EVOLVE

SECOND EDITION

TEACHER'S EDITION

with Digital Pack

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1

with teacher development by Amanda French,
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EVOLVE

Speaking matters.

EVOLVE is a six-level American English course for adults and young adults, taking students from beginner to advanced levels (CEFR A1 to C1).

Drawing on insights from language teaching experts and real students as well as being research informed, EVOLVE is a general English course that gets students speaking with confidence.

This student-centered course covers all skills and focuses on the most effective and efficient ways to make progress in English.



"EVOLVE is teacher friendly. We know that whatever we do, our students are going to achieve their goal – they're going to speak."

Debora Teixeira Menezes Guimaraes, Brazil



What makes EVOLVE special?

1 Student-generated content
We spoke to more than 2,000 students from all over the world about the topics they would like to discuss in English and in what situations they would like to be able to speak more confidently.

2 Real student videos
Real Students feature in bite-sized videos throughout each book, making the material interesting and relatable. In Levels 5 and 6, these videos are called "expert speakers" – non-native speakers from the New York area highly proficient in English.

3 Time to Speak
Every unit has a "Time to speak" lesson dedicated to developing speaking skills and building students' confidence. Students collaborate on engaging, immersive tasks created to develop their speaking skills.

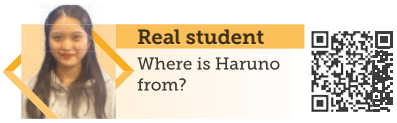
EVOLVE
SECOND EDITION

What's new in the Second Edition?

1 New videos.

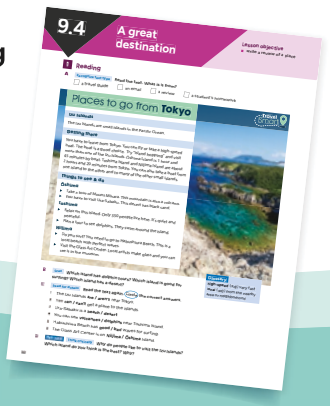
Documentaries
A selection of the documentary videos have been replaced at every level with new, up-to-date content that is current, interesting, and thought-provoking.

Real Students
All of the Real Student videos in Levels 1–4 are new. These videos feature students from a wide range of countries and cultures discussing topics relevant to their lives.



2 Enhanced Grammar Support
Additional grammar support, particularly in the early levels, makes learning more intuitive, with extra practice to enable students to gain a deeper understanding of the language.

3 New Reading and Listening
A selection of the reading and listening texts have been updated. The new texts are contemporary, high-interest, and feature topics from around the world.





4 Speaking Companion
Learners can improve their conversational skills with the new AI-driven "Speaking Companion." This immersive, personalized speaking practice is level appropriate and part of the digital pack content on Cambridge One. Learners can choose from a range of speaking topics (some linked to the unit themes) and build their speaking confidence in a safe practice environment.

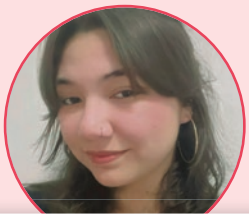
5 Personalized Learning – Reading & Listening
"Personalized Learning" on Cambridge One helps teachers provide additional reading and listening practice. These easy-to-assign, short activities adapt to each student's ability by adjusting the level of challenge as they go. Learners are provided with an indication of ability in reading and listening against the CEFR (Common European Framework of Reference). Personalized Learning is an additional component which can be added to the course and assigned to learners by their teacher.

Student-generated content

Student-generated content is one of the key features of EVOLVE. We spoke to more than 2,000 students from all over the world about the topics they would like to discuss in English and in what situations they would like to be able to speak more confidently.

Real Student videos

In EVOLVE Second Edition, we welcome a whole new cast of **Real Students** who feature in bite-sized videos throughout each book, ensuring that the material is interesting, relatable, and reflects the realities of our students' lives. The Real Students come from a wide range of countries, making EVOLVE Second Edition a truly international coursebook. Let's meet them!



Bianca Eliza Valenzuela Matheus
CCBEU Sorocaba, Brazil



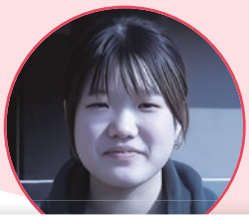
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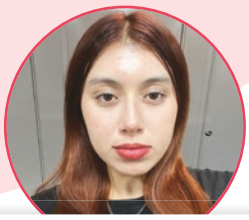
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Mariana López Rodriguez
University ITSON, Mexico



Kerem Varışlı
Nişantaşı University, Türkiye

The Real Student videos have a number of benefits. They:

- **Serve as an ideas prompt.** Students are prompted to think of their own answers to discussion questions in the book.
- **Provoke a response.** Students may find they agree or disagree with the featured speaker and want to react to what they say.
- **Demonstrate attainable speaking models.** The speakers are of a similar level to the students using the book. This gives them the confidence to try for themselves!

The videos are accessed using QR codes seen at different points throughout the book. There are transcripts of the Real Student videos in the teacher's notes. The transcripts are faithful to what the students say in their videos and may contain some grammatical errors.

Time to speak

Students' progress in English is usually measured by how confident they feel speaking when they are faced with a real situation. To make the most of speaking opportunities in the classroom, students need a "safe speaking environment" where they feel confident, supported, and able to experiment with their English. That's why EVOLVE Second Edition has dedicated the final lesson in each unit to speaking: **Time to speak**.

These lessons focus on a task with a cognitive challenge beyond language learning, which requires students to collaborate. These immersive activities include decision-making, negotiating, and problem-solving.

> **"Students who are usually shy now speak naturally because they have more time to develop their speaking."**
>
> **María Azucena Rivera, Mexico**

> **"EVOLVE also builds students' confidence by preparing them for everyday conversations."**
>
> **Elena Farkas, U.S.A.**

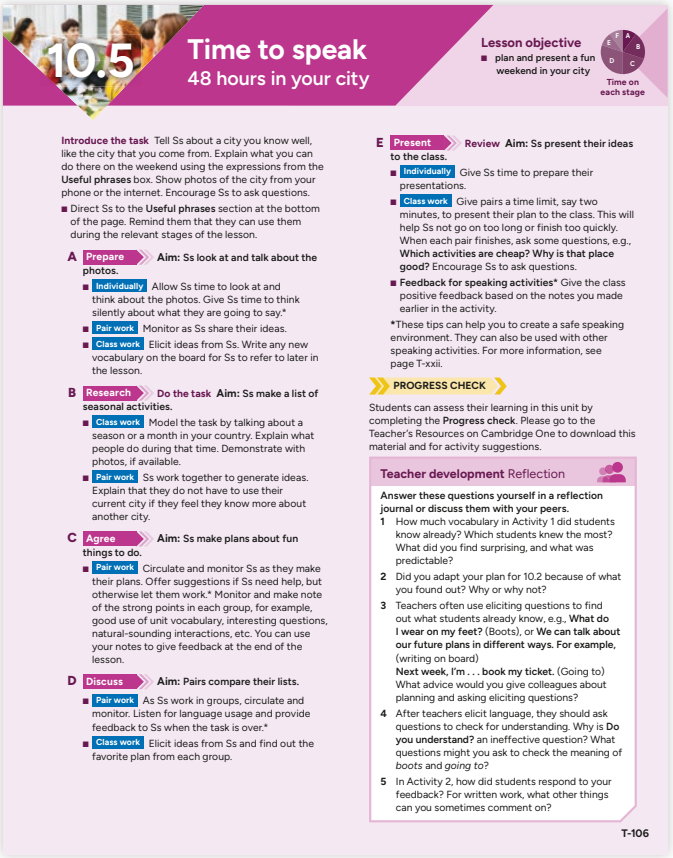
Time to speak teacher's notes

The **Time to speak teacher's notes** offer a step-by-step guide for the teacher to all elements of the lesson, including classroom and time management. An **illustrated indicator** at the top of the page shows the recommended portion of class time for each activity in the lesson.

