My colleague's last name is Raymond.

3 **A:** Where are your new neighbors / they from?
B: Our new neighbors are from the U.S.

4 **A:** Are you from Colombia?
B: No, we're not from Colombia. We're from Venezuela.

5 **A:** What's Brendan's / his phone number?
B: Brendan's phone number? It's 555-5684.

9 **Complete each conversation. Use your own words.**



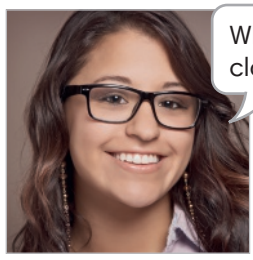
1 YOU Answers will vary.



2 YOU Answers will vary.



3 YOU Answers will vary.



4 YOU Answers will vary.

UNIT 3

1 Listen to the conversations. Complete each statement.

Conversation 1

1 Oliver is ...b...
- a at the restaurant
- b at the bookstore

2 Sophie isn't ...a...
- a at the bookstore
- b at the restaurant

Conversation 2

3 The gas station is ...a...
- a around the corner on the right
- b down the street on the right

4 The ...b... is across from the gas station.
- a corner
- b bus stop

Conversation 3

5 She's at ...b...
- a the XYZ Bank
- b the ABC Supermarket

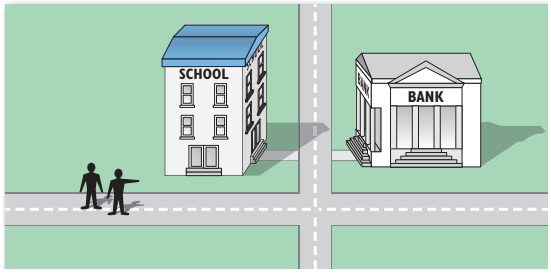
6 The XYZ Bank is ...a...
- a next to the pharmacy on Main Street
- b on Hill Street

2 Write each sentence again. Use a contraction.

1 Where is the bank? *Where's the bank?*
2 It is around the corner. *It's around the corner.*
3 It is not on the left. *It's not / It isn't on the left.*
4 Where is the supermarket? *Where's the supermarket?*
5 What is your email address? *What's your email address?*

3 Look at the pictures. Write questions and answers. Use capital letters, periods (.), and question marks (?).

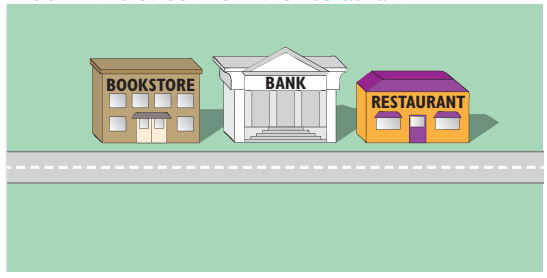
1



Where's the bank?
It's across the street from the school.

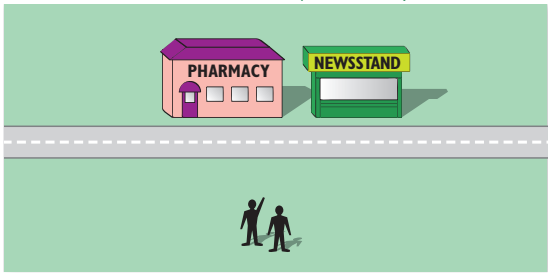
Answers will vary. Possible answers include:
1. Where's the school? It's across (the street) from the bank.

2



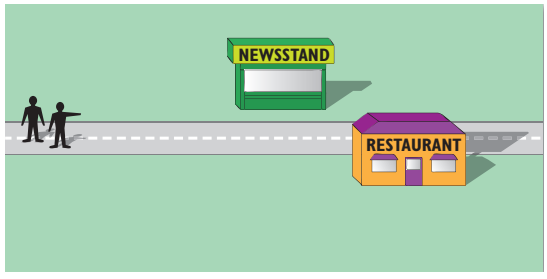
2. Where's the bookstore? It's next to the bank / down the street from the restaurant.
Where's the bank? It's between the bookstore and the restaurant.
Where's the restaurant? It's next to the bank / down the street from the bookstore.

3



3. Where's the pharmacy? It's next to the newsstand / across the street.
Where's the newsstand? It's next to the pharmacy / across the street.

4



4. Where's the newsstand? It's down the street on the left / across (the street) from the restaurant.
Where's the restaurant? It's down the street on the right / across (the street) from the newsstand.

4 **Change the directions from affirmative to negative imperatives.**

1 Walk to the bookstore. *Don't walk to the bookstore.*
2 Take the subway to the bank. *Don't take the subway to the bank.*
3 Take the train to school. *Don't take the train to school.*
4 Take a taxi to work. *Don't take a taxi to work.*
5 Drive. *Don't drive.*
6 Take the bus. *Don't take the bus.*

5 **Complete each sentence with an affirmative or a negative imperative. Begin each sentence with a capital letter.** *Answers will vary. Possible answers include:*

1 Take a taxi to the restaurant. *Don't walk.*
2 Don't take the bus. *Take* the subway to the bank.
3 *Walk* to the supermarket. It's down the street.
4 *Don't take* a taxi to the bank. It's across the street.

6 **Complete the questions and answers. Use subject pronouns. Use contractions when possible.**

1 **A:** *Where's* the bus stop?
B: The bus stop? *It's* on the left.

2 **A:** *Where's* the bookstore?
B: *It's* around the corner, next to the pharmacy.

3 **A:** *Can* I *walk* to the school?
B: No, don't walk. *Take* the bus.

4 **A:** *How* do you go to work?
B: To work? *By* subway.

5 **A:** *Where's* the supermarket?
B: *It's* next to the gas station. Don't walk. *Drive / Take the bus / Take the train / Take the subway*

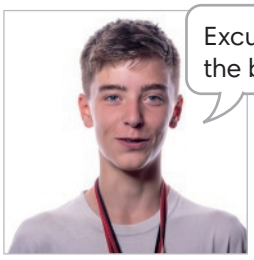
7 **Complete each conversation. Use your own words.**



1 YOU *Answers will vary.*



2 YOU *Answers will vary.*



3 YOU *Answers will vary.*



4 YOU *Answers will vary.*

UNIT 4

1 Listen to three conversations about relatives. Write T (true) or F (false) for each statement. Listen again to check your work.

Conversation 1

F **1** James is his grandfather.
T **2** Charles is 75 years old.

Conversation 2

F **3** Natalie is his wife's sister.
F **4** Lily is a teacher.

Conversation 3

F **5** Isabella and Angela are her granddaughters.
T **6** Charlotte and Isabella are sisters.

2 Write questions with Who's or Who are. Use he, she, or they.

1 **A:** Who's she?
B: She's my sister.

2 **A:** Who are they?
B: They're my grandparents.

3 **A:** Who's she?
B: She's Mr. Herman's daughter.

4 **A:** Who's he?
B: He's Ms. Cooper's brother.

5 **A:** Who's she?
B: She's Matt's wife.

6 **A:** Who are they?
B: They're his brother and sister.

3 Unscramble the words and write sentences. Use is or are. Begin each sentence with a capital letter.

1 so / grandson / my / handsome My grandson is so handsome.
2 sister / very / her / tall Her sister is very tall.
3 children / cute / neighbor's / so / my My neighbor's children are so cute.
4 his / brother / not / tall / very His brother is not / isn't very tall.
5 wife / pretty / really / brother's / my My brother's wife is really pretty.
6 grandmother / very / old / your / not Your grandmother is not / isn't very old.

4 Complete the sentences. Use have or has.

1 I have two sisters.
2 She has one grandchild.
3 They have four daughters.
4 We have five children.
5 You have ten brothers and sisters?
6 He has one brother.

5 Complete the questions. Use How old is or How old are.

1 How old are your children?
2 How old is their daughter?
3 How old is her grandson?
4 How old are Maggie's sisters?
5 How old is Barry's son?
6 How old are their grandparents?

6 Write (a) a sentence with be and (b) a sentence with have. Use a period (.)

1 Lauren / hair / long / brown
a Lauren's hair is long and brown.
b Lauren has long brown hair.

2 Tim / hair / short / blond
a Tim's hair is short and blond.
b Tim has short blond hair.

3 Claire / hair / long / curly
a Claire's hair is long and curly.
b Claire has long curly hair.

4 John / eyes / blue
a John's eyes are blue.
b John has blue eyes.

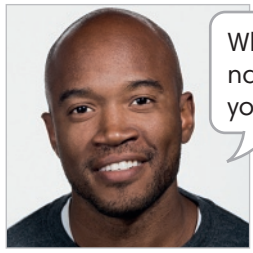
5 Pete / beard / gray
a Pete's beard is gray.
b Pete has a gray beard.

6 Emily / eyes / pretty / brown
a Emily's eyes are pretty and brown.
b Emily has pretty brown eyes.

7 **Complete each conversation. Use your own words.**



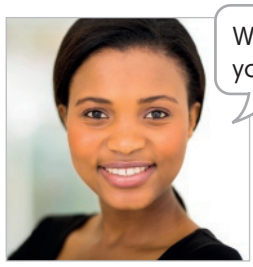
1 YOU *Answers will vary.*



2 YOU *Answers will vary.*



3 YOU *Answers will vary.*



4 YOU *Answers will vary.*

UNIT 5

1 **Listen to the conversations. Complete the statement with the kind of event. Circle the correct day and time.**

1 The ...party... is at (8:00 / 1:00) on (Friday / Saturday).
2 The ...game / soccer game... is on (Saturday / Sunday) at 8:30 (in the morning / (at night)).
3 The ...movie / Friday movie... is on (Friday / Saturday) at (5:30 / 6:00).

2 **Write a question for each answer. Use What time, What day, What month, or When. Use a question mark.**

1 ...What time is it?...
It's 6:30.

2 ...What time / When is the game?...
The game is at seven o'clock.

3 ...What day / When is the concert?...
The concert is on Saturday.

4 ...When is the meeting?...
The meeting is at 10:30 on Tuesday.

5 ...What month / When is the party?...
The party is in August.

6 ...What time / When is the movie?...
The movie is at midnight.

7 ...What time is it?...
It's half past three.

8 ...What day / When is the exhibit?...
The exhibit is on Thursday.

3 **Complete each sentence with in, on, or at.**

1 The party is ...on... Wednesday.
2 The play is ...in... September.
3 The talks are ...on... weekdays ...in... the evening.
4 The game is ...at... noon ...on... Sunday.
5 The concert is ...on... July 22nd ...at... 8:00.
6 The meeting is ...on... Tuesday. It's ...at... night.
7 The movie is ...at... 7:45 ...on... Friday.
8 The party is ...in... the afternoon.

4 **Complete each conversation. Use your own words.**



1 YOU ...Answers will vary.



2 YOU ...Answers will vary.



3 YOU ...Answers will vary.



4 YOU ...Answers will vary.



5 YOU ...Answers will vary.

UNIT 6

1 Listen to the conversations. Choose the correct answer to each question.

Conversation 1

1 Which shoes does he like?
- a The brown ones.
- (b) The black ones.

2 Do they have the black shoes in size 40?
- (a) Yes, they do.
- b No, they don't.

Conversation 2

3 Does Ana like the jacket?
- (a) Yes, she does.
- b No, she doesn't.

4 Why doesn't the woman want the jacket?
- a Because it's too cute.
- (b) Because it's expensive.

Conversation 3

5 What size jacket does the man need?
- a Medium.
- (b) Large.

6 Do they have the blue jacket in a large?
- a Yes, they do.
- (b) No, they don't.

2 Choose the correct form of the verb to complete each sentence.

1 I (like / likes) these black shoes.
2 My dad (doesn't / don't) need a new jacket.
3 Stephanie (need / needs) a white sweater for work.
4 I (doesn't / don't) want red pants.
5 (Do / Does) he have a white shirt?
6 What (do / does) you want?

3 Complete each sentence with the correct form of the verb.

1 They ..have.. (have) nice dresses at this store.
2 She ..wants.. (want) a long black skirt for the party.
3 I ..like.. (like) your new shoes.
4 We ..don't have.. (not have) clean shirts.
5 Our children ..don't need.. (not need) blue jackets for school.
6 ..Does she like.. (she / like) long dresses?
7 ..Does your husband need.. (your husband / need) a new sweater?
8 ..Do I need.. (I / need) a suit for work?
9 Why ..does she like.. (she / like) that cheap blouse?
10 Which tie ..do you want.. (you / want) for tomorrow?
11 ..Do you have.. (you / have) this skirt in a medium?

4 Circle this, that, these, or those.

1 I like (this / these) blue skirts.
2 My daughter wants (these / this) black jacket.
3 I don't like (this / these) pants. They're too long.
4 Why do you want (that / those) jacket?
5 (That / These) dress is great for the party.
6 He likes (these / those) ties over there.

5 Look at the pictures. Circle the correct verb and write this, that, these, or those to complete each statement.



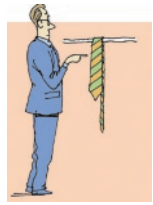
1 I (want / wants) ..these.. pants.



2 She (like / likes) ..those.. jackets.



3 He (like / likes) ..that.. suit.



4 I (want / wants) ..this.. tie.

6 **Unscramble the words and write a question. Use a capital letter and question mark.**

1 new / need / you / do / shoes *Do you need new shoes?*
2 you / like / clothes / do / expensive *Do you like expensive clothes?*
3 do / have / black / you / jacket / a *Do you have a black jacket?*
4 like / you / do / shirts / pink *Do you like pink shirts?*
5 sweater / which / you / want / do *Which sweater do you want?*
6 size / what / Nate / does / need *What size does Nate need?*

7 **Complete each conversation. Use your own words.**



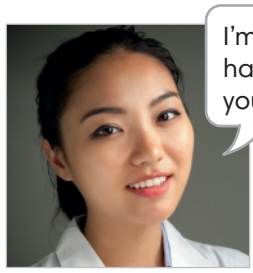
1 YOU *Answers will vary.*



2 YOU *Answers will vary.*



3 YOU *Answers will vary.*



4 YOU *Answers will vary.*

UNIT 7

1 Listen to two people talk about their free time. Check the activities they talk about.

						
The woman	✓		✓		✓	
The man		✓	✓	✓	✓	✓

2 Write the third-person singular form of each verb.

1 brush	brushes	6 shave	shaves	11 study	studies	16 put	puts
2 go	goes	7 visit	visits	12 wash	washes	17 do	does
3 have	has	8 want	wants	13 exercise	exercises	18 eat	eats
4 clean	cleans	9 comb	combs	14 take	takes	19 like	likes
5 get	gets	10 make	makes	15 come	comes	20 listen	listens

3 Complete each question with do or does.

1 When *do* you get up?
2 What time *does* she come home?
3 How often *do* they take out the garbage?
4 What time *does* your son go to bed?
5 How often *do* your children go to the movies?
6 What time *do* they make dinner?
7 When *do* you go shopping?
8 How often *does* Alex wash the dishes?

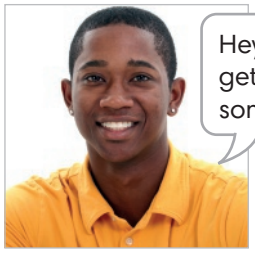
4 Unscramble the words and write sentences in the simple present tense. Begin each sentence with a capital letter.

1 usually / on weekends / clean the house / John *John usually cleans the house on weekends.*
2 go to the movies / my brother / on Fridays / always *My brother always goes to the movies on Fridays.*
3 in the morning / never / listen to music / I *I never listen to music in the morning.*
4 sometimes / my daughter / to school / drive *My daughter sometimes drives to school.*
5 we / to work / walk / once a week *We walk to work once a week.*
6 every Tuesday / my sister / in the evening / visit friends *My sister visits friends every Tuesday in the evening / in the evening every Tuesday.*

5 Complete each response with do or does.

1 Who washes the dishes in your house? My husband *does*.
2 Who does the laundry in your family? We all *do*.
3 Who makes dinner? My parents *do*.
4 Who listens to music in the evening? My son *does*.
5 Who watches TV before dinner? My children *do*.
6 Who takes a shower in the evening? My father *does*.

6 **Complete each conversation. Use your own words.**



1 YOU *Answers will vary.*



2 YOU *Answers will vary.*



3 YOU *Answers will vary.*



4 YOU *Answers will vary.*

UNIT 8

1 Listen to the conversations. Check the picture that answers each question.

1 Where does he live?

a ☑  b ☐ 

2 Where does he work?

a ☑  b ☐ 

3 Where does she work?

a ☐  b ☑ 

4 Where does she teach?

a ☐  b ☑ 

5 Where does she work?

a ☐  b ☑ 

6 Where does his daughter work?

a ☑  b ☐ 

2 Write questions with Where. Use a question mark

1 your grandparents / live *Where do your grandparents live?*
2 Tim's friend / work *Where does Tim's friend work?*
3 his sister / go shopping *Where does his sister go shopping?*
4 you / eat lunch *Where do you eat lunch?*
5 they / watch TV *Where do they watch TV?*
6 Brett and Claire / exercise *Where do Brett and Claire exercise?*
7 her son / go to school *Where does her son go to school?*
8 your brother / work *Where does your brother work?*

3 Complete the statements with in, on, at, or to.

1 His apartment building is *on* Franklin Street.
2 They live *on* the 6th floor.
3 Ms. Gómez takes the subway *to* work.
4 It's *at* 75 Maple Street.
5 Fred studies Japanese *at* the BTI Institute.
6 Mr. Brown works *at* the airport.
7 Ms. Clarkson's office is *on* the third floor.
8 Jeff's brother works *at* 8 Center Street.
9 My parents live *in* a large apartment.

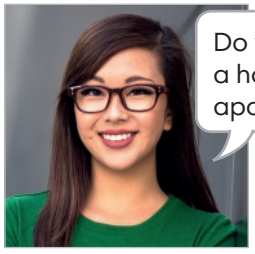
4 Complete each sentence with There's or There are.

1 *There's* a meeting at noon.
2 *There are* three games this weekend.
3 *There's* a bank on the corner of Elm and 16th Street.
4 *There are* two schools on the right side of the street.
5 *There are* parks nearby.
6 *There's* a pharmacy and a hospital across the street.
7 *There are* four printers in the office.
8 *There's* an elevator in his apartment building.

5 **Write questions with <u>is there</u> or <u>are there</u>. Use a capital letter for the first word in the question. Use a question mark.**

1 a party / this Friday *Is there a party this Friday?*
2 two games / this week *Are there two games this week?*
3 a museum / nearby *Is there a museum nearby?*
4 how many / meetings / tomorrow *How many meetings are there tomorrow?*
5 how many / bus stations / on 4th Street *How many bus stations are there on 4th Street?*
6 how many / concerts / this month *How many concerts are there this month?*

6 **Complete each conversation. Use your own words.**



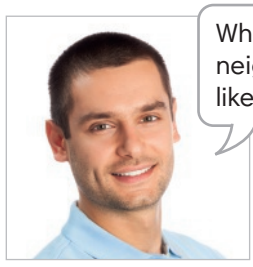
1 YOU *Answers will vary.*



2 YOU *Answers will vary.*



3 YOU *Answers will vary.*

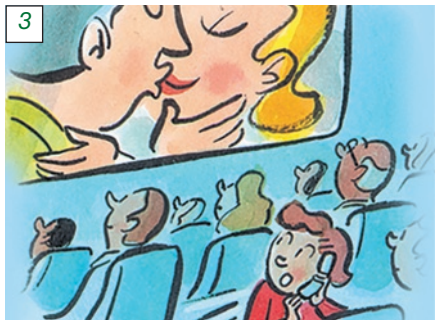


4 YOU *Answers will vary.*

UNIT 9

1 Listen to the conversations and write the number of each conversation on the correct picture.

a 3



b 4



c 2



d 1



2 Write the present participle of the following base forms.

1 rain	raining	7 practice	practicing	13 study	studying	19 do	doing
2 wear	wearing	8 clean	cleaning	14 listen	listening	20 get	getting
3 have	having	9 snow	snowing	15 wash	washing	21 eat	eating
4 take	taking	10 come	coming	16 brush	brushing	22 put	putting
5 work	working	11 make	making	17 go	going		
6 visit	visiting	12 comb	combing	18 exercise	exercising		

3 Complete each short answer.

1 **A:** Are you studying English this year?
B: Yes, I am.

2 **A:** Is it raining right now?
B: Yes, it is.

3 **A:** Are you taking a nap?
B: No, I'm not.

4 **A:** Are his parents making dinner tonight?
B: Yes, they are.

5 **A:** Is Sherry talking on the phone?
B: Yes, she is.

4 Change each affirmative statement to a negative statement. Write it two different ways. Use contractions.

1 It's snowing and she's staying home.
a It's not snowing and she's not staying home.
b It isn't snowing and she isn't staying home.

2 Mom's taking a bath.
a Mom's not taking a bath.
b Mom isn't taking a bath.

3 It's cold today, and they're wearing sweaters.
a It's not cold today, and they're not wearing sweaters.
b It isn't cold today, and they aren't wearing sweaters.

4 She's tired and she's taking a nap.
a She's not tired, and she's not taking a nap.
b She isn't tired, and she isn't taking a nap.

5 Check the sentences that indicate a future plan.

1 ✓ On Thursday I'm watching TV at home.
2 ..... I'm listening to music right now.
3 ..... Is Alice taking a nap?
4 ✓ Where are they going this weekend?
5 ..... Judy's eating lunch.
6 ✓ I'm walking to the park this afternoon.
7 ..... He's studying Italian this year. His teacher is great.
8 ✓ Who's going to the movies on Saturday?

6 Complete each conversation with the present continuous. Use contractions when possible.

1 **A:** *What are you doing* (what / you / do) ?
B: *I'm brushing* (I / brush) my hair.

2 **A:** *Where's he going* (where / he / go) ?
B: *He's driving* (he / drive) to the mall.

3 **A:** *Why's she taking* (why / she / take) the subway?
B: Because *it's raining* (it / rain) .

4 **A:** *Are we going* (we / go) to a movie tonight?
B: No, *we're going* (we / go) to Karen's party.

5 **A:** *Why are you wearing* (why / you / wear) boots?
B: Because *it's snowing* (it / snow) !

7 Complete each conversation. Use your own words.



1 YOU *Answers will vary.*



2 YOU *Answers will vary.*



3 YOU *Answers will vary.*



4 YOU *Answers will vary.*

UNIT 10

1 **Listen to the conversations. Write T (true) or F (false) for each statement.**

Conversation 1

F **1** They're eating a fruit salad.
F **2** It has orange juice and oil.

Conversation 2

F **3** They want some onion soup for dinner.
F **4** They don't have the ingredients.

Conversation 3

F **5** The pasta has two ingredients.
T **6** It has tomatoes and oil.

Conversation 4

T **7** The fruit salad has bananas and apples.
F **8** It has no orange juice.

2 **Look at the underlined nouns. Write C if the noun is a count noun. Write NC if it's a non-count noun.**

NC **1** I always drink coffee for breakfast.
C **2** Are there any eggs in the fridge?
NC **3** Do you eat pasta once or twice a week?
C **4** There are peppers in the omelet.
NC **5** They eat fish for dinner every Friday night.
NC **6** I need some milk for my tea.
C **7** I love peas and beans.
C **8** Do we have any potatoes in the kitchen?
NC **9** There's bread in the kitchen.
NC **10** Do they like butter on their bread?

3 **Complete each question with How much or How many.**

1 How much pasta do we have?
2 How many eggs do you want for breakfast?
3 How many cups of coffee do you drink every day?
4 How many tomatoes do you need for the salad?
5 How much meat do you eat every week?
6 How many loaves of bread are there?
7 How much sugar do you want in your tea?
8 How many cans of soda are there in the fridge?
9 How much water do you drink?
10 How much butter is there?

4 **Choose the correct word or phrase to complete each statement. Circle the letter.**

1 I ___ to school every day.
a am going **(b)** go

2 They usually ___ the train to work.
a are taking **(b)** take

3 Annalisa ___ the dishes now.
(a) is washing **b** washes

4 She really ___ coffee.
a is liking **(b)** likes

5 This museum ___ beautiful things.
a is having **(b)** has

6 On Tuesdays I ___ at the supermarket.
a am going shopping **(b)** go shopping

7 We never ___ fish.
a are eating **(b)** eat

8 Our son ___ to the movies on weekdays.
a isn't going **(b)** doesn't go

9 Maddie ___ to the party tonight.
a doesn't go **(b)** isn't going

5 **Complete each conversation. Use your own words.**



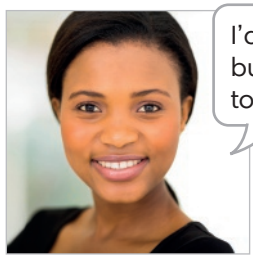
1 YOU *Answers will vary.*



2 YOU *Answers will vary.*



3 YOU *Answers will vary.*



4 YOU *Answers will vary.*

Practi-Chants

NOTE ABOUT THE PRACTI-CHANTS: The goal of the Practi-Chants is to provide optional extra pronunciation and speaking practice for Ss that also reinforces unit vocabulary and grammar. Learning with chants is an effective way to increase motivation, reduce Ss native-language accents, and make the rhythm and intonation of new language more memorable.

UNITS 1-10 Practi-Chants Teaching notes

Suggested time: 10 minutes

- Have Ss preview the chant. Hold up your book and point to the large dots which show primary stress. Remind Ss to say these words or syllables louder while they are chanting.
- Say, *If the word is underlined, stress it even more.* Write on the board: *How are <u>you</u>?* Model the pronunciation: *How are YOU?*
- Play the audio as Ss read and listen. Then have them listen again and repeat. Make sure Ss are stressing the appropriate words or syllables.
- Replay the audio if appropriate.
- To model the exchange, role-play the chant with higher-level Ss. Play the role of Speaker A.
- Have Ss practice the chant in pairs. Time permitting, have them switch roles and practice again.
- Walk around as Ss practice. Listen for the correct rhythm and intonation. Correct as necessary.
- Invite volunteers to role-play the chant for the class.

LANGUAGE NOTE Giving a syllable or word primary stress means saying it higher, louder, and longer.

OPTION Ask Ss to close their books. Play the audio and have Ss listen. Then have Ss open their books and following along with the script as they listen.

TEACHING TIPS

- If your Ss are shy, take the "safety in numbers" approach. Ask the whole class to chant together, with or without the lyrics in front of them.
- To further increase language retention, integrate movement into the Practi-Chants activity. For example, ask Ss to stand up and clap their hands when they say their line and sit down when they aren't speaking. Strong evidence supports the connection between movement and more effective learning.

EXTENSION (+5 minutes) Divide the class into two groups. Point to Group 1 and say, *Speaker A.* Point to Group 2 and say, *Speaker B.* Practice the chant as a class. Group 1 says Speaker A's lines and Group 2 says Speaker B's lines. Tell Ss to repeat each line as a group. Then have groups switch roles and practice the chant again.

EXTENSION (+10 minutes) Form mixed-ability pairs. Have Ss write their own chant about the same topic. Tell them to use the chant in the book as a model. Suggest that higher-level Ss play Speaker A and write down the conversation. Walk around and provide help with spelling and vocabulary. When pairs are ready, have them practice their new chants. Invite pairs to role-play their chants for the class.

PRACTI-CHANTS

The *Connectivity* Practi-Chants are optional. They make Unit grammar and vocabulary memorable and reinforce English pronunciation. Read and listen. Then try them with your classmates! There is one chant for each of the ten units of this book.

Read and listen two or more times to become familiar with the Practi-Chant's oral patterns. Become familiar with the large and small dots, which depict the stressed and unstressed words and syllables. Then read the chant out loud, using the dots as a guide.

UNIT 1 Good evening!



A: Good evening… Good evening… Good evening… How are you?



B: We're fine… not bad… We're great! And you?



A: What's your occupation?



B: I'm a chef. And you?



A: I'm an actor, she's an actor, he's an actor, too.



B: He's a singer, she's a singer… What about you?



A: She's a doctor, he's a doctor… Are you a doctor, too?