The teacher's notes provide tips on:

- giving students preparation time before they speak
- monitoring
- how and when to give feedback
- giving positive feedback
- error correction

> **"With the teacher's notes, it was like baking a cake; it was so easy to follow the steps."**
>
> **Salvador Coyotecatl Sánchez, Mexico**



10.5 Time to speak
48 hours in your city

Lesson objective
- plan and present a fun weekend in your city

Time on each stage

Introduce the task Tell Ss about a city you know well, like the city that you come from. Explain what you can do there on the weekend using the expressions from the **Useful phrases** box. Show photos of the city from your phone or the internet. Encourage Ss to ask questions.
- Direct Ss to the **Useful phrases** section at the bottom of the page. Remind them that they can use them during the relevant stages of the lesson.

A Prepare **Aim: Ss look at and talk about the photos.**
- Individually Allow Ss time to look at and think about the photos. Give Ss time to think silently about what they are going to say.*
- Pair work Monitor as Ss share their ideas.
- Class work Elicit ideas from Ss. Write any new vocabulary on the board for Ss to refer to later in the lesson.

B Research **Do the task Aim: Ss make a list of seasonal activities.**
- Class work Model the task by talking about a season or a month in your country. Explain what people do during that time. Demonstrate with photos, if available.
- Pair work Ss work together to generate ideas. Explain that they do not have to use their current city if they feel they know more about another city.

C Agree **Aim: Ss make plans about fun things to do.**
- Pair work Circulate and monitor Ss as they make their plans. Offer suggestions if Ss need help, but otherwise let them work.* Monitor and make note of the strong points in each group, for example, good use of unit vocabulary, interesting questions, natural-sounding interactions, etc. You can use your notes to give feedback at the end of the lesson.

D Discuss **Aim: Pairs compare their lists.**
- Pair work As Ss work in groups, circulate and monitor. Listen for language usage and provide feedback to Ss when the task is over.*
- Class work Elicit ideas from Ss and find out the favorite plan from each group.

E Present **Review Aim: Ss present their ideas to the class.**
- Individually Give Ss time to prepare their presentations.
- Class work Give pairs a time limit, say two minutes, to present their plan to the class. This will help Ss not go on too long or finish too quickly. When each pair finishes, ask some questions, e.g., **Which activities are cheap? Why is that place good?** Encourage Ss to ask questions.
- **Feedback for speaking activities*** Give the class positive feedback based on the notes you made earlier in the activity.

*These tips can help you to create a safe speaking environment. They can also be used with other speaking activities. For more information, see page T-xxii.

PROGRESS CHECK

Students can assess their learning in this unit by completing the **Progress check**. Please go to the Teacher's Resources on Cambridge One to download this material and for activity suggestions.

Teacher development Reflection

Answer these questions yourself in a reflection journal or discuss them with your peers.

1 How much vocabulary in Activity 1 did students know already? Which students knew the most? What did you find surprising, and what was predictable?
2 Did you adapt your plan for 10.2 because of what you found out? Why or why not?
3 Teachers often use eliciting questions to find out what students already know, e.g., **What do I wear on my feet?** (Boots), or **We can talk about our future plans in different ways. For example,** (writing on board) **Next week, I'm . . . book my ticket.** (Going to) What advice would you give colleagues about planning and asking eliciting questions?
4 After teachers elicit language, they should ask questions to check for understanding. Why is **Do you understand?** an ineffective question? What questions might you ask to check the meaning of *boots* and *going to*?
5 In Activity 2, how did students respond to your feedback? For written work, what other things can you sometimes comment on?

T-106

Components for learners

- Student's Book with eBook
- Student's Book with Digital Pack
- Student's Book with Digital Pack A
- Student's Book with Digital Pack B
- Student's Digital Pack
- Full Contact with Digital Pack
- Workbook with Audio

Student's Digital Pack includes:

- Student's eBook (with audio hotspots)
- Digital Workbook
- Video Resource eBook (with video hotspots)
- Speaking Companion – Additional AI-driven conversation practice (all levels)
- Personalized Learning – Additional adaptive Reading & Listening practice (Levels 2–6)
- Student's resources
  - Workbook audio
  - Accessible audio & video Word scripts

How to access student digital content

Instructions on how to access the student digital content on Cambridge One can be found on the inside front cover of the Student's Book.

Components for teachers

- Teacher's Edition with Digital Pack
- Teacher's Digital Pack

Teacher's Digital Pack includes:

Cambridge One (Learning materials)

- Presentation Plus includes:
  - Student's eBook (with audio, Real Student / Expert Speaker video and answer key hotspots)
  - Workbook eBook (with audio and answer key hotspots)
  - Video Resource eBook (with video and answer key hotspots)
- Digital Workbook
- Test Generator – Ready-made customizable baseline, unit, mid-term, and final tests
- Speaking Companion – Additional AI-driven conversation practice (all levels)
- Personalized Learning – Additional adaptive Reading & Listening practice (Levels 2–6)

Cambridge One (Teacher's resources)

- Teacher's Edition PDF version (with answer keys and audio scripts for the Student's Book and Workbook)
- Class audio
- Workbook audio
- Accessible audio & video Word scripts (for Student's Book, Workbook, Digital Workbook, Test Generator and video)
- Downloadable placement test (with audio)
- Downloadable Video Resource Book worksheets
- Teacher Development reading extracts (explained in the Teacher's Edition)
- CEFR guide (how the goals of Evolve are linked to the Common European Framework of Reference)
- Grammar, vocabulary, and speaking photocopiable activities
- Downloadable progress check pages (for every unit)

How to access teacher digital content

Instructions on how to access the teacher digital content on Cambridge One can be found on the inside front cover of this book.

Integrated teacher development

The integrated development program in EVOLVE Second Edition offers practice activities that teachers can integrate into their lessons, opportunities for reflection on the activities, and follow-up reading material and videos to consolidate the theory behind the activities.

There are three development themes integrated into each level of EVOLVE Second Edition.