B: It's so nice to meet you… Good evening to you!



A: Take care! See you later!



B: See you later! Good night!

UNIT 2 What's your name?



A: What's your first name?



B: It's Howard.



A: What's your last name?



B: It's Clive.



A: What's your number?



B: Four six two one seven oh five.



A: What's your address?



B: It's twenty oh seven on Main.



And you?



A: It's five oh six seven on Crane.



B: Thank you.



A: Thank you!



B: You're welcome!



A: You too!



Thank you.



B: Thank you!



A: You're welcome!



B: You too!

UNIT 3 Excuse me.

A: Excuse me. Where's the bank?

B: It's down the street… down the street.

A: Excuse me. Where's the school?

B: It's across the street… across the street.

A: Excuse me. Where's the bookstore?

B: It's between the pharmacy and the bank.

A: And the supermarket?

B: It's next to the school.

A: And the restaurant?

B: It's next to the bank.

A: And the gas station?

B: It's across from the school.

A: Can I walk to the school?

B: Sure.

A: Thanks.

Can I walk to the bank?

B: Don't walk. Drive.

A: And the bookstore?

B: Take the bus.

A: Thanks.

B: Sure... You're welcome!

UNIT 4 Who's that?

A: Tell me about your family…

Tell me about your family.

B: I have a brother, and his name is Nate.

I have two young sisters

they're six and eight.

My mom's a doctor

and my dad's an engineer.

Mom's name is Nancy

and my dad's Samir.

A: Who's that?

B: Oh that's my sister Jen.

A: Who's that?

B: And that's my sister Gwen.

A: Who are they?

B: Oh that's my mom and dad

and my grandma Sue

and my grandpa Brad.

A: They're so good-looking

and they're all so tall.

Thanks for telling me about them all!

UNIT 5 What time's the play?

A: What time's the play? What time's the play?

B: At six o'clock.

A: At six o'clock?

Uh-oh… Are we late?

B: No, we're not. It's five forty-five.

B: What time's the game? What time's the game?

A: At two o'clock.

B: At two o'clock?

Uh-oh… Are we late?

A: No, we're early. It's ten to two.

A: What time's the talk? What time's the talk?

B: At ten o'clock.

A: At ten o'clock?

Uh-oh… Are we late?

B: No, we're right on time. It's ten o'clock now.

B: What time's the party? What time's the party?

A: At eight.

B: At eight?

A: That's right.

So don't be late!

UNIT 6 I really like that suit.

A: I really like that suit!

And I like those shoes!

And that dress is really great!

B: Thanks!

Do you like this skirt?

Do you like those pants?

Do you like that tie in gray?

A: Yes!

Do you need a new shirt?

Do you want new shoes?

Do they have those pants in green?

B: No.

A: Well, what do you think of this jacket?

B: I think it's nice! What about you?

A: Me? I think it's awesome, too.

B: Well, what do you think of those sweaters?

A: I think they're great! What about you?

B: Me? I think they're awesome, too.

A: I really like that tie. I think it's nice.

B: I really like those shoes. They're great!

UNIT 7 My typical activities.

A: So what do you do in your free time?

Do you exercise?

Do you visit friends?

Do you listen to music or watch TV?

B: What do I do in my free time?

Well, I exercise,

And I visit friends,

and I listen to music and I watch TV.

A: Do you do household chores?

B: Of course! What about you?

A: I do, too!

B: Do you do the laundry every day?

A: Me?… No way!

B: So who makes dinner?

A: My brother does.

B: Who washes the dishes?

A: My sister does.

B: Who cleans the house?

A: My brother does.

B: Do you take out the garbage?

A: Me?… No way!

UNIT 8 What's it like?

A: What's your neighborhood like?

B: Well, it's really, really nice.
There's a beautiful park,
and a really big mall,
and an awesome museum.
There's a new train station,
and a school nearby,
and great restaurants too!

A: That sounds really nice!

B: Hey… what about you?
What's your apartment like?

A: Well, it's really, really nice.
There's a big kitchen
with a really nice fridge
and a microwave
and a nice big sink.
There are three bedrooms
and two bathrooms.

B: That sounds really great!

A: Hey… what about you?
What's your kitchen like?

B: Well, it's not very nice.
There are no windows
and it's really small
with a really old fridge
and a terrible stove
and an awful sink.
But I love my living room!

A: That's great!

UNIT 9 Any plans?

A: Any plans for tonight?

B: Nothing special. What about you?

A: Me?…

I'm visiting my old friends Scott and Lee,
and we're watching a game… on TV.

A: Any plans for tomorrow?

A: Nothing special. What about you?

B: Me?…

I'm going to a concert with my mom,
and I'm taking a walk with my boyfriend Tom.

A: Any plans for the weekend?

B: Nothing special. What about you?

A: Me?…

I'm meeting my classmate Paul
and then we're going shopping at the mall.

B: Any plans for next week?

A: Nothing special. What about you?

B: Me?…

Nothing special. Well… got to run!

UNIT 10 I'll check.

A: Are there any lemons in the fridge?

B: I'm not sure. I'll check. Uh-oh. There aren't any.

Is there any tea on the shelf?

A: I'm not sure. I'll check. Uh-oh. There isn't any.

Are there any tomatoes on the table?

B: I'm not sure. I'll check. Uh-oh. There aren't any.

Is there any coffee on the counter?

A: I'm not sure. I'll check. Uh-oh. There isn't any.

B: Is there a loaf of bread?

A: No, there isn't.

B: What about bananas?

A: No, there aren't.

B: A bag of peas?

A: No, there isn't.

B: How about onions?

A: No, there aren't.

B: A bottle of milk?

A: No, there isn't.

B: How about beans?

A: No, there aren't.

B: A can of soup?

A: Yes, there is!

B: I'm really hungry.

A: OK. Let's eat!

Student's Book Audio Script

UNIT 1

Warm-Up, Page 7, Ex. F

1 She's a singer.
2 They're musicians.
3 We're students.
4 He's a doctor.
5 I'm a teacher.
6 They're chefs.

Lesson 3, Page 12, Ex. B

1 V
2 X
3 C
4 A
5 O
6 G

Lesson 3, Page 12, Ex. C

1 F
2 S
3 B
4 J
5 N
6 K
7 D
8 H
9 E

Lesson 3, Page 12, Ex. E

Conversation 1

M: Hi. I'm Leonard Greene.
F: Green. G-R-E-E-N?
F: No. G-R-E-E-N-E.
F: Thank you, Mr. Greene.

Conversation 2

M: Your name, please?
F: Sure. I'm Karen Leigh.
M: Is that L-E-E?
F: No. It's L-E-I-G-H.

Conversation 3

F: Hello. I'm Katharine Kane.
M: Excuse me?
F: Katherine Kane.
M: Is that Katherine with a C?
F: No, with a K. And an A in the middle.
M: Could you spell that, please?
F: Sure! K-A-T-H-A-R-I-N-E.

Lesson 3, Page 12, Ex. F

Conversation 1

F: Hi. I'm Kellie.
M: Excuse me?
A: Kellie.
M: How do you spell that?
F: K-E-L-L-I-E.
M: K-E-L-L-I-E?
F: That's right.

Conversation 2

F: Are you Geoffrey?
M: Yes, I am.
F: How do you spell that?
M: G-E-O-F-F-R-E-Y.
F: G-E-O . . . [hesitates]
M: G-E-O-F-F-R-E-Y.
F: Oh, thanks.

Conversation 3

F: Good morning. My name's Stephanie.
M: Good morning. How do you spell that?
F: S-T-E-P-H-A-N-I-E
M: S-T-E-P-H-A-N-Y-E?
F: No . . . I-E.
M: Oh, excuse me.

Lesson 4, Page 14, Ex. D

Conversation One

M: Are they flight attendants?
F: Yes, they are.

Conversation Two

M: So, what do you do?
F: Me? I'm a photographer.
M: A photographer? That's great!
F: Yes, it is.

Conversation Three

M1: Is Marianne a scientist?
M2: No way! She's a chef.

Conversation Four

F: What do you do?
M: Us? We're scientists.
F: You're scientists? Really?
M: Yes, we are.

Lesson 4, Page 15, Ex. E

Conversation 1

F: Are you Marcus Shepherd?
M: Yes, I am.
F: Could you spell that for me?
M: Sure. It's M-A-R-C-U-S. And Shepherd. S-H-E-P-H-E-R-D.
F: Thanks. And what's your occupation, Mr. Shepherd?
M: I'm a pilot.

Conversation 2

M: Excuse me. Are you the English teacher?
F: Yes, I am. I'm Josephine Brinley.
M: Nice to meet you, Ms. Brinley. I'm Peter Li.
F: It's a pleasure to meet you, Mr. Li.

Conversation 3

F: Is he Jeffrey Gross?
M: Yes, he is.
F: Is he a doctor?
M: Yeah.
F: How do you spell his name?
M: G-R-O-S-S.
F: What about Jeffrey?
M: J-E-F-F-R-E-Y.
F: Jeffrey Gross. Thanks.

Conversation 4

F: Hi. I'm Amy Browne.
M: Welcome, Ms. Browne. What's your occupation?
F: I'm a writer.
M: Really! And how do you spell your name?
F: Amy is A-M-Y. And Browne is B-R-O-W-N-E.
M: Thank you.

UNIT 2

Warm-Up, Page 18, Ex. B

1 Circle the last name.
2 Circle the first name.
3 Circle the first name. Circle the title. Underline the last name.

Warm-Up, Page 19, Ex. E

Conversation 1

M: Name, please?
F: It's Ellen Greeley.
M: Is that *Mrs.* Greeley?
F: No. It's Ms.
M: OK, thanks.
F: You're welcome.

Conversation 2

M: Hi, I'm Noah Tate.
F: Nice to meet you, Mr. Tate.
M: Nice to meet you too.
F: I'm Rita Harris.
M: Is that Mrs. Harris, or Miss Harris?
F: It's Mrs.

Conversation 3

F: Is the teacher Robin Smith?
M: Yes.
F: Is it Ms. Robin Smith?
M: No, it isn't. It's Mr.
F: Oh!

Lesson 1, Page 20, Ex. E

Conversation 1

M: Is Len your friend?
F: My friend? Not really. Len's my neighbor.

Conversation 2

F: Hi, Steve. This is Bruce. Bruce is my classmate.
M1: Nice to meet you, Bruce.
M2: Nice to meet you, Steve.

Conversation 3

M: Helen, this is Shahana.
F1: Hi, Shahana.
F2: Hi, Helen.
M: Shahana's my neighbor.

Conversation 4

F: Stan, this is my boss, Mr. Grant.
M1: Hello, Mr. Grant. Nice to meet you.
M2: Nice to meet you, too, Stan.

Conversation 5

M: Is Rob your classmate?
F: No, he isn't. He's my colleague.

Conversation 6

M1: Mary, this is my friend, Carlos.
F: Hi, Carlos. Nice to meet you.
M2: Nice to meet you, Mary.

Lesson 2, Page 23, Ex. G

Conversation 1

F1: Good morning. What's your name, please?
F2: Mimi Brinker.
F1: And what's your phone number, Ms. Brinker?
F2: It's 238-5803.
F1: Thank you.
F2: You're welcome.
F1: Oh! What's your email address?
F2: It's mimi at d mail dot net.
F1: Excuse me. . . . How do you spell Mimi? Is that m-i-m-i?
F2: Yes, it is.

Conversation 2

F1: Hello. The name's Delia Potter.
F2: Delia . . . Potter. Oh, yes. Here you are.
F1: Could you give me your phone number, Ms. Potter?
F2: Certainly. It's 011-98-43-00
F1: 011-89-43-00?
F2: No. It's 98, not 89. 011-98-43-00.
F1: Oh. OK. Thanks!

Conversation 3

M: Hello. I'm Mr. Schmitt.
F: Schmitt. . . . Is that with one t or two t's?
M: Two.
F: Thanks. And your first name?
M: It's Conrad.
F: What's your phone number and your email address?
M: My phone number is 643-2157.
F: OK.
M: And my email address is conrad twenty at d mail dot com.
F: Conrad twenty at d mail dot com?
M: Right.

Conversation 4

M: Last name?
F: Ferris.
M: Oh, right. First name's Elaine, right?
F: That's right.
M: What's your email address, Elaine?
F: It's elaine ten at d-mail.com.
M: Great. Thanks, Elaine.
F: You're welcome.

Lesson 4, Page 27, Ex. D

Conversation 1

M1: Are you Joseph Madison?
M2: Yes, I am.
M1: Hi, Joseph. I'm Robert Judd. Nice to meet you.
M2: Oh, yes! Mr. Judd. You're our teacher.
M1: Yes, that's correct.
M2: Are you from Los Angeles?
M1: Yes, I am.

Conversation 2

F1: What's your doctor's name?
F2: My doctor? Dr. Thomas.
F1: Thomas? Is that his first name or his last name?
F2: His *last* name. His first name is Jack.
F1: Oh. Is he American?
F2: Yes, he is. He's from Philadelphia.

Conversation 3

M: Hi. What's your name?
F: Irene Biss.
M: Is that Mrs. Biss?
F: No, it's Ms.
M: What's your occupation, Ms. Biss?
F: I'm an engineer.
M: One more question: Are you American?
F: No, I'm not. I'm Canadian.

Conversation 4

F: Are you Mr. Solis?
M: Yes, I am. Daniel Solis.
F: Are you from New York City, Mr. Solis?
M: Yes, I am.
F: Nationality American?
M: Yes, that's right.
F: And your address?
M: 17 Riverside Drive.
F: Oh, thanks!

Conversation 5

F: Hi! I'm Amanda Kraft. I'm your neighbor.
M: Really? On North Street? What's your address?
F: Number 4.
M: Oh, that's right! Nice to meet you, Amanda. I'm Glenn Wright.

F: Nice to meet you, too, Glenn. Where are you from?
M: London. I'm British. I'm a teacher.
F: Oh, you're a teacher? I'm a teacher, too!

Conversation 6
F: Good morning. Your name, please?
M: Good morning. I'm David Harrison. From ABC company?
F: David . . . Harrison . . . from Chicago. Oh, yes. Is this your correct address?
M: Yes . . . That's correct.
F: One more question: Is this your email address?
M: epc@abccompany.com? No, it's not. That's Emily Caro's email address. She's my boss. My email address is dph@abccompany.com.
F: Welcome to Miami!
M: Thanks.

UNIT 3

Warm-Up, Page 30, Ex. B

1 a bus
2 a moped
3 a taxi
4 a bicycle
5 a train
6 a subway

Warm-Up, Page 31, Ex. E

1 a bus stop
2 a school
3 a gas station
4 a supermarket
5 a pharmacy
6 a bank
7 a bookstore
8 a restaurant

Lesson 2, Page 34, Ex. B

1 Can I walk to the restaurant?
2 Can I take the bus to the supermarket?
3 Can I drive to the pharmacy?
4 Can I take a taxi to the bank?

Lesson 2, Page 34, Ex. E

1 Don't drive.
2 Walk.
3 Don't take the subway.
4 Take a taxi.
5 Don't take the bus.
6 Take the train.

Lesson 3, Page 37, Ex. F

1
M: How do you go home?
F: Me? By car.

2
F: How do you go to work?
M: To work? By subway.

3
M: How do you go to school?
F: To school? By train.

4
F: How do you go to work?
M: Me? By motorcycle.

5
M: How do you go home?
F: Home? By bus.

6
F: How do you go to school?
M: Me? By taxi.

Lesson 4, Page 39, Ex. D

1
My name is Ken Tunney. I'm a bookstore manager. My bookstore isn't in my neighborhood, so I go to work by car. I drive to work with my neighbor, Emile Du Clos. Emile is from France. He's a chef at a French restaurant. It's a great restaurant and it's right across the street from my bookstore. Emile and I are neighbors, but now we are also friends.

2
I'm Linda Sellers and I'm a teacher. I go to work by bus with my colleague, Michael Blaine. Our school is right around the corner from a great French restaurant. The restaurant's chef, Emile Du Clos, and Michael are friends. In the evening, Michael and I go home by car with Emile and his friend and neighbor Ken Tunney. We're all from Ken's neighborhood. Now we're all friends.

UNIT 4

Warm-Up, Page 43, Ex. F

1 That's my husband.
2 And she's my granddaughter.
3 They're my sisters.
4 He's my brother.
5 They're my grandsons.
6 And that's my daughter.

Lesson 1, Page 45, Ex. H

Conversation 1
F1: Who's he?
F2: Oh, that's my husband, Darren.
F1: He's so good-looking!

Conversation 2
M: Who's that?
F: The girl? She's my daughter Nina.
M: She's really cute!
F: Thanks!

Conversation 3
F: Are they your brothers and sisters?
M: Yup. All four of them.
F: They're very young.
M: They *are*.

Conversation 4
M: Who's that?
F: That's my son Steven.
M: He's really tall!

Conversation 5
F: Who are they?
M: They're my sisters.
F: Wow! They're so beautiful!

Conversation 6
M: Who's the athlete?
F: Oh, that's my dad.
M: Is he short?
F: Yes, he is. He's really handsome too.

Lesson 3, Page 48, Ex. D

1 Well, he has curly red hair and handsome eyes. He's so good-looking.
2 Well, he has long wavy brown hair and a mustache. He isn't exactly young, but he's pretty handsome.
3 So he's kind of old now. He has white hair, and he has a beard and mustache.
4 She's so good-looking . . . She has long wavy blonde hair and very pretty eyes.
5 She's very pretty. She has long straight brown hair and nice eyebrows.

Lesson 4, Page 51, Ex. D

Conversation 1

F: Nice photos!
M: Thanks. That's my friend Bob. The bald one.
F: Nice beard.
M: And that's his wife, Gerri. She's an engineer.
F: Her hair's so long and pretty . . . They have cute kids. How old are they?
M: Amy is four. And Brandon is two.
F: Good-looking family.

Conversation 2

M: Who's she?
F: With the long dark hair? Oh, that's my friend Mona. And that's her husband Gary.
M: So they have two daughters and a son?
F: Right.
M: How old's the baby?
F: Zack? He's one.
M: He's very cute.

UNIT 5

Warm-Up, Page 55, Ex. G

Conversation 1

F: Hey, Clark!
M: Hey, Marlena. What time is it?
F: It's 2:10.
M: 2:10? Oh, no! I'm late.

Conversation 2

F: Oh, no! Am I late?
M: For what?
F: For the bus. What time is it?
M: Let me check. . . . It's 2:30.
F: 2:30! I AM late.

Conversation 3

M: It's eight thirty.
F: Eight thirty?
M: Right. Class is at eight thirty, right?
F: That's right.
M: Thank goodness! I'm on time.

Conversation 4

F: Is it 11:00?
M: 11:00? Just a minute. . . . No, it isn't. It's 10:45.
F: Whew! That's great. I'm not late!

Lesson 1, Page 56, Ex. B

Conversation 1

F: What time's the talk?
M: At 6:30.
F: Six thirty? Thanks!

Conversation 2

M: Is the meeting at four fifteen?
F: The meeting?
M: Yes.
F: Yes. It's at 4:15.

Conversation 3

M: Meg, Is the play at seven o'clock, or seven thirty?
F: It's at seven forty-five.
M: That's great! It's only 7:15. We're early.

Conversation 4

F: What time's the concert? Half past eight?
M: Actually, no. It's at nine o'clock.
F: Oh. OK, thanks!

Conversation 5

F: Hey, David. What time's the party?
M: The office party? Let me check. . . . Oh. It's at a quarter after ten.
F: A quarter after ten?
M: That's right.

Conversation 6

M: Hello?
F: Hi, Richard. How's it going?
M: Great. And you?
F: I'm fine. I have a question. What time's the movie?
M: The movie? It's at ten to eight.
F: Ten to eight?
M: Yes, that's right.

Conversation 7

M: What time's the game?
F: It's at noon.
M: Noon?
F: Right. Don't be late!

Conversation 8

F: Hey, Jack. Where's the exhibit?
M: It's at . . . 15 Main Street.
F: Uh-oh. At what time?
M: 1:30. Are we late?
F: No. *(whew)* It's only a quarter after one.

Lesson 2, Page 59, Ex. H

Conversation 1

M: What day is the concert?
F: It's on Friday.
M: What time?
F: It's at six P.M.

Conversation 2

F: Is the movie on Thursday or Friday?
M: Thursday. At ten P.M.

Conversation 3

M: What time is the party on Saturday?
F: It's at five o'clock.
M: Five o'clock? That's so early!
F: Actually, you're right.

Conversation 4

F: When's the game?
M: The game? It's on Saturday.
F: At what time?
M: Nine A.M.

Conversation 5

M: Is your talk on Wednesday?
F: No, it isn't. It's on Tuesday.
M: Tuesday? What time?
F: At eight thirty.
M: A.M. or P.M.?
F: A.M.

Lesson 4, Page 63, Ex. C

Conversation 1

M: Hello. Jack's Restaurant.
F: Hello. Is the chefs' meeting at Jack's at 6:00?
M: Yes, it is. Are you one of the chefs?
F: Yes, I am. I'm Alicia Remy. Where is the restaurant?
M: We're at 123 Main Street.
F: Great! I'm at Smith Street and Main. Can I walk to the restaurant?
M: Actually, no. Don't walk. Take the Number 5 bus. We're right down the street from the first stop. Across from the gas station.
F: Thanks. That's easy!

Conversation 2

F: Hello. Supermarket Six Ten, on First Street. Can I help you?
M: Yes, please. What's the address there?
F: It's 34 First Street.
M: Thanks. What are your hours on Sunday?

F: Sunday? We're open from six in the morning to ten o'clock at night.
M: And what about the other days of the week?
F: The hours are the same. We're open from six to ten. Seven days a week.
M: Monday to Friday?
F: Yes, but Saturday and Sunday too. Weekdays and weekends.
M: And what about at night?
F: At night? We're open from morning to night. We're not open from ten at night to six in the morning.

UNIT 6

Warm-Up, Page 67, Ex. E

1 The dress is black. It's a black dress.
2 The tie is blue. It's a blue tie.
3 The jacket is gray. It's a gray jacket.
4 The shoes are brown. They're brown shoes.
5 The sweater is red and black. It's a red-and-black sweater.

Lesson 2, Page 70, Ex. D

Conversation 1
F1: I really like that blue dress.
F2: I do, too.

Conversation 2
F: Do you need brown shoes?
M: No, actually, I don't. But I need a sweater.

Conversation 3
M: Does Matt need a blue suit for work?
F: Yes, he does.

Conversation 4
M1: I'm sorry, sir. You need a tie in this restaurant.
M2: Well, I don't have one.
M1: No problem. We have a nice red tie here for you.
M2: That's good. Thanks.

Conversation 5
F: I like this sweater. But it's a small.
M: What size do you need, ma'am?
F: Actually, I need a large or an extra large.
M: No problem. What color?
F: Gray, please.

Conversation 6
M: I don't think this store has my size. I need something very large.
F: What size do you need?
M: A 46.
F: Well, that IS large. But look over here. These black shoes are a 46.
M: Hmm. And I like them. Great!

Lesson 4, Page 74, Ex. C

Conversation 1
M1: Good morning.
M2: Good morning. Can I help you?
M1: Yes, please. I need some new shirts.
M2: Certainly. We have some very nice ones over there.
M1: Thanks. . . . I'm sorry. These shirts are very expensive.
M2: I understand. . . . What about these?
M1: . . . Those are very nice. I need a blue one and two white ones.
M2: In what size?
M1: In a medium.
M2: Here you go.
M1: Thank you. I like these shirts. And they're not too expensive.

Conversation 2
F1: Excuse me.
F2: Yes?
F1: I like this black skirt, but it's too tight and too short. Do you have the skirt in a medium?
F2: Yes, we do. But we don't have one in black.
F1: What colors *do* you have?
F2: We have brown and gray.
F1: Actually, I don't like brown or gray. What about a different skirt? One that's not too short.
F2: Hmm. Actually, those skirts over there are all pretty long. And there are ones in black and other colors.
F1: Thanks. Those are great—very good-looking.

Conversation 3
F1: I really like that short jacket! It's so cute!
F2: Really? It's not too tight?
F1: No way! It's really cool.
F2: But what do you think of the color?
F1: The color? Red is an awesome color on you.
F2: Hmm. I'm not sure. My husband doesn't like red.
F1: So no problem. Let's keep looking.

UNIT 7

Warm-Up, Page 79, Ex. D

Conversation 1
M: What time is it?
F: It's 6:00.
M: 6:00? Oh, no. I'm late!
F: No problem. I can drive you to work.
M: Thanks! But let's eat breakfast first, OK?

Conversation 2
F: It's really late.
M: It is? What time is it?
F: 11:00.
M: 11:00? Time to go to bed!

Conversation 3
M: Hey honey, what do you think of this shirt for the party?
F: I think it's nice.
M: Do you like the color?
F: Yes, I do.

Conversation 4
M: I need a shower!
F: And I want to take a bath.
M: OK. Me first!

Lesson 1, Page 80, Ex. B

Conversation 1
M: So, who does the household chores in your family?
F: We all do. My husband washes the dishes. My son does the laundry. My daughter makes dinner. And I clean the house.

Conversation 2
M: Who usually does the chores? You or your husband?
F: Me! I do everything.
M: Really?
F: I get up. He doesn't. I make breakfast. I do the laundry.
M: Really?
F: And in the evening, I come home. I make dinner. And he watches TV.

Conversation 3
F: Do you do household chores?
M: Of course! Actually, we all do in my family.

F: That's great! And who does what?

M: Well my wife usually makes dinner and I wash the dishes. On weekends, I do the laundry and she cleans the house. And our son washes the dishes on weekdays.

Lesson 3, Page 84, Ex. C

Conversation 1

F1: How often do you take a walk with your husband?

F2: Once or twice a week.

F1: That's nice.

Conversation 2

M1: Do you go out for dinner on the weekend?

M2: Definitely. We go out every Saturday.

M1: Where do you go?

M2: To a nice restaurant in our neighborhood.

Conversation 3

F1: When do you take out the garbage?

F2: Me? Are you kidding? My husband does that!

Conversation 4

M: Who does the laundry in your family?

F: My children. They take turns.

M: You've got great kids.

Lesson 4, Page 86, Ex. C

M: Welcome to Today's Lifestyles, where we interview people about their families. Today's guest is Ann Keller, pharmacy manager and mother of four children. Good evening, Ms. Keller.

F: Good evening.

M: Please tell our listeners about your family, your activities, and your work.

F: Well, first, as you said, I'm a pharmacy manager. I work in a pharmacy down the street from my house.

M: How many days a week do you work?

F: Actually, I work 5, but I don't work days. I work at night. I'm the night manager.

M: Do you always work at night? Or only some days?

F: I always work at night. Five nights a week, from Monday to Friday.

M: Is that difficult?

F: Not for me. I'm a real evening person.

M: And what about for your family? You have four children.

F: It's not really a problem, because of my husband.

M: Tell me about your husband. What does he do?

F: Sam's a teacher at a technical college. And he's a real morning person. He loves mornings. And that's good, because he gets up before the children, at 5:30 am. He takes a quick shower, brushes his teeth, and gets dressed—all before 6:30. Then he makes breakfast and eats with the children.

M: What time do you come home from the pharmacy?

F: I usually come home in time for the children's breakfast. I eat with them, too.

M: So breakfast in your house is actually your dinner!

F: True.

M: And what are the weekends like?

F: On Saturdays and Sundays, everything changes. We get up together and eat all our meals together. In the morning, we usually do chores together. In the afternoon, I always take a nap. In the evening, we go to the movies or out for dinner. We're a pretty normal family on the weekends.

M: Thanks so much for telling us about your life.

F: It's my pleasure. Thank YOU.

UNIT 8

Warm-Up, Page 90, Ex. B

Conversation 1

M: What a beautiful kitchen!

F: Thanks!

M: Is that fridge new?

F: Actually, it isn't. It's about five years old. The stove is new, though.

Conversation 2

F1: Do you have a microwave at home?

F2: At home? No. I have a microwave in the kitchen at my office at the bank, though.

F1: What do you make with the microwave in the office?