- **Teaching and developing speaking skills**
- **Support in the classroom and learner management**
- **Language acquisition**

Each theme is divided into manageable strategies, which are explored individually in separate units. The structure of the program in each unit is as follows:

- Each strategy is introduced at the beginning of the unit, with a reading text or video suggested as an extra development resource.
- There are two suggested activities based around practicing the strategy within the teacher's notes for each unit.
- A reflection box at the end of the unit offers questions to think about individually or to discuss with other colleagues.
- For further details, see the "Effective teacher development" information starting on page T-xxiv.

Teacher development Introduction

Strategy 1: Classroom Management – Collaboration

In this unit, we're going to focus on **collaboration** – that is, helping students work together and feel comfortable with classmates. By encouraging collaboration, teachers can create positive learning environments for students. This is just as important for students who only attend part-time, or for a few weeks, as it is for students attending longer, full-time courses. **Learning names** is an important first step – both for teachers and for classmates. **Creating synergy**, or providing activities which show students how they can achieve more by working together, is another thing teachers can do right from the beginning of a course.

Learning names (Activity 1): Ss mingle and learn each other's names. Try this after **Start Speaking**.

Creating synergy (Activity 2): Ss work together to recreate a simple text. Try this in lesson 1.3.

To find out more, read pages 76–87 from *Classroom Management Techniques* by Jim Scrivener. Please go to the Teacher's Resources on Cambridge One to download this material.



Unit opening page

Striking images
- get students talking



Start speaking questions
- engage students in the unit topic
- provide speaking practice
- recycle language from previous lessons

Unit objectives
- show communicative learning objectives
- focus on the real-life applications of the language

Real Student videos
- provide students with achievable speaking models
- motivate students

Lesson 1

Language in context
- contextualizes the language within a reading or listening text

Vocabulary
- is presented through pictures or definitions



Pair and group work activities
- provide frequent opportunities to speak
- encourage students to practice new language

Extended speaking practice
- appears at the end of every language lesson
- provides students with engaging ways to use new language

Grammar reference and practice
- is an essential part of the lesson
- contains more detailed grammar charts
- provides meaningful controlled grammar practice

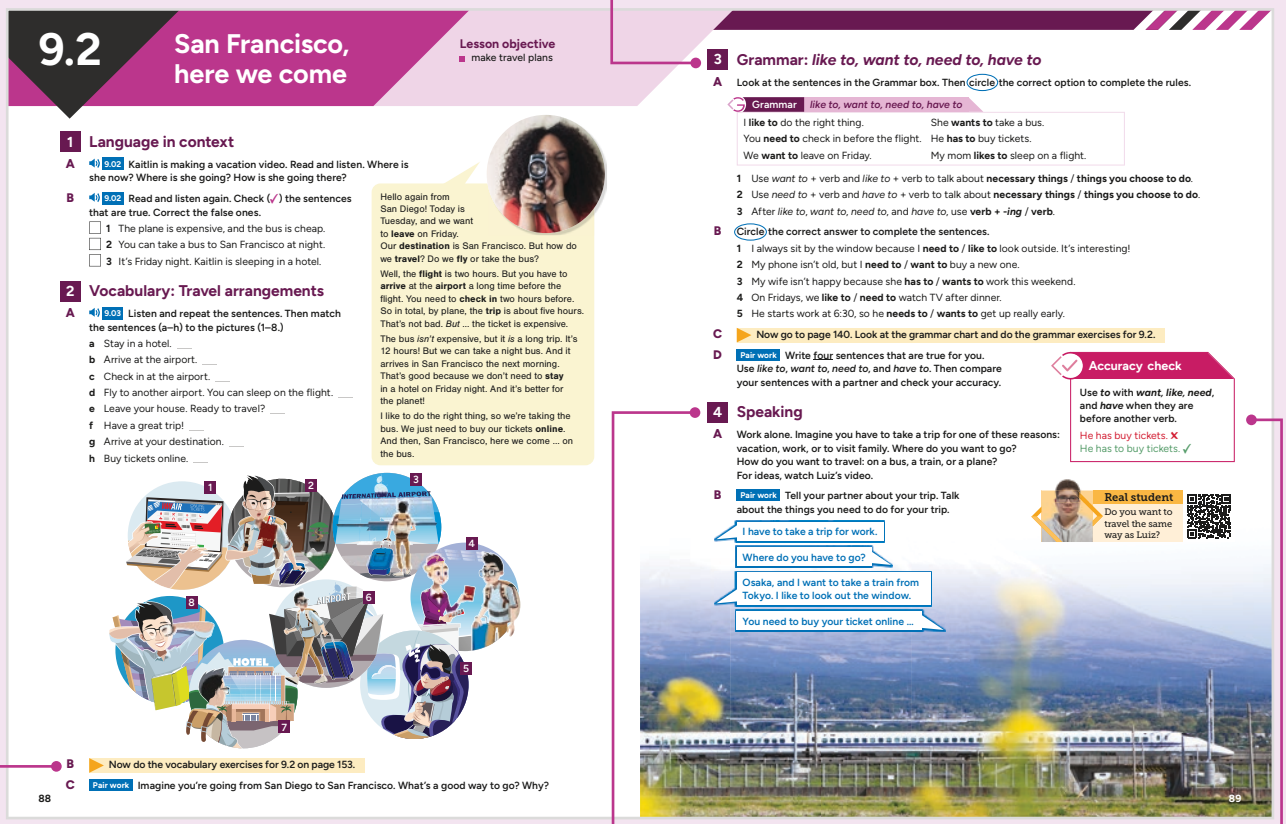
Lesson 2

Vocabulary practice

- is an essential part of the lesson
- provides meaningful controlled practice

Grammar

- is taught inductively
- is clearly presented using examples from the reading or listening text



9.2 San Francisco, here we come

Lesson objective
- make travel plans

1 Language in context

A 9.02 Kaitlin is making a vacation video. Read and listen. Where is she now? Where is she going? How is she going there?

B 9.02 Read and listen again. Check (✓) the sentences that are true. Correct the false ones.
1 The plane is expensive, and the bus is cheap.
2 You can take a bus to San Francisco at night.
3 It's Friday night. Kaitlin is sleeping in a hotel.

Hello again from San Diego! Today is Tuesday, and we want to **leave** on Friday. Our **destination** is San Francisco. But how do we **travel**? Do we **fly** or take the bus?

Well, the **flight** is two hours. But you have to **arrive** at the **airport** a long time before the flight. You need to **check in** two hours before. So in total, by plane, the **trip** is about five hours. That's not bad. *But* ... the ticket is expensive.

The bus *isn't* expensive, but it *is* a long trip. It's 12 hours! But we can take a night bus. And it arrives in San Francisco the next morning. That's good because we don't need to **stay** in a hotel on Friday night. And it's better for the planet!

I like to do the right thing, so we're taking the bus. We just need to buy our tickets **online**. And then, San Francisco, here we come ... on the bus.

2 Vocabulary: Travel arrangements

A 9.03 Listen and repeat the sentences. Then match the sentences (a–h) to the pictures (1–8.)
a Stay in a hotel. ___
b Arrive at the airport. ___
c Check in at the airport. ___
d Fly to another airport. You can sleep on the flight. ___
e Leave your house. Ready to travel? ___
f Have a great trip! ___
g Arrive at your destination. ___
h Buy tickets online. ___

B Now do the vocabulary exercises for 9.2 on page 153.