F2: Breakfast and lunch, every day. I'm always there!

Conversation 3

M: Hey. Come in and look at my new living room furniture.

F: OK!

M: What do you think of my new bookcases?

F: I think they're great.

M: Me too! And what about the sofa? Personally, I don't love the color.

F: Really? I love it.

Conversation 4

F1: I need a mirror. Do you have one?

F2: Sure. There's a mirror in the bedroom, right over there.

F1: Thanks. . . . Ooh, it's a little dark in here.

F2: Sorry! The lamp's next to the bed, on the right.

F1: Great. Thanks.

Conversation 5

M: Jill, the bathroom really needs a new bathtub. The one in there is so old.

F: That's true. Let's go to Smith's Bathroom Store. Maybe they have one that's not too expensive.

M: OK. Here are the tubs. Right over here.

F: Wow, this blue one is nice.

M: It is. But the sink and the toilet in that bathroom are white. I don't think blue goes with them.

F: Actually, you're right. . . . And, wow, look at the price. It's very expensive. Let's keep looking.

M: Jill! Look at this one! It's white, not too expensive, and it comes with a shower too!

F: It's perfect!

Lesson 1, Page 93, Ex. G-H

M: Hey, Mara. Let's find an apartment for the week in Cairo. I'm on Super B and B.

F: OK! Let's look. Remember: we need something good for kids.

M: OK. . . . Cairo. . . . Two bedrooms . . . Here's one. It's really good looking . . . But, oh, it has only one bedroom. There's a sofa bed in the living room.

F: Oh, Tom. That's no good. Let's keep looking.
M: Oh, look! Here's another one. . . . Two bedrooms. One bath. That's fine. Look at the picture.
F: It looks nice. Oh, look! It has a large kitchen. And there's a microwave.
M: Great. We can make breakfast, or even dinner if we need to.
F: Is there a picture of the bathroom?
M: Let me see. Yes, there is.
F: What does it have? Is there a bathtub, or just a shower?
M: It has both! That's great for the kids. They like to take baths.
F: Right. Let's look at the living room. Is there a TV?
M: There is. But it's kind of small. Uh-oh. There's a balcony! What do you think?
F: Well, I'm not sure. . . . Eric's only four years old.
M: True, but there's a door to the balcony. I think it's OK.
F: I guess you're right. Oh, another question—what floor is the apartment on?
M: Let's see. Oh. It's on the fourth floor.
F: Let's check to see if there's an elevator. We definitely need one!
M: There is. You know—I think it's perfect!
F: I agree!

Lesson 2, Page 95, Ex. C

1
We have a gorgeous new rug in here between the bed and the dresser. Now we need a new lamp. I always read in here at night. What room am I in?

2
I'm in a room in my house. On the desk, there's a computer and a printer. I work in here from early morning to late afternoon. What room am I in?

3
I'm in a room in my apartment. There's a sink and a shower, but there's no bathtub. I brush my teeth in this room every day after I get up and before I go to bed. What room am I in?

4
My whole family loves this room. Every night after we wash the dishes, my wife and I sit on the sofa and read a book. Sometimes our kids watch TV on the other side of the room. What room am I in?

5
I wash the dishes in this room every day after dinner. There's a sink but there's no shower. There's also a table and four chairs in here. We always eat breakfast and lunch in this room. What room am I in?

6
There's a small table and four chairs. We eat dinner in here, but not breakfast. The family usually eats breakfast in the kitchen. But I'm sometimes late and I eat breakfast in my office at the bank. What room am I in?

Lesson 4, Page 99, Ex. D

M: Kate, I have a question.
F: Sure, Ethan, what's up?
M: What kind of house do you like?
F: Well, if they're not too expensive, I prefer large houses, like my house. In any case, my family needs a large house.
M: Really? Why is that?
F: Well, first, we're a pretty large family—we have five children. And my husband's parents live with us.
M: So, let's see, how many people is that? . . . Wow, that's nine people. You totally do need a large house.
F: Actually, that's not all. There's also a student from Russia with us this year—Igor. We have another bedroom on the second floor of the garage. Igor sleeps there. So that makes ten people.
M: But you and your husband go to work every day. What time do you get home at night?
F: Well, we work far from home, so we take the train. Sometimes we get home at eight o'clock because the trains are awful.
M: So who makes dinner?
F: We're lucky! My husband's parents do that. There's a nice dinner every night when we come home. Another good thing is that they're both there when the children come home after school.
M: Where is your house?
F: It's near here. It's a great location and a great neighborhood. There's a small supermarket right down the street. We can walk there. And there's a park nearby, too. The kids love that park. They go there after school with their grandparents two or three days a week.

UNIT 9

Warm-Up, Page 102, Ex. B

Report 1
Welcome to English language radio. And good morning, Busan, where it's snowing right now! The temperature is 2 degrees—very cold. But hey, it's February! February is always a cold month in Busan, Korea.

Report 2
It's February, but Cairo is pretty hot today—30 degrees. But it's not too bad, because it's very windy today, too.

Report 3
Well, it's a cold, cloudy day here in Toronto, Canada. If you are here for the international games, you need warm clothes! The temperature is a low 1 degree! Brrrr!

Report 4
Good afternoon from Cuzco, Peru, where it's raining and 10 degrees. Today's a good day to visit the museum or to go shopping in the covered market. Or just stay in your hotel and watch a movie on the TV.

Report 5
The weather today in Taipei is warm and sunny. Right now the temperature is a pleasant 20 degrees—that's 68 degrees Fahrenheit for our listeners in the U.S. But if you go to the city of Taichung, it's a different picture—it's raining this morning there.

Lesson 1, Page 104, Ex. D

Conversation 1
M: Hello?
F: Hi, Craig. It's me. Are you at work?
M: No. I'm at the supermarket. I'm shopping for dinner.
F: Oh, that's great! See you at home!
M: Bye hon.

Conversation 2
M: Hello?
F: Hi, Greg! Are you driving your car?

M: Hi, Sarah! No, I'm not. I'm at home.
F: Oh, that's good.
M: But I'm getting dressed right now. Sorry! Call me again in ten minutes?

Conversation 3
F: David! Are you in the living room?
M: Wha—What?
F: I'm sorry! Are you taking a nap?
M: Yes, I am. Thanks, Mom.
F: Oops.

Conversation 4
F1: Mom! Are you downstairs?
F2: Yes, I am! I'm doing the laundry!
F1: Do you have my purple blouse?
F2: No. Is it dirty?
F1: Yeah, it is!
F2: Maybe it's in your bedroom!

Lesson 2, Page 107, Ex. F

Conversation 1
M: What gorgeous weather!
F: It sure is.
M: Hey, let's go hiking tomorrow, OK?
F: Sorry, I can't. I'm working tomorrow.
M: What about the day after tomorrow?
F: Perfect!

Conversation 2
F: I need some exercise. Let's go running in the park.
M: But it's raining right now.
F: No problem. Wear a raincoat.
M: But it's very windy, too. Let's go running tomorrow.
F: OK, fine.

Conversation 3
M: Hey, let's go on a picnic this Saturday.
F: Saturday? Sorry. I'm really busy this Saturday.
M: What about *next* Saturday?
F: Great!

Conversation 4
F: What a warm sunny day! Let's go to the beach this afternoon.
M: Sorry. I'm going to the doctor at 3:00.
F: Oh, right. Then let's go to the beach this weekend. OK?
M: Sounds good.

Lesson 4, Page 111, Ex. C

Conversation 1
F: Hello.
M: Hi, Barbara?
F: Oscar! How are you?
M: Good, thanks. Hey, are you busy?
F: Actually, I'm going on a picnic with some of my classmates at noon. So I'm making lunch right now.
M: What an awesome day for a picnic! Can I call you back tonight?
F: Sure!

Conversation 2
F: Marcus?
M: Hi, Frida.
F: What are you doing now?
M: Right now? I'm just taking out the garbage.
F: Well, Bill and I are talking about going for a drive. Want to come?
M: Sure! What time?

Conversation 3
M: John speaking.
F: Hi, John. Greta.
M: Hey, Greta!
F: John, are you busy this morning?
M: Actually, Amy and I are taking a walk now. We're in the park.
F: Too bad. Jim and I are going to the beach in 15 minutes. But listen . . . enjoy your walk. It's so sunny and warm today.
M: And you have fun at the beach!

Conversation 4
F: Hi. Steve?
M: Hi, Vicky. Are you doing anything right now?
F: Now? I'm actually cleaning my bathroom sink.
M: No way! It's a beautiful day today. Let's go bike riding in the park, OK?
F: Now that's a good idea!

UNIT 10

Warm-Up, Page 115, Ex. F

Conversation 1
F: Let's see . . . I have oranges and bananas. What do you like?
M: Hmm. I love bananas. I guess I'll have a banana.

Conversation 2
M: Where are you going?
F: To the supermarket. We need coffee.
M: Right. You know what? We need lemons, too.
F: Oh, yeah! I forgot. Thanks!

Conversation 3
M1: What are you eating?
M2: Eggs and green beans.
M1: And what are you drinking?
M2: Coffee. With milk.

Conversation 4
M: What are you drinking, Molly?
F: Just water.
M: Do you always drink water with your lunch?
F: Me? I drink water with every meal: breakfast, lunch, and dinner. Three times a day.
M: That's great. Water is good for you.

Conversation 5
F1: Excuse me. Where are the oranges?
F2: The oranges? They're on the left . . . next to the lemons.
F1: Oh, yeah! Thanks!
F2: You're welcome.

Lesson 4, Page 123, Ex. E

Conversation 1
M: I'm cooking tonight. What would you like to eat?
F: Actually, let's go out for dinner. You can cook tomorrow, OK?
M: OK! Where do you want to go?
F: Let me think. . . . What about MacDougal's Café?
M: That's a great idea. It's right here in the neighborhood. We can walk.
F: Actually, I'd like to take a taxi. It's so hot today.
M: OK, no worries.

Conversation 2
M: I'm so hungry!
F: Me too.
M: What would you like?
F: I'm not sure. Maybe pasta?
M: Oh, you're in luck! There's a nice pasta dish on tonight's specials: pasta with peppers, lemon juice, and oil. What do you think?

F: Hmm. I don't usually eat a lot of peppers—too spicy. Actually, I think I'd like fish.
M: Well, there aren't any fish dishes on tonight's specials menu.
F: That's OK. Look. There are two nice fish dishes on the regular menu. And the price isn't too bad.

Conversation 3
M: How's your food?
F: It's good, but the chicken is a little too spicy for me. There's a lot of pepper in the dish. What about your fish?
M: It's delicious . . . and it's not too salty. In restaurants, the food is sometimes too salty for me. . . . I'm so sorry about your chicken. Do you want to tell the chef?
F: No. It's actually really good, just a little too spicy.
M: Would you like a glass of water?
F: Yes, please.
M: Here you go.
F: Thank you. Do you eat here often?
M: Not very often because it's not cheap. But it's usually very good.

Conversation 4
M: Hey, Sarah, there's a new fish restaurant on Saddle and Main. It's called Main Street Café. They say it's good. I'm going there tonight. Would you like to go with me?
F: Gee, I'm sorry, Brad. I don't eat fish. Do they have anything else?
M: I'm not sure. Let me check the menu online. . . . OK. It says, "We serve meat for meat lovers."
F: Is there any pasta on the menu? I actually *don't* love meat . . .
M: I'm not sure. . . . Would you like to go to a different restaurant?
F: Well, maybe so!
M: No worries! How about Michael's Pub?
F: Perfect! It's good and they serve everything. You can have fish, and I can have pasta.

UNIT REVIEWS

Unit 1, Exercise 1

Conversation 1
F: Good morning. I'm Lisa Daly.
M: Good morning. How do you spell Daly, please?
F: D-A-L-Y.
M: Thanks. And what's your occupation?
F: I'm a doctor.

Conversation 2
M1: Excuse me. Are you Louis?
M2: Yes, I am.
M1: Is that L-E-W-I-S?
M2: Actually, no. It's L-O-U-I-S.
M1: Oh, thanks. And are you a pilot?
M2: No, I'm not. I'm an artist.

Conversation 3
M: Hello. I'm John Hart. And this is Sandra Collins.
F: Hello. Are you musicians?
M: Well, I'm a musician. Sandra's a manager.
F: OK. How do you spell your name?
M: John is J-O-H-N. And Hart is H-A-R-T.

Conversation 4
F: Hi! I'm Kate Quinn.
M: Nice to meet you, Kate. I'm Timothy Lane.
F: Nice to meet you too. So are you a photographer?
M: No, I'm not. I'm a writer. By the way, do you spell Kate with a C or a K?
F: With a K. K-A-T-E.

Unit 2, Exercise 1

Conversation 1
M1: Your name, please?
M2: It's Greene. Andres Greene.
M1: Thanks. And what's your address?
M2: It's 67 Magnolia Street.

Conversation 2
F: Hello. I'm Jane Cline.
M: Cline?
F: Yes. That's right.
M: What's your email address?
F: It's jane.cline36@english.com.
M: Thanks.

Conversation 3
F1: Is this your phone number? 02 44 399?
F2: Excuse me?
F1: 02 44 399?
F2: Yes, it is.
F1: And your name is Bonnie Mein, right?
F2: Yes, that's right.

Conversation 4
M1: Are you Jackson Tripp?
M2: Yes, that's right.
M1: Is your address 4537 Ocean Avenue?
M2: Actually, no. It's 4533 Ocean Avenue.
M1: Oh. Thanks.

Unit 3, Exercise 1

Conversation 1
F: Hey, Oliver. Where are you?
M: Hey, Sophie. I'm at the bookstore. Where are you?
F: Actually, I'm right across the street at the restaurant.

Conversation 2
M: Excuse me. Where's the gas station?
F: The gas station? It's around the corner.
M: On the left or on the right?
F: It's on the right.
M: And what about the bus stop?
F: The bus stop is right across the street from the gas station.
M: Thanks.

Conversation 3
F: Hi, John. I'm at the ABC Supermarket on Hill Street. Can I walk to the XYZ Bank?
M: The XYZ Bank? Where is that?
F: It's on Main Street, next to the pharmacy.
M: Actually, don't walk. Take a taxi.

Unit 4, Exercise 1

Conversation 1
F: Who's he?
M: That's my son, James. He's thirteen years old.
F: And who's he?
M: That's my grandfather, Charles.
F: Your grandfather? Really? But he's so young.
M: Not really. He's 75 years old.

Conversation 2
M: Is this your sister?
F: No. That's Lily. She's my wife's sister. *This* is my sister.
M: What's her name?
F: It's Natalie.
M: Nice name. What's her occupation?
F: She's a teacher.

Conversation 3

F1: Tell me about your granddaughters.
F2: OK. This is Isabella. She's 4. And this is her sister, Charlotte.
F1: How old is Charlotte?
F2: Charlotte is 2.
F1: She's so pretty. Is this a photo of your daughter?
F2: Yes. That's my daughter, Angela.
F1: She's very pretty too!

Unit 5, Exercise 1

Conversation 12

M1: What time's the party?
M2: The party? It's at 8:00. From 8:00 to 11:00.
M1: On Saturday, right?
M2: Actually, no. The party's on Friday.

Conversation 2

F: When's the game?
M: The soccer game? It's on Saturday.
F: What time?
M: At 8:30.
F: 8:30? In the morning, or at night?
M: 8:30 P.M.

Conversation 3

F: Hi, Evan. Meet me at 6:00, OK?
M: For what?
F: For the Friday movie!
M: Oh, yeah. OK! . . . But, Marie, the movie's at 5:30, not 6:00, right?
F: Oh. You're right. Let's meet at 5:00.

Unit 6, Exercise 1

Conversation 1

F: Which shoes do you like? The black ones or the brown ones?
M: The black ones. Do you have them in size 40?
F: Yes, we do. Here you go.
M: Thanks.

Conversation 2

F1: Ana, What do you think of this jacket?
F2: That jacket? I think it's cute.
F1: I think it's cute too, but it's pretty expensive.
F2: That's too bad. Let's keep looking, OK?

Conversation 3

M1: This blue jacket is too tight. Do you have one in a large?
M2: No, I'm sorry, we don't. But we have the jacket in black in a large.
M1: Great!

Unit 7, Exercise 1

F1: So, how often do you take a nap?
M1: Me? I take a nap once a week.
F1: Really? When?
M1: On Sunday after lunch. What about you? Do you take naps?
F1: Oh, only about once a month. I'm not a big nap taker. I usually exercise in my free time. And I listen to music every day.
M1: How often do you exercise?
F1: Every day, actually. In the morning before breakfast or in the evening after dinner. Do you exercise?
M1: Only about once or twice a year! [laughs]
F1: Seriously, what do you do in your free time?
M1: I don't have a lot of free time, but when I do, I visit friends. Or I go to the movies or go out for dinner. Sometimes I do all three in one day: I visit friends, go out for dinner, and then go to the movies.

Unit 8, Exercise 1

Conversation 1

F: So where do you live?
M: Me? I live in an apartment building on Center Street.

Conversation 2

M1: Do you work in an office building?
M2: No, I don't. I have a home office in my house.

Conversation 3

M: Where do you work?
F: In a large office building.
M: Really, where?
F: Right around the corner from the train station.

Conversation 4

F1: Are you a teacher?
F2: Well, actually, yes I am.
F1: Where do you teach?
F2: At the airport. We have a class for pilots there.
F1: Right at the airport? How interesting!

Conversation 5

M: Are you a chef?
F: Yes, I am. But I don't work in a restaurant,
M: Really? Where DO you work?
F: I work at the Eastside Hospital.
M: You work in a hospital?
F: Yes. I'm the chef in the hospital kitchen. We cook for the patients and doctors.

Conversation 6

F: Where does your daughter live?
M: My daughter? She and her husband live in Canada.
F: Really? What do they do?
M: They're both doctors. They have a big house, and their office is in their house.

Unit 9, Exercise 1

Conversation 1

F: Hi, Tony. This is Penny. How's it going?
M: Fine thanks, but I'm making dinner right now.
F: Oh, I'm sorry!
M: That's OK. Can I call you back later?
F: Sure. Anytime.

Conversation 2

F: Hello?
M: Hi, Vicki. What are you doing?
F: Right now? I'm watching TV.
M: Oh, I'm sorry.
F: No problem. Can I call you back in an hour?
M: Yes, that's good.

Conversation 3

F1: Hello?
F2: Hello, Karen! Where are you?
F1: Hi. Sophie. I'm at the theater.
F2: Are you watching a movie?
F1: Yes, I am. Can I call you back tonight?
F2: Yes. I'm sorry!
F1: Talk to you later.

Conversation 4

M1: Hello?
M2: Hi, Aaron. Are you busy?
M1: Actually I am. I'm eating dinner with my wife right now. We're at Lenny's Restaurant.

M2: Oh, I'm sorry. Can I call you tomorrow?
M1: Sure. How's ten o'clock?
M2: That's good.

Unit 10, Exercise 1

Conversation 1

M: This vegetable salad is delicious! What's in it?
F: Tomatoes, onions, potatoes, and green beans.
M: And is there any lemon in it?
F: Actually, yes there is. Lemon juice and oil.

Conversation 2

M: Let's make soup for lunch.
F: OK! What kind of soup?
M: How about onion soup? I love onions.
F: Sounds good. Do we have the ingredients we need?
M: Yes. There are onions, oil, and bread. That's all we need.
F: OK. Let's start cooking!

Conversation 3

F1: What's in this pasta?
F2: Actually, it's pretty simple. It only has three ingredients.
F1: What are they?
F2: Well, pasta, of course. And tomatoes and oil.
F1: It's great.

Conversation 4

M: Would you like some fruit salad?
F: Yes, thanks.
M: Here you go. Enjoy.
F: Thanks! It's really good. What's in it?
M: Just apples, bananas, and oranges.
F: But it's so juicy!
M: Oh. That's because it also has orange juice.

Keep Talking Video Script

Unit 1, Lesson 3, Page 13, Ex. C

Scene 1

A: Hello. I'm Pat Hanley.
B: Excuse me?
A: Pat Hanley.
B: How do you spell that?
A: H-A-N-L-E-Y.
B: Thanks.

Scene 2

A: Hello. I'm Jeffrey Anderson.
B: Excuse me?
A: Jeffrey Anderson.
B: How do you spell Jeffrey?
A: J-E-F-F-R-E-Y.
B: And Anderson?
A: A-N-D-E-R-S-O-N.
B: Thanks. Are you a student?
A: Yes, I am.
B: Jane, this is Jeffrey Anderson. He's a student.
C: Good morning. Nice to meet you.
A: Jane?
C: Yes.
A: Good morning, Jane. Nice to meet you, too.

Unit 2, Lesson 1, Page 21, Ex. C

Scene 1

A: Dana, this is Kevin. Kevin's my colleague.
B: Hello, Kevin.
A: Dana's my classmate.
C: Hi, Dana. Nice to meet you.
B: Nice to meet you, too.

Scene 2

A: Good evening, Bob. This is Frank. Frank's my neighbor.
B: Your neighbor? Hi Frank. Nice to meet you.
C: Nice to meet you too, Bob. Are you Hanna's colleague?
B: No. I'm Hanna's friend. Sinead! This is Frank. Frank is Hanna's neighbor.
D: Hi, Frank. How are you?
C: Great, thanks. How do you spell Sinead?
D: S-I-N-E-A-D.
C: Nice to meet you, Sinead. Are you Hanna's friend?
D: Yes, I am.

Unit 3, Lesson 2, Page 35, Ex. C

Scene 1

A: Can I take the bus to the bank?
B: The bank? Sure.
A: And what about the pharmacy?
B: The pharmacy? No. Don't take the bus. Walk.
A: OK. Thanks!

Scene 2

A: Can I walk to the supermarket?
B: The supermarket? Don't walk. Drive.
A: Drive? What's the address?
B: 14 Maple Street.
A: Oh. And what about Marie's Restaurant?
B: It's down the street, on the right. Between the bank and the pharmacy. Don't drive. Walk.
A: OK. Thanks. Take care!
B: Bye.

Unit 4, Lesson 2, Page 47, Ex. C

Scene 1

A: So, tell me about your family.
B: Well, I have one sister and two brothers.
A: Really? How old is your sister?
B: Twenty-seven.
A: And your brothers?
B: They're 25 and 22.

Scene 2

A: So, tell me about your family.
B: Well, I have one brother.
A: Really? How old is he?
B: Thirty. That's my brother and his wife. She's a teacher.
A: His wife is very pretty!
B: Yes, she is.
A: And is he their son?
B: Yes, he is. He's 5.
A: He's so cute! What's his name?
B: Jamie.
A: And who's that?
B: Oh, that's my dad. He's 53.
A: Really? And is she your mom?
B: No. She's my dad's sister. She's an engineer. And that's her husband.
A: Is that you on the left?
B: Yes! What about you? Tell me about your family.
A: OK. I have two sisters.
B: How old are they?
A: Britney's 17. And Kyla's 20.

Unit 5, Lesson 2, Page 59, Ex. C

Scene 1

A: Hey, Rachel. There's a talk at the bookstore.
B: Really? When?
A: On Saturday evening. At eight.
B: Great. Let's meet at 7:30.
A: OK. Don't be late.

Scene 2

A: Hey, Toby. There's a game at Smith Stadium.
B: Really, when?
A: On Sunday afternoon. At 2:30.
B: Great! Let's meet at one o'clock.
A: OK. Where?
B: What about Beth's Restaurant?
A: Is it across from the stadium?
B: No, it isn't. It's down the street.
A: OK. Let's meet at the restaurant. Can I take the bus to the stadium?
B: Yes. The bus stop is next to the restaurant.
A: Great! Don't be late!

Unit 6, Lesson 2, Page 71, Ex. C

Scene 1

A: Excuse me. Do you have these pants in black?
B: Yes, we do.
A: Great. And my husband needs a new shirt for work. Do you have this shirt in a large?
B: No, I'm sorry. We don't.
A: OK. Thanks.

Scene 2

A: Excuse me. Do you have these shoes in brown?
B: Yes, we do.
A: That's great. And my daughter needs a new sweater for school. Do you have this sweater in a small?
B: I'm sorry. We don't have a small in that color.
A: Oh. That's too bad.
B: But we have a small in red.

A: She doesn't like red. Do you have this sweater in a small?
B: Yes, we do.
A: In blue?
B: This sweater is a small.
A: Great. Thanks! Oh. Do you have that tie in gray?
B: Yes.
A: Thanks.
B: You're welcome!

Unit 7, Lesson 3, Page 85, Ex. C

Scene 1

A: Hey, let's go to a concert together sometime.
B: Good idea!
A: Are you busy on Friday evening?
B: I'm sorry. I always go to my mom and dad's house for dinner then. But I'm free on Saturday.
A: Perfect.

Scene 2

A: Hey, let's take a walk together sometime.
B: Ok. Great!
A: Are you busy on Thursday morning?
B: Actually, my English class is at 10:30 on Thursdays. Sorry. But I'm free in the afternoon.
A: Great. Is 12:30 OK?
B: Sure. Hey, let's eat lunch at 12:30 and take a walk *after* lunch.
A: OK. Let's meet at the new restaurant on Main Street.
B: Great idea.

Unit 8, Lesson 1, Page 93, Ex. C

Scene 1

A: Do you live in a house?
B: Actually, no I don't. I live in an apartment building, on the third floor.
A: What's it like?
B: Well, there's a large living room and a great kitchen.
A: And how many bedrooms are there?
B: One. What about you? Do you live in a house or an apartment?
A: I live in an apartment.
B: Is it small or large?
A: It's pretty large.

Scene 2

A: Do you live in an apartment building?
B: Actually, I live in a house.
A: What's it like?
B: Well, there's a white gate and there are really nice windows.
A: Does your house have a garage?
B: Yes, it does.
A: And how many bedrooms are there?
B: Well, there's one bedroom downstairs, and two upstairs. What about you? Do you live in a house or an apartment?
A: An apartment. My apartment's on the sixth floor.
B: Really? Is there an elevator?
A: Yes, there is.
B: Is your apartment small or large?
A: It's pretty large. There's a large dining room and living room, and a beautiful kitchen.

Unit 9, Lesson 3, Page 109, Ex. C

Scene 1

A: Susan! Long time no see!
B: Gina! Good to see you! What are you doing around here?
A: I'm studying at the North Street School now. Near the airport.
B: No kidding! That's awesome.
A: And what about you? What are you up to?
B: Actually, I'm an engineer now. My office is on Bleeker Street.
A: Really? That's great! Well, got to run. Great seeing you, Susan!
B: Same here!

Scene 2

A: Andy! Long time no see!
B: Doug! Good to see you! What are you doing around here?
A: I'm visiting my parents. It's my dad's birthday.
B: Really? That's great. How are they?
A: Fine, thanks. And what about you? What are you up to?
B: Actually, I'm a chef now. I work nearby.
A: Wow! That's awesome. And where do you live?
B: On Fourth Street. Near the stadium.
A: So how's your family?
B: They're great. My sister Rita's a teacher now.
A: Really?
B: And my brother Nick is studying in Los Angeles.
A: No kidding! What great weather today. It's so warm and sunny.
B: Beautiful. Well, Doug, got to run. Great seeing you!
A: Same here!

Unit 10, Lesson 2, Page 119, Ex. C

Scene 1

A: Would you like fruit salad?
B: Yes, please. It looks delicious!
A: Thank you! Here you go. Enjoy!
B: Thanks! Oh, and please pass the sugar.
A: Sure! Are you thirsty? How about a glass of soda or juice ?
B: Soda, please.

Scene 2

A: Would you like tomato soup?
B: Yes, please. I love tomato soup. It looks delicious!
A: Thank you!
B: Oh, and please pass the salt.
A: Sure! Are you thirsty? How about a glass of milk or juice?
B: Juice, please.
A: Orange or apple?
B: Apple.
A: Here you go.
B: Thanks. The soup is great!
A: Really? Thanks. Do you like peppers?
B: I love peppers.
A: Here you go. It's my sister's recipe.
B: Thank you! They look great!
A: Thanks! Enjoy!