C Pair work Imagine you're going from San Diego to San Francisco. What's a good way to go? Why?

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3 Grammar: *like to, want to, need to, have to*

A Look at the sentences in the Grammar box. Then circle the correct option to complete the rules.

Grammar *like to, want to, need to, have to*

I **like to** do the right thing.	She **wants to** take a bus.
You **need to** check in before the flight.	He **has to** buy tickets.
We **want to** leave on Friday.	My mom **likes to** sleep on a flight.

1 Use *want to* + verb and *like to* + verb to talk about **necessary things / things you choose to do**.
2 Use *need to* + verb and *have to* + verb to talk about **necessary things / things you choose to do**.
3 After *like to, want to, need to,* and *have to,* use **verb + *-ing* / verb**.

B Circle the correct answer to complete the sentences.
1 I always sit by the window because I **need to / like to** look outside. It's interesting!
2 My phone isn't old, but I **need to / want to** buy a new one.
3 My wife isn't happy because she **has to / wants to** work this weekend.
4 On Fridays, we **like to / need to** watch TV after dinner.
5 He starts work at 6:30, so he **needs to / wants to** get up really early.

C Now go to page 140. Look at the grammar chart and do the grammar exercises for 9.2.

D Pair work Write four sentences that are true for you. Use *like to, want to, need to,* and *have to*. Then compare your sentences with a partner and check your accuracy.

Accuracy check
Use *to* with *want, like, need,* and *have* when they are before another verb.
He has buy tickets. ✗
He has to buy tickets. ✓

4 Speaking

A Work alone. Imagine you have to take a trip for one of these reasons: vacation, work, or to visit family. Where do you want to go? How do you want to travel: on a bus, a train, or a plane? For ideas, watch Luiz's video.

B Pair work Tell your partner about your trip. Talk about the things you need to do for your trip.

I have to take a trip for work.
Where do you have to go?
Osaka, and I want to take a train from Tokyo. I like to look out the window.
You need to buy your ticket online ...

Real student
Do you want to travel the same way as Luiz?

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Extended speaking practice

- appears at the end of every language lesson
- provides students with engaging ways to use new language

Accuracy checks

- are Corpus informed
- help students avoid common errors
- encourage learner autonomy by giving them the opportunity to self-edit

Lesson 3

Functional language conversations

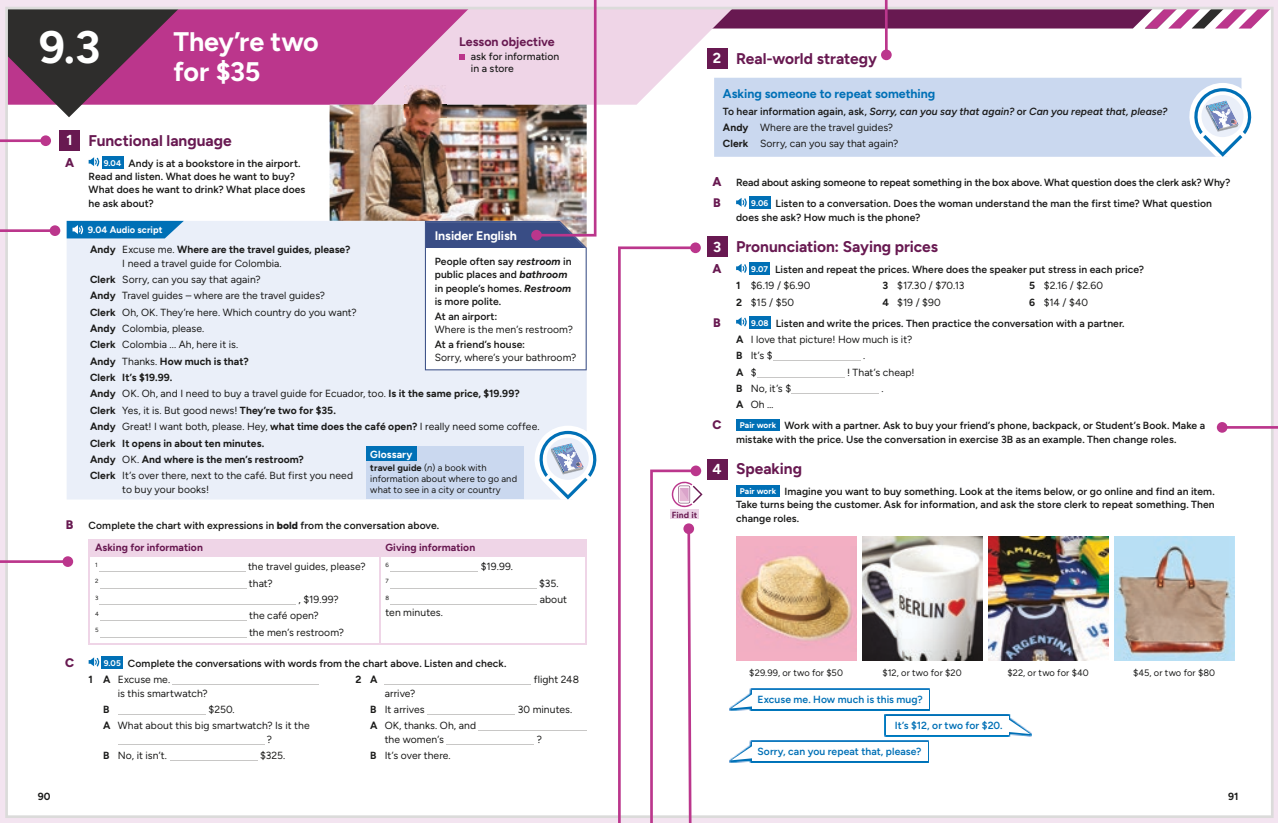
- present phrases for everyday situations
- support students who need to travel to communicate with English speakers in their own country

Insider English

- is Corpus informed
- shows how words are used in real-life contexts

Real world strategy

- provides students with strategies to manage communication successfully



9.3 They're two for $35

Lesson objective
- ask for information in a store

1 Functional language

A 9.04 Andy is at a bookstore in the airport. Read and listen. What does he want to buy? What does he want to drink? What place does he ask about?

9.04 Audio script

Andy Excuse me. **Where are the travel guides, please?** I need a travel guide for Colombia.
Clerk Sorry, can you say that again?
Andy Travel guides – where are the travel guides?
Clerk Oh, OK. They're here. Which country do you want?
Andy Colombia, please.
Clerk Colombia ... Ah, here it is.
Andy Thanks. **How much is that?**
Clerk **It's $19.99.**
Andy OK. Oh, and I need to buy a travel guide for Ecuador, too. **Is it the same price, $19.99?**
Clerk Yes, it is. But good news! **They're two for $35.**
Andy Great! I want both, please. Hey, **what time does the café open?** I really need some coffee.
Clerk **It opens in about ten minutes.**
Andy OK. **And where is the men's restroom?**
Clerk It's over there, next to the café. But first you need to buy your books!

Insider English

People often say *restroom* in public places and *bathroom* in people's homes. *Restroom* is more polite.
At an airport:
Where is the men's restroom?
At a friend's house:
Sorry, where's your bathroom?

Glossary
travel guide (*n*) a book with information about where to go and what to see in a city or country

B Complete the chart with expressions in **bold** from the conversation above.

Asking for information	Giving information
1 _____ the travel guides, please?	6 _____ $19.99.
2 _____ that?	7 _____ $35.
3 _____, $19.99?	8 _____ about ten minutes.
4 _____ the café open?	
5 _____ the men's restroom?	

C 9.05 Complete the conversations with words from the chart above. Listen and check.

1 A Excuse me. _____ is this smartwatch?
B _____ $250.
A What about this big smartwatch? Is it the _____?
B No, it isn't. _____ $325.

2 A _____ flight 248 arrive?
B It arrives _____ 30 minutes.
A OK, thanks. Oh, and _____ the women's _____?
B It's over there.

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2 Real-world strategy

Asking someone to repeat something
To hear information again, ask, *Sorry, can you say that again?* or *Can you repeat that, please?*
Andy Where are the travel guides?
Clerk Sorry, can you say that again?

A Read about asking someone to repeat something in the box above. What question does the clerk ask? Why?

B 9.06 Listen to a conversation. Does the woman understand the man the first time? What question does she ask? How much is the phone?

3 Pronunciation: Saying prices

A 9.07 Listen and repeat the prices. Where does the speaker put stress in each price?

1	$6.19 / $6.90	3	$17.30 / $70.13	5	$2.16 / $2.60
2	$15 / $50	4	$19 / $90	6	$14 / $40

B 9.08 Listen and write the prices. Then practice the conversation with a partner.

A I love that picture! How much is it?
B It's $_____.
A $_____! That's cheap!
B No, it's $_____.
A Oh ...

C Pair work Work with a partner. Ask to buy your friend's phone, backpack, or Student's Book. Make a mistake with the price. Use the conversation in exercise 3B as an example. Then change roles.

4 Speaking

Find it

Pair work Imagine you want to buy something. Look at the items below, or go online and find an item. Take turns being the customer. Ask for information, and ask the store clerk to repeat something. Then change roles.

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Functional language charts

- highlight and categorize key phrases for students to practice

Audio scripts

- appear on the page so students can focus on language
- can be covered in the first listening to provide extra listening practice

Smartphone activities

- give ideas for how to use phones in the classroom
- are optional

Speaking

- provides controlled and freer practice of functional language

Pair work practice

- gives students extra productive practice of new language

Productive pronunciation activities

- focus on areas that commonly prevent effective communication
- help scaffold the final speaking activity

Lesson 4

Authentic reading texts

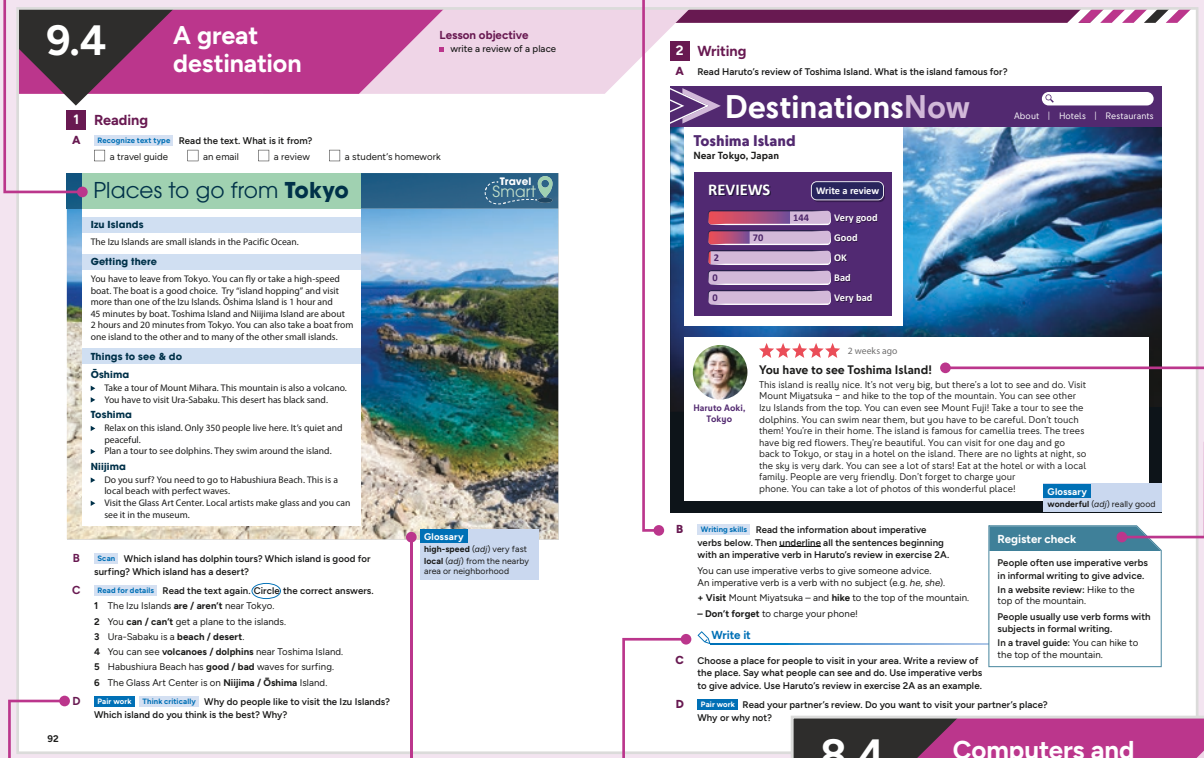
- appear in six units of the book

Writing skills

- focus on subskills that students need to write their texts

Model writing texts

- provide a model for students to analyze



9.4 A great destination

Lesson objective
- write a review of a place

1 Reading

A Recognize text type Read the text. What is it from?
☐ a travel guide ☐ an email ☐ a review ☐ a student's homework

Places to go from Tokyo — Travel Smart

Izu Islands
The Izu Islands are small islands in the Pacific Ocean.

Getting there
You have to leave from Tokyo. You can fly or take a high-speed boat. The boat is a good choice. Try "island hopping" and visit more than one of the Izu Islands. Ōshima Island is 1 hour and 45 minutes by boat. Toshima Island and Niijima Island are about 2 hours and 20 minutes from Tokyo. You can also take a boat from one island to the other and to many of the other small islands.

Things to see & do

Ōshima
- Take a tour of Mount Mihara. This mountain is also a volcano.
- You have to visit Ura-Sabaku. This desert has black sand.

Toshima
- Relax on this island. Only 350 people live here. It's quiet and peaceful.
- Plan a tour to see dolphins. They swim around the island.

Niijima
- Do you surf? You need to go to Habushiura Beach. This is a local beach with perfect waves.
- Visit the Glass Art Center. Local artists make glass and you can see it in the museum.