Connect TV Video Script

UNIT 1

ANDY: Good morning. This is Occupation Conversations. I'm Andy Russo. Today we meet Alice Dodson, a scientist—

MEGAN: No.

ANDY: What?

MEGAN: That's not right. Alice Dodson isn't a scientist.

ANDY: She's not?

MEGAN: No. She's a doctor.

ANDY: Oh! Alice Dodson is a doctor. Dodson is a doctor. . . . Good morning. This is Occupation Conversations. I'm Andy Russo. Today we meet Alice Dodson, a doctor; Tom Ashton, a musician—

MEGAN: No.

ANDY: What?!

MEGAN: Tom Ashton is an actor.

ANDY: He's not an actor.

BRITT: Yes, he is.

ANDY: Dusty, is Tom Ashton an actor?

DUSTY: Yes.

ANDY: Is he a musician, too?

DUSTY: He is not a musician.

ANDY: Is that Prisha over there? Prisha—

PRISHA: He's an actor.

MEGAN: Repeat, please.

ANDY: Today we meet Alice Dodson, a doctor; Tom Ashton, an actor; and Paula Black, a pilot—

MEGAN: That's not right.

ANDY: What?! She isn't a pilot?

MEGAN: Pilot, yes. But she's Paula Blake.

ANDY: Blake? Not Black?

MEGAN: That's right. Blake.

ANDY: How do you spell that?

(. . .)

ANDY: Today we meet Alice Doctor, a Dodson— . . . Today we meet Alice Dodson, a doctor; Tom Ashton, an actor; and Paula Blake, a pilot. . . . I'm Andy Russis and tho— . . . I'm Andy Russo. I'm Andy Russo. I'm Andy Russo.

DUSTY: I'm Dusty Hargrove. Nice to meet you. . . .

PRISHA: Hey people. Time for a break.

ANDY: Yes!

BRITT: Thank you!

MEGAN: Thanks, Prisha!

DUSTY: You're not a manager.

PRISHA: Excuse me?

DUSTY: You're a chef! And a manager. . . . A chef and a manager and an athlete!

UNIT 2

PRISHA: Hello, everybody. This is Mia. Mia this is Britt, Megan and Dusty. And that's Andy right over there.

MIA: You're Prisha's colleagues?

ANDY: She's our boss.

PRISHA: So, Mia is—

DUSTY: Mia is . . . your classmate from the UK. She's an engineer.

PRISHA: No. She's not my classmate from the UK and she's not an engineer. Mia is—

DUSTY: Mia is . . . your friend—

PRISHA: She is my friend.

DUSTY: YES! And she's . . . a photographer from Mexico City!

MIA: No.

DUSTY: A lawyer from Canada!

PRISHA: No, she's—

DUSTY: A teacher from Boston!

MIA: No. I'm from—

MEGAN: Here! You're from here. You're our neighbor. Aren't you our neighbor?

MIA: What's your address?

MEGAN: It's 19 Main Street.

MIA: My address is 25 Main Street. We are neighbors!

PRISHA: And, Mia is—

BRITT: You're famous!

PRISHA: That's right! She is famous.

DUSTY: You're famous? But what's your occupation? You're a famous . . . artist.

MIA: No.

DUSTY: A famous singer?

MIA: No.

DUSTY: You're a famous student!

PRISHA: What?!

BRITT: What's your last name?!

MIA: Santos.

BRITT: YOU'RE MIA SANTOS! That's Mia Santos! MIA SANTOS! She's an Olympic athlete! . . . That's Mia Santos! She's Mia Santos. Prisha's friend is an Olympic athlete! . . . Um . . .

MIA: Sure. To Britt, right?

BRITT: Yes. To "My friend, Britt."

MEGAN: Her friend?

BRITT: "For my friend Prisha's colleague"—no, "for my neighbor Megan's friend." No . . . For Britt. B-R-I-T-T. . . . Thanks!

MIA: You're welcome! . . . For Andy, right?

ANDY: Yes, and . . . your phone number?

MIA: Sorry, no.

ANDY: Email address?

MIA: It's nice to meet you.

ALL: It's nice to meet you. You too. Yes. Bye.

BRITT: Our boss's friend is Mia Santos! Your neighbor is Mia Santos!

UNIT 3

DUSTY: Hi, Britt. How's it going?

BRITT: I'm fine thanks. You?

DUSTY: Pretty good. The Grand Bookstore. That's in your neighborhood, right?

BRITT: Yes. It's a famous bookstore.

DUSTY: Yes, it is! But, where is it?

BRITT: Around the corner from the South Street Bank.

DUSTY: Where is the South Street Bank?

BRITT: Next to the Morgan school.

DUSTY: Where is the Morgan school?

BRITT: Down the street from the Chinese supermarket.

DUSTY: Britt. BRITT. BRITT!!! . . . Britt. How do you get there?

BRITT: To the bookstore?

DUSTY: Yes!
MEGAN: Drive.
BRITT: No, don't drive!
ANDY: Take a taxi.
BRITT: No! Don't take a taxi! . . . Take the subway, Number 7, to the Green Street School. Take the 19 bus to the neighborhood bank. Walk down the street to Main Street, across the street to the bus stop, around the corner to the Chinese supermarket.
DUSTY: Whoa! Whoa! Whoa! Number 7 to the Green Street School . . .
BRITT: The pharmacy is on the right, the gas station is on the left. Walk across the street to the bus stop. It's between two restaurants. Around the corner is the Chinese supermarket . . .
DUSTY: Britt! The 19 bus to the neighborhood bank.
BRITT: Walk down the street to Johnson Street. The pharmacy is on the right. The gas station is on the left. Walk across the street to the bus stop. It's between two restaurants. Around the corner is the Chinese supermarket. Walk down the street to the South Street Bank, next to the Morgan school. Now around the corner and. . . . There's the bookstore.
DUSTY: Walk down the street to Johnson Street. The pharmacy is on the right. The gas station is on the left. Walk across the street to the bus stop. It's between two restaurants. Around the corner is the Chinese supermarket.
BRITT: Just take a taxi.
DUSTY: Thanks for the directions, Britt.
BRITT: You're welcome. Anytime.

UNIT 4

BRITT: The Mexican restaurant is good.
MEGAN: The Mexican restaurant is great.
PRISHA: Oh, good! Where is it?
MEGAN: It's on Atlantic Avenue. Between Mason and Metropolitan streets.
BRITT: . . . Megan, are these family photos?
MEGAN: Yes!
PRISHA: Tell us about your family!
BRITT: Do you have brothers and sisters?
MEGAN: I have one sister and three brothers.
PRISHA: Who's this?
MEGAN: That's my grandfather. And this is my grandmother, and that's my mom and dad.
BRITT: They're all so good-looking!
PRISHA: Beautiful eyes!
MEGAN: I know, my family has really beautiful eyes. Right, Dusty?
DUSTY: Uh-huh. Beautiful eyes.
BRITT: Who's that?!
PRISHA: Wow!
MEGAN: That's my brother.
PRISHA: What's his name?
MEGAN: Paul. He's 32.
BRITT: Ooh! He's very cute.
PRISHA: That wavy blonde hair . . .
MEGAN: He's a manager at a bank. . . . And that's my brother Mark.
BRITT: How old is he?
MEGAN: He's 29. He's a teacher.
PRISHA: Wow! He's so tall.
BRITT: Handsome chin!
PRISHA: Very handsome chin.
MEGAN: What? Mark's good-looking, right?
DUSTY: Sure. Very good-looking.
MEGAN: And this is my brother John. . . . He's 25 years old. He is a musician.
BRITT: His eyes!
PRISHA: Beautiful, dark eyes!
BRITT: He's SO handsome!
DUSTY: He's bald!
BRITT: But bald is handsome.
PRISHA: Bald is beautiful!
BRITT: Who's this?
MEGAN: Guess!
PRISHA: Who is it?
MEGAN: It's Dusty!
PRISHA: That's Dusty?!
BRITT: Wow.
DUSTY: What?
PRISHA: He's so . . . short.
MEGAN: Well, he's young in this photo. He's 16 years old.
BRITT: He's so . . .
PRISHA: Yeah.
DUSTY: What?!
PRISHA: His ears are so . . . long.
BRITT: And he has really short . . . eyebrows.
DUSTY: What?! Long ears?! Short eyebrows?!
BRITT: You are very handsome, too.
PRISHA: Sixteen-year-old Dusty is very cute.
DUSTY: Thank you. And thirty-year-old Dusty?
PRISHA: Very handsome.
BRITT: So handsome.
MEGAN: Really, really handsome.
DUSTY: Thank you.
BRITT: Really. Beautiful eyelashes.
PRISHA: Cute chin.
BRITT: Pretty teeth!
DUSTY: Thank you. Thank you very much.

UNIT 5

PRISHA: Britt. Andy.
BRITT: Yes?
PRISHA: This art exhibit at the City Gallery? Can you go this week and interview the artist?
ANDY: Sure, boss.
PRISHA: Thanks!
ANDY: When's the exhibit?
BRITT: It's Wednesday to Sunday.
ANDY: What time is it?
BRITT: It's 11:20.
ANDY: No, what time's the exhibit?
BRITT: Oh. From 6 P.M to 9 P.M. on weekdays.
ANDY: Great. Meet at 6:30 on Wednesday?
BRITT: Let's look at my calendar. . . . Sorry. I have a game Wednesday night at quarter to 7.
ANDY: Thursday?
BRITT: A concert with my sister at 7:30.
ANDY: Friday?
BRITT: A movie with a friend at twenty past 6.
ANDY: OK. When's the exhibit on Saturday?
BRITT: 10 A.M. to 9 P.M.
ANDY: Great. Meet in the morning? . . . Let me see that. Wow. That's . . . wow. What's this? At 10 A.M on Saturday? Walk to the . . .
BRITT: Bus stop.

ANDY: And at ten past 10?
BRITT: Take the bus to the bank.
ANDY: At 10:30 . . .
BOTH: Go in the bank.
ANDY: Quarter to 11.
BRITT: Walk to the pharmacy.
ANDY: 11 o'clock. Take the train to . . .
BRITT: My soccer game. At 11:30— the soccer game.
ANDY: Half past 1. Go home by train. 2:10 P.M. Walk to the supermarket. That's . . . that's a . . . great calendar.
BRITT: I . . . am on time.
ANDY: You are on time.
BRITT: On-time or early. Tell me about your calendar.
ANDY: . . . Go to work. Go home.
BRITT: That's a . . . very short calendar.
ANDY: Yep. Hey, what's this? "Party for A."?
BRITT: What, when?
ANDY: Saturday night at 7 P.M.
BRITT: Oh. Um. It's a party. For a . . . friend.
ANDY: Hey. That's my birthday!
BRITT: When?
ANDY: Saturday.
BRITT: What month?
ANDY: April! Saturday the 17th of April. My 28th birthday!
BRITT: Shh! It's a surprise.
ANDY: A surprise party for me? That's "party for Andy?" Nice! Thank you!
BRITT: Don't be late.
ANDY: Hey, what's this? At 11:30?
BRITT: A meeting with Prisha.
ANDY: What time is it now?
BRITT: 11:35. Uh-oh! I'm late! . . . Don't. Be. Late.

UNIT 6

MEGAN: Too old. . . . Too tight. . . . Too cheap. Aargh. I have no clothes.
DUSTY: You don't have clothes?
MEGAN: I need *new* clothes. . . . Which do you like? Do you like this dress, or this jacket and pants, or this blouse and skirt?
DUSTY: I like the blouse.
MEGAN: You like the blouse?! Not the skirt?
DUSTY: The blouse is very nice.
MEGAN: I don't like the blouse.
DUSTY: Why don't you like the blouse?
MEGAN: Because it's red.
DUSTY: I love red!
MEGAN: I don't.
DUSTY: What do you like?
MEGAN: Well, I like this shirt, this dress, and I love this jacket.
DUSTY: Gray, black, and gray? No no no. You need color!
MEGAN: I like gray and black.
DUSTY: For work, yes. For a party? No. Here.
MEGAN: Light green? No, thank you. Orange? No.
DUSTY: It's a party!
MEGAN: Okay. Light yellow blouse and a brown skirt? Or this purple and green dress? . . .
DUSTY: I really love that dress. Very beautiful.
MEGAN: Yeah. Thanks. But I really like black and gray.
DUSTY: But it's—
BOTH: A party—
MEGAN: I know.
DUSTY: Okay. Look over here. Awesome right?
MEGAN: . . . Oh, I love it.
DUSTY: Really?
MEGAN: NO! DUSTY!!
DUSTY: The jacket's too long?
MEGAN: The jacket's too green! The pants are too purple! And a yellow shirt with a red tie?!
DUSTY: It's a party!
MEGAN: I'm sorry. No. Here.
DUSTY: My dark suit?
MEGAN: And my black dress. . . . See? Very handsome! . . . And very cool.
DUSTY: This suit really is cool.
MEGAN: Okay. Now shoes. . . . Too cheap . . . too old . . . too tight.

UNIT 7

MEGAN: You take out the garbage Monday, Wednesday and Friday.
ANDY: Chores?
DUSTY: Yep.
MEGAN: And I take out the garbage on Tuesday, Thursday and Saturday.
DUSTY: What about Sunday?
MEGAN: Sunday? We take turns.
DUSTY: I'm busy on Sunday.
MEGAN: Are you kidding? What do you do on Sunday?
DUSTY: I usually exercise on Sunday.
ANDY: You never exercise on Sunday.
DUSTY: I sometimes exercise.
MEGAN: When do you exercise?
DUSTY: In the morning.
MEGAN: OK. Take the garbage out in the afternoon.
DUSTY: I'm busy in the afternoon, too.
ANDY: What do you do on Sunday afternoon?
DUSTY: I visit my grandmother.
MEGAN: That's true. You do visit your grandmother.
DUSTY: Every Sunday.
ANDY: You're a good grandson.
DUSTY: Thank you.
MEGAN: What about after you visit her?
DUSTY: I'm . . . busy after that, too.
MEGAN: You take a nap every Sunday afternoon.
DUSTY: I like naps.
MEGAN: And you watch soccer! With Andy.
DUSTY: I love soccer.
ANDY: We need soccer.
MEGAN: Well, I love soccer. And I'm super busy on Sunday, too.
DUSTY: You are?
MEGAN: Sure, I get up. I take a shower. I brush my hair. I put on makeup.
DUSTY: You never wear makeup on Sunday.
MEGAN: Yes, I do. Every Sunday.
DUSTY: Once a year.
MEGAN: Twice a month.
DUSTY: OK.
MEGAN: Andy.
ANDY: Yes?
MEGAN: Take out the garbage on Sunday. Me? Or Dusty?
ANDY: Hmmm . . .
MEGAN: I do household chores on Sunday.
DUSTY: I do household chores, too!
ANDY: What chores do you do?
DUSTY: I go to the supermarket.
MEGAN: I go to the pharmacy.
DUSTY: I go to the bank.
ANDY: On Sunday?