Glossary
high-speed (*adj*) very fast
local (*adj*) from the nearby area or neighborhood

B Scan Which island has dolphin tours? Which island is good for surfing? Which island has a desert?

C Read for details Read the text again. Circle the correct answers.
1 The Izu Islands **are / aren't** near Tokyo.
2 You **can / can't** get a plane to the islands.
3 Ura-Sabaku is a **beach / desert**.
4 You can see **volcanoes / dolphins** near Toshima Island.
5 Habushiura Beach has **good / bad** waves for surfing.
6 The Glass Art Center is on **Niijima / Ōshima** Island.

D Pair work Think critically Why do people like to visit the Izu Islands? Which island do you think is the best? Why?

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2 Writing

A Read Haruto's review of Toshima Island. What is the island famous for?

DestinationsNow — About | Hotels | Restaurants

Toshima Island
Near Tokyo, Japan

REVIEWS — Write a review
144 Very good
70 Good
2 OK
0 Bad
0 Very bad

★★★★★ 2 weeks ago
You have to see Toshima Island!
This island is really nice. It's not very big, but there's a lot to see and do. Visit Mount Miyatsuka – and hike to the top of the mountain. You can see other Izu Islands from the top. You can even see Mount Fuji! Take a tour to see the dolphins. You can swim near them, but you have to be careful. Don't touch them! You're in their home. The island is famous for camellia trees. The trees have big red flowers. They're beautiful. You can visit for one day and go back to Tokyo, or stay in a hotel on the island. There are no lights at night, so the sky is very dark. You can see a lot of stars! Eat at the hotel or with a local family. People are very friendly. Don't forget to charge your phone. You can take a lot of photos of this wonderful place!

Haruto Aoki, Tokyo

Glossary
wonderful (*adj*) really good

B Writing skills Read the information about imperative verbs below. Then underline all the sentences beginning with an imperative verb in Haruto's review in exercise 2A.
You can use imperative verbs to give someone advice.
An imperative verb is a verb with no subject (e.g. *he, she*).
+ Visit Mount Miyatsuka – and **hike** to the top of the mountain.
– Don't forget to charge your phone!

Write it

C Choose a place for people to visit in your area. Write a review of the place. Say what people can see and do. Use imperative verbs to give advice. Use Haruto's review in exercise 2A as an example.

D Pair work Read your partner's review. Do you want to visit your partner's place? Why or why not?

Register check
People often use imperative verbs in informal writing to give advice.
In a website review: Hike to the top of the mountain.
People usually use verb forms with subjects in formal writing.
In a travel guide: You can hike to the top of the mountain.

Register check

- gives extra information about how to communicate in different situations

Think critically

- encourages students to discuss and engage with the topic

Glossary

- encourages students to improve dictionary skills

Write it

- gives students productive written practice of the unit language



8.4 Computers and our jobs

Lesson objective
- write an online comment with your opinion

1 Listening

A Chris is the host of the podcast *Technology Talks*. Look at the photos above. What is today's podcast about?

B 8.09 Listen for details Listen to the podcast. Who is Joanna Ramos? What does she say computers can't do?

C 8.09 Listen for supporting details Listen again. Check (✓) the supporting details Joanna gives.

Jobs for computers	New jobs for people
☐ make things	☐ design computers
☐ write texts	☐ start computer companies
☐ call people on the phone	☐ talk to computers
☐ talk	☐ check texts from a computer
☐ dream	☐ make phones

D Pair work Think critically Who thinks computers are a good thing: Joanna or Chris?

2 Pronunciation: Listening for *can* and *can't*

A 8.10 Listen. Write the missing words.
1 What _____ computers do?
2 They _____ make things.
3 They _____ do those things 100% of the time.

B 8.11 Listen. Do you hear *can* or *can't*? Circle the correct words.
1 can / can't
2 can / can't
3 can / can't
4 can / can't

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Authentic listening texts

- appear in six units of the book
- have scripts in the back of the Teacher's Edition

Receptive pronunciation activities

- focus on pronunciation features that commonly cause difficulty for learners

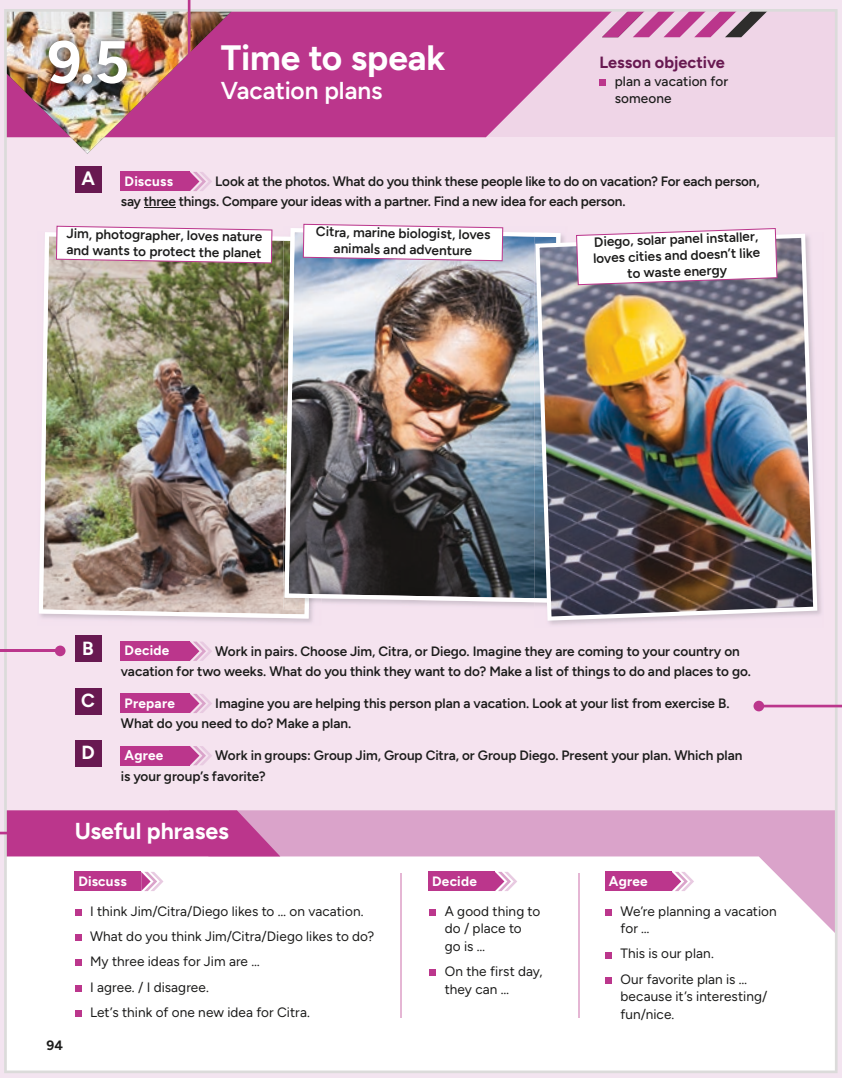
Lesson 5

Whole class speaking lessons

- provide an opportunity for extensive speaking practice
- are student-focused, with the teacher as facilitator
- recycle the unit language

Task-based lessons

- allow students to recycle the unit language
- allow teachers to assess students' progress in speaking



9.5

Time to speak
Vacation plans

Lesson objective
- plan a vacation for someone

A **Discuss** Look at the photos. What do you think these people like to do on vacation? For each person, say three things. Compare your ideas with a partner. Find a new idea for each person.

Jim, photographer, loves nature and wants to protect the planet

Citra, marine biologist, loves animals and adventure

Diego, solar panel installer, loves cities and doesn't like to waste energy

B **Decide** Work in pairs. Choose Jim, Citra, or Diego. Imagine they are coming to your country on vacation for two weeks. What do you think they want to do? Make a list of things to do and places to go.

C **Prepare** Imagine you are helping this person plan a vacation. Look at your list from exercise B. What do you need to do? Make a plan.

D **Agree** Work in groups: Group Jim, Group Citra, or Group Diego. Present your plan. Which plan is your group's favorite?

Scaffolding activities

- allow students to build up to speaking
- encourage a safe speaking environment

Useful phrases

Discuss
- I think Jim/Citra/Diego likes to ... on vacation.
- What do you think Jim/Citra/Diego likes to do?
- My three ideas for Jim are ...
- I agree. / I disagree.
- Let's think of one new idea for Citra.

Decide
- A good thing to do / place to go is ...
- On the first day, they can ...

Agree
- We're planning a vacation for ...
- This is our plan.
- Our favorite plan is ... because it's interesting/ fun/nice.

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Useful phrases

- provide language for different stages of the lesson
- help students communicate their ideas fluently

Contents

	Learning objectives	Grammar	Vocabulary	Pronunciation
Unit 1 I am ...	• Say where you're from • Ask for and give personal information • Check in to a hotel • Write a profile • Meet new people	• *I am, you are* • *What's ... ?, It's ...*	• Countries and nationalities • The alphabet • Personal information • Numbers (0–10) • Jobs	• Saying /ɪ/ and /i/ vowel sounds
Unit 2 Great people	• Talk about your family • Describe friends and family • Talk about ages and birthdays • Write a post about friends in a photo • Compare information about friends and family	• *is/are* in statements and *yes/no* questions • *is not / are not* • Prepositions of place	• Family • Numbers (11–100) • Adjectives to describe people • *really/very* • Dates	• Saying numbers • Listening for short forms
Unit 3 Come in	• Talk about your home • Talk about furniture • Offer and accept a drink and snack • Write an email about a home-share • Choose things for a home	• Possessive adjectives; possessive *'s* and *s'* • *It is* (statements and questions with short answers) • Information questions with *be*	• Rooms in a home • Furniture • Drinks and snacks	• Saying /k/ at the start of a word
Review 1 (Review of Units 1–3)				
Unit 4 I love it	• Talk about your favorite things • Say how you use technology • Talk about how you communicate • Write product reviews • Talk about your favorite music	• Simple present statements with *I, you, we* • Simple present *yes/no* questions with *I, you, we* • *a/an*; adjectives before nouns	• Technology • Words for using technology	• Saying stressed words • Listening for the end of a sentence
Unit 5 Mondays and fun days	• Talk about weekday and weekend activities • Tell the time and talk about your routines • Show you agree and have things in common • Write a report about your activities • Compare different work weeks	• Simple present statements with *he, she, they* • Questions in the simple present	• Days and times of day • Everyday activities (1) • Telling the time • Everyday activities (2)	• Saying syllables in words
Unit 6 Zoom in, zoom out	• Talk about places in the city • Talk about nature in your area • Ask for and give directions • Write a fact sheet about a place in nature • Plan a new neighborhood for a city	• *There's, There are; a/an, a lot of, some, no* • Count and non-count nouns	• Places in cities • Nature	• Saying /ɪr/ and /er/ sounds • Listening for important words
Review 2 (Review of Units 4–6)				

Functional language	Listening	Reading	Writing	Speaking
• Check in to a hotel **Real-world strategy** • Check spelling		**Meet the artists** • Profiles of two artists	**A profile** • A personal or work profile • Capital letters and periods	• Introduce yourself • Say where you're from • Say and spell personal information • Arrive at a hotel and check in **Time to speak** • Talk to people at a party
• Ask about and say people's ages and birthdays; give birthday wishes **Real-world strategy** • Correct yourself	**Here's my band** • A conversation between friends		**A post** • A post about friends in a photo • *and* to join words and sentences	• Describe the people in a picture • Talk about your family • Describe your friends and family • Talk about ages and birthdays **Time to speak** • Talk about things in common
• Make and reply to offers **Real-world strategy** • Ask about words you don't understand		**A home-share in Burnaby** • Emails about a home-share	**An email** • An email about a home-share • Question marks	• Describe a house in a picture • Talk about rooms in your home • Talk about unusual furniture • Offer a drink or snack **Time to speak** • Talk about what furniture to buy for a new home
• Ask about a new topic; ask for a response **Real-world strategy** • Show you are listening	**Product reviews** • A program with product reviews		**A review** • A product review • *but* and *because*	• Talk about things that you love or like • Talk about your favorite technology • Talk about how you use your phone • Talk about how you communicate with people **Time to speak** • Talk about your favorite music
• Show you agree or have things in common **Real-world strategy** • Short answers with adverbs of frequency		**Work, rest, and play** • An article about work-life balance	**A report** • A report about your activities • Headings and numbered lists	• Talk about your fun days • Say when and how often you do things • Talk about your daily routine • Compare information about your activities **Time to speak** • Talk about the best week for your body clock
• Ask for and give directions **Real-world strategy** • Check information	**Walk with Yasmin** • A podcast about a place in nature		**A fact sheet** • A fact sheet • Order size and opinion adjectives	• Describe a picture of a city • Talk about good places in your neighborhood • Talk about nature in your area • Give directions to a visitor **Time to speak** • Talk about a good place to live

	Learning objectives	Grammar	Vocabulary	Pronunciation
Unit 7 Now is good	• Talk about activities around the house • Ask and answer questions about travel • Share news on the phone • Write a post about things happening now • Ask what people are doing these days	• Present continuous statements • Present continuous questions	• Activities around the house • Transportation	• Saying *-ing* at the end of the word
Unit 8 You're good!	• Talk about your skills and abilities • Say what you can and can't do at work or school • Say why you're the right person for a job • Write an online comment with your opinion • Talk about what people in your country are good at	• *can* and *can't* for ability; *well* • *can* and *can't* for possibility	• Verbs to describe skills • Work	• Saying groups of words • Listening for *can* and *can't*
Unit 9 Places to go	• Talk about travel and vacations • Make travel plans • Ask for information in a store • Write a description of a place • Plan a vacation for someone	• *this* and *these* • *like to, want to, need to, have to*	• Travel • Travel arrangements	• Saying prices
Review 3 (Review of Units 7–9)				
Unit 10 Get ready	• Make outdoor plans for the weekend • Talk about what clothes to wear for different trips • Suggest plans for evening activities • Write an online invitation • Plan and present a fun weekend in your city	• Statements with *be going to* • Questions with *be going to*	• Going out • Clothes • Seasons	• Saying the letter *s* • Listening for *going to*
Unit 11 Colorful memories	• Describe people, places, and things in the past • Talk about colors and memories • Talk about movies and actors • Write an email about things you keep from your past • Talk about TV shows from your childhood	• Statements with *was* and *were* • Questions with *was* and *were*	• Adjectives to describe people, places, and things • Colors	• Saying /oʊ/ and /ɑː/ vowel sounds
Unit 12 Stop, eat, go	• Talk about snacks and small meals • Talk about meals in restaurants • Offer and accept food and drink • Write a restaurant review • Create a menu for a restaurant	• Simple past affirmative • Simple past negative and questions	• Food and drink (1) • Food and drink (2)	• Saying /h/ and /r/ sounds • Listening for *Do you want to … ?*
Review 4 (Review of Units 10–12)				
Grammar reference and practice, pages 129–144	**Vocabulary practice, pages 145–155**			