DUSTY: On Saturday.
MEGAN: I clean the house.
DUSTY: Ah, but who vacuums the floors?
MEGAN: Well, I wash the dishes!
DUSTY: I wash the car!
MEGAN: I wash your dirty clothes!
DUSTY: Yeah? Well, who makes breakfast on Sunday?
MEGAN: You do. But I make lunch . . . Sometimes.
DUSTY: I make dinner.
ANDY: That's true. He makes dinner every Sunday.
DUSTY: See? Andy knows.
ANDY: Because I eat dinner at your apartment every Sunday.
MEGAN: I have an idea.
DUSTY: I like your idea.
ANDY: What?! I take out the garbage on Sunday?! But—
MEGAN: You have time. You visit us every Sunday.
DUSTY: Dinner this Sunday? Italian.
MEGAN: Dusty cooks great Italian dinners!
ANDY: Yeah, okay. I love Italian.
DUSTY: Great!
MEGAN: Now, what about the laundry?

UNIT 8

ANDY: Hey. How's it going?
MEGAN: Fine.
DUSTY: What's that?
BRITT: Prisha needs a new apartment.
DUSTY: Can we help?
PRISHA: Sure.
ANDY: I like your old apartment.
PRISHA: It's too small and there are no restaurants or supermarkets nearby.
ANDY: That's true.
DUSTY: What's your dream apartment?
PRISHA: I want two bedrooms, a nice kitchen, large windows and a balcony. A bathroom with a big bathtub. On a street across from a park.
MEGAN: Here's one.
DUSTY: Where is it?
MEGAN: 95 Weaver Street.
BRITT: It's on the second floor of a house! Nice.
MEGAN: Two bedrooms. There's a large kitchen.
PRISHA: How many bathrooms are there?
MEGAN: There's one bathroom with a shower but no bathtub. . . . It's very near the airport.
DUSTY: Airplanes. Every five minutes.
PRISHA: That doesn't sound nice!
BRITT: I like this apartment. 240 Atlantic Avenue. It's in a small apartment building.
PRISHA: What floor is it on?
BRITT: It's on the second floor.
PRISHA: There's one extra-large bedroom and a home office.
BRITT: That balcony is gorgeous!
MEGAN: It's near a hospital?
DUSTY: Around the corner.
PRISHA: What do you think of this one? 15 State Street.
BRITT: Two medium-sized bedrooms.
MEGAN: How many bathrooms are there?
PRISHA: There are two bathrooms! One with a shower, and one with a tub. . . . What is that?!
MEGAN: There's a stadium across the street.
BRITT: Soccer games three times a week.
MEGAN: Concerts on the weekend.
ANDY: This one is nice.
PRISHA: 100 Taylor Street.
MEGAN: Two large bedrooms . . .
BRITT: A bathroom with a bathtub. . . . And a balcony . . .
PRISHA: It's across the street from a museum . . .
MEGAN: And you can walk to restaurants and to the park.
PRISHA: Sounds perfect.
BRITT: "Visit today at 1 P.M."
PRISHA: Great!
MEGAN: That's awesome.
PRISHA: Now, I also need a new car.
DUSTY: Can we help?
ALL 3 WOMEN: NO!

UNIT 9

PRISHA: Megan, I'm going running after work today. Do you want to come?
MEGAN: Today? Hmm. . . . It's a little cold and windy.
PRISHA: Yeah, but it's sunny.
MEGAN: Ah. You know what? I'm going out for dinner with Dusty at 6 tonight, I think.
PRISHA: Nice! Where are you going?
MEGAN: I'm not sure. Maybe the Korean restaurant down the street?
PRISHA: Sounds great.
MEGAN: I don't like exercising when it's cold.
BRITT: Yeah, it's not fun. But it's Monday—you never go to restaurants on Monday.
MEGAN: Well, I'm going tonight. . . . Hey Dusty.
DUSTY: Yeah?
MEGAN: We're going to the Korean restaurant for dinner tonight.
DUSTY: Great. Hey, there's a new movie this weekend. Do you want to go? There's this scientist—
MEGAN: Scientist?!
DUSTY: Yeah! He's super cool and—
MEGAN: Hmm. When is it?
DUSTY: How about Friday night at 7?
MEGAN: This Friday? Sorry. I'm seeing my sister this Friday.
DUSTY: Oh. Okay. . . . Andy! There's a new movie this weekend . . .
MEGAN: I don't like scientist movies.
BRITT: Your sister?
MEGAN: Yep. "Do you want to go to a concert on Friday?"
BRITT: You're really seeing your sister on Friday?
MEGAN: I am now!
ANDY: Megan? I'm interviewing an actor tomorrow and I need a second person. Do you want to come?
MEGAN: Where is it?
ANDY: It's in Belmont.
MEGAN: That's far. Are you taking the train?
ANDY: No, I'm driving.
MEGAN: Oh. What time?
ANDY: 2 P.M.
MEGAN: I'm meeting Prisha tomorrow at 2 P.M. We're writing an article. About robots.
ANDY: Oh, okay.
MEGAN: Never go driving with Andy.
BRITT: How do you do that?
MEGAN: What?

BRITT: Say "No." I always say "Yes" or "Sure."

MEGAN: It's easy. Practice with me.

BRITT: Now?

MEGAN: Sure. Britt, do you want to go to the beach on Saturday?

BRITT: I'm . . . uh . . . visiting my mom.

MEGAN: Good! Britt, there's a talk at the Art Gallery this afternoon.

BRITT: I'm . . . taking a nap.

MEGAN: Okay. Britt, do you want to—

BRITT: I'm going to the movies tonight!

MEGAN: Oh, Prisha. That article about robots?

PRISHA: Yes! When are we writing that?

MEGAN: 2 P.M. tomorrow?

PRISHA: Great. Hey Britt, do you want to go running with me after work?

BRITT: Today? . . . I'm visiting my mom. Then I'm going to the movies. Then I'm taking a nap.

PRISHA: You're taking a nap at night?

BRITT: I'm getting up really early tomorrow. To clean the house.

PRISHA: Okay.

MEGAN: Andy's not busy after work. And he likes to go running.

PRISHA: Great. Hey Andy!

MEGAN: Taking a nap?

UNIT 10

PRISHA: What are you cooking, Dusty?

DUSTY: Dusty's Famous Potato Soup.

BRITT: What's in it?

DUSTY: It's a great recipe. It has potatoes, onion, milk, two kinds of cheese and some other special ingredients.

MEGAN: It's good! But do you know what it needs?

DUSTY: What does it need?

MEGAN: Sugar. Where's the sugar?

DUSTY: Sugar?! On the counter, there on your left. But there's no sugar in my recipe.

MEGAN: You know I like sweet soup.

ANDY: It looks delicious.

DUSTY: Thanks. Want to taste?

ANDY: Sure! Mmm! It's good. But how about some lemon?

DUSTY: Lemon? My recipe has no lemon.

ANDY: I always cook with lemon. Do you have lemon juice?

DUSTY: In the fridge. . . . How often do you cook?

ANDY: Once or twice a month. Lemon makes everything great! . . .

PRISHA: Is it ready?

DUSTY: 10 minutes.

BRITT: Is there any salt in it?

DUSTY: A little.

BRITT: I love salt in everything.

DUSTY: On the shelf.

PRISHA: And red pepper sauce. I love spicy soup.

DUSTY: I don't think we have any red pepper sauce . . .

PRISHA: Here it is!

DUSTY: Oh, great.

(. . .)

DUSTY: So, tell me what you think.

MEGAN: It's . . . good, but it's a little too . . .

BRITT: Spicy . . .

ANDY: Salty . . .

PRISHA: It's too sweet . . .

MEGAN: And it has too much lemon.

DUSTY: That's because there are too many chefs. How about a glass of water?

ALL: Yes, please.

MEGAN: Sorry, Dusty.

BRITT: Yeah.

PRISHA: But now we have no dinner.

ANDY: And I'm hungry. What do we do?

DUSTY: We make soup again! All of us.

ALL: Yay! Great idea! OK! Cool!

DUSTY: But with my recipe! . . . Megan, potatoes. Andy, onions. Prisha and Britt, cheese.

ANDY: What are you doing?

DUSTY: Me? My special ingredients! BRITT! . . . Britt! Put. The Salt. Down. Now.

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Mangostar/Shutterstock; 61 (B): Antonio Guillem/123RF; 61 (cake): Elena Elisseeva/Shutterstock; 62 (pharmacist): Kadmy/Shutterstock; 62 (winter landscape): Renata Sedmakova/Shutterstock; 63 (bank): Chuck Savage/Getty Images; 63 (gas station): Wavebreakmedia/Shutterstock; 63 (supermarket): DAJ/Getty Images; 64 (accordion): Natalie Tathy/Getty Images; 64 (train station): Yuriy Alimov/123RF; 64 (party hats): Africa Studio/Shutterstock; 64 (safety helmet): Sataporn Jiwjalaen/123RF; 64 (statue): Yusuf Ozluk/Shutterstock.

Unit 6

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Unit 7

Page 78 (A1): Original photography by Sharon Hoogstraten and David Mager/Pearson Education; 78 (A2L): Merla/Shutterstock; 78 (A2R): Glow Images/Getty Images; 78 (A3): Miya227/Shutterstock; 78 (A4): Lightfieldstudios/123RF; 78 (A5L): Tui Photo Engineer/Shutterstock; 78 (A5R): Sirtravelalot/Shutterstock; 78 (A6): Josep Suria/Shutterstock; 78 (A7): Solis Images/Shutterstock; 78 (A8): Original photography by Sharon Hoogstraten and David Mager/Pearson Education; 78 (C1): Original photography by Sharon Hoogstraten and David Mager/Pearson Education; 78 (C2): Ammentorp Photography/Shutterstock; 78 (C3): Dima Sidelnikov/Shutterstock; 78 (C4): Original photography by Sharon Hoogstraten and David Mager/Pearson Education; 78 (C5): Graphbottles/Shutterstock; 78 (C6): Original photography by Sharon Hoogstraten and David Mager/Pearson Education; 79 (TL): Original photography by Sharon Hoogstraten and David Mager/Pearson Education; 79 (TCL): Lightfieldstudios/123RF; 79 (TCR): Original photography by Sharon Hoogstraten and David Mager/Pearson Education; 79 (TR): Merla/Shutterstock; 79 (B): Miya227/Shutterstock; 80 (1): Wavebreak Media Ltd/123RF; 80 (2L): Dolgachov/123rf; 80 (2R): Iakov Filimonov/Shutterstock; 80 (3): Rido/123rf; 80 (4): Ferli/123rf; 80 (5): Ranta Images/Shutterstock; 81: TORWAISTUDIO/Shutterstock; 82 (1): Fotomircea/123RF; 82 (2): Yolo Stock/Shutterstock; 82 (3): Andrey_Popov/Shutterstock; 82 (4): Odua Images/Shutterstock; 82 (5): Asia Images Group/Getty Images; 82 (6): Paolo Scarlata/Getty Images; 82 (17: Diedov Denys/Shutterstock; 82 (8): Slena/123RF; 82 (two men): Marctran/123RF; 82 (B): Paolo Scarlata/Getty Images; 83: Nd3000/123rf; 84 (T): Philippe Renaud/123rf; 84 (B): Jacob Lund/Shutterstock; 85: Zero Creatives/Getty Images; 86 (TR): Rido/123RF; 86 (CL): Peepo/Getty Images; 86 (BR): R-type/Shutterstock; 88 (dishes): Michaeljung/Shutterstock; 88 (laundry): Andrey_Popov/Shutterstock; 88 (cooking): Hoover Tung/Shutterstock; 88 (sleeping): Vadim Loginov/123RF; 88 (taking out trash): Joshua Resnick/Shutterstock; 88 (shopping): Nestor Rizhniak/Shutterstock; 88 (watching a film): Cathy Yeulet/123RF; 88 (showering): Maridav/123RF; 88 (dining out): IakovFilimonov/Shutterstock; 88 (relaxing): Antonio Guillem/Shutterstock.

Unit 8

Page 91: Terry Vine/Getty Images; 92: Primage factory/123RF; 93: Shooting Star Studio/Shutterstock; 94 (BL): 2M media/Shutterstock; 95 (T): Dmitrii Shironosov/123RF; 95 (refrigerator): Aleksanderdn/123RF; 95 (rug): Safakoguz/123RF; 95 (chair): CHAIWATPHOTOS/Shutterstock; 95 (lamp): Cheryl Casey/Shutterstock; 95 (mirror): Nataly Drozdova/Shutterstock; 95 (sofa): Pix11/Shutterstock; 96 (T): Pressmaster/Shutterstock; 96 (1): Arsenie Krasnevsky/Shutterstock; 96 (2): Media Production/E+/Getty Images; 96 (3): Jacobs Stock Photography Ltd/Getty Images; 96 (4): Harry Hykko/Shutterstock; 96 (5): Buena Vista Images/Getty Images; 96 (6): Spotmatik Ltd/Shutterstock; 96 (7): Mbbirdy/E+/Getty Images; 96 (8): Aerovista Luchtfotografie/Shutterstock; 97: Fabioformaggio/123RF; 98 (man): Racorn/123RF; 98 (tiny house): Ariel Celeste Photography/Shutterstock; 98 (couple): Sylv1rob1/123RF; 98 (large house): Konstantin L/Shutterstock.

Unit 9

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Unit 10

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Notes

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