Functional language	Listening	Reading	Writing	Speaking
• Answer the phone and greet people; ask people how they are and respond **Real-world strategy** • React to news		**In the studio** • A post about a day in an art studio	**A post** • A post about a busy day • *and, also,* and *too*	• Talk about the lives of people in a picture • Talk about good and bad times to call someone • Tell a friend what you are doing right now • Talk about your news **Time to speak** • Talk about your life these days
• Ask for and give opinions **Real-world strategy** • Explain and say more about an idea	**Technology Talks** • A podcast about computers		**A comment** • Comments about an online post • Quotations	• Talk about activities you do • Talk about skills you have • Talk about what you can and can't do at work or school • Ask and answer questions in a job interview **Time to speak** • Talk about national skills
• Ask for and give information **Real-world strategy** • Ask someone to repeat something		**Places to go from Tokyo** • A travel guide	**A description** • A review of a place • Imperatives to give advice	• Talk about a place you like • Describe people and places in a picture • Talk about organizing a trip • Ask for information at an airport store **Time to speak** • Talk about planning a vacation
• Make, accept, and refuse suggestions **Real-world strategy** • Say why you can't do something	**Montevideo** • A TV travel show		**An invitation** • An event invitation • Contractions	• Make outdoor plans for the weekend • Talk about outdoor activities in your city • Talk about clothes to take for a trip • Talk about what to do in the evening **Time to speak** • Plan a fun weekend in your home city
• Express uncertainty **Real-world strategy** • Take time to think		**Picture it** • An article about things people keep	**An email** • An email to a friend • Paragraphs and topic sentences	• Describe a happy time in your life • Talk about things you remember • Talk about colors you remember from when you were a child • Talk about people in a movie **Time to speak** • Present your memories of a TV show from your past
• Offer, request and accept food and drink **Real-world strategy** • Use *so* and *really* to make words stronger	**Where do you want to eat?** • A conversation about restaurants on a food app		**A review** • A restaurant review • Commas in lists	• Describe a good meal you had • Talk about snacks and small meals you like • Talk about a meal you had in a restaurant • Ask for food in a restaurant or at a friend's house **Time to speak** • Design a menu for a food truck

Pair work practice, pages 156–160

Safe speaking environments

Speaking in another language is often stressful. Students may struggle to find things to say and ways of saying them. Students are also performing, in a sense, and may worry about how other people (their classmates and their teacher) may judge them. Language learners are often reluctant to speak as anxiety and stress levels build up.

For this reason, it is important that there is a "safe speaking environment" in the classroom, where students feel motivated and confident enough to experiment with language.

A safe speaking environment requires a positive classroom atmosphere with a trusting and supportive relationship between the teacher and the students, and among the students themselves. To foster this, teachers can:

- model good listening skills, including appropriate body language, gestures, and confirming expressions (e.g., *Right, Uh-huh*).
- teach the language that students will need to manage communication successfully. Lesson 3 of each unit of EVOLVE contains a short section entitled "Real-world strategy" which focuses on this kind of language.
- respond mostly to what students have said (e.g., *That was an interesting idea*) and less to the accuracy of the utterance.
- ask students, at the end of a pair or group work activity, to tell their peers one or more things that they did well.
- praise students for their performance. This is most effective when the praise is specific, rather than general.

In a safe speaking environment, the teacher's main role becomes that of a "facilitator" and "manager" (rather than an "explainer" or "instructor"). In this role, the teacher will often be moving around the classroom in order to:

- make sure that everybody knows what they should be doing.
- provide help and encouragement to groups and individuals.
- check that everybody is on task.
- monitor the language that the students are producing.

Every lesson in EVOLVE includes multiple opportunities for speaking in pairs and small groups. In lessons 1–4 of each unit, these are often oral practice of the grammar and vocabulary that the students have been studying, but there are also personal reactions to the texts and topics, short role plays, and other tasks. Lesson 5 of each unit ("Time to speak") is an extended speaking lesson where students tell stories, share information, talk about and reach collective plans and decisions, solve problems, engage in debates, and take on challenges. Students' main focus will be on the communicative goals of the task, while still having the opportunity to practice that unit's target grammar and vocabulary.

Preparing students for communicative tasks

In lesson 5, you will see that there are sections titled "Research," "Prepare," or similar. It is important that plenty of time is allocated to these sections so that students can prepare what they are going to say. This time will reduce the potential for cognitive overload and stress, which is caused by trying to find things to say and ways to say them. It will also help students to produce more fluent and more complex language. The preparation and research sections are not only *preparation* for speaking: they are often *opportunities* for speaking in themselves.

In addition to the activities in the Research and Prepare sections, you may wish to do one or more of the following:

- give students time to think silently about the task they are going to perform.
- give students time to take notes about what they are going to say.
- allow students to brainstorm ideas with another student.
- give students time to research (e.g., online) the topic they are going to talk about.
- encourage students to rehearse mentally what they are going to say.
- give students time to review relevant vocabulary notes or look up useful vocabulary in a dictionary.
- extend the list of phrases that are provided at the bottom of each lesson 5.

These techniques may also be used before other pair and group work activities in the book (e.g., the first page of each unit).

Giving feedback on speaking tasks

Until students feel confident in speaking tasks, it is probably best to leave error correction until the end of the activity. While the students are speaking, take notes on anything you want to focus on in a later correction slot. Here are some ideas for building a safe speaking environment in the context of correction:

- decide, in advance of the activity, that for some groups you will focus on the content and for others you will focus on examples of accurate or appropriate language use.
- draw attention to examples of accurate and appropriate language (e.g., avoiding a very common mistake).
- write (anonymized) examples of things you have heard on the board, but mix up examples of errors and good language use. The students' first task is to identify the examples of good language use.
- invite all students to suggest corrections or improvements to the language that is being focused on. One way of doing this is by putting students into groups to talk about the improvements or changes before conducting feedback with the whole class.

Maximizing the amount of speaking

For students to gain full benefit from pair and group work activities, they must speak a lot and push themselves to use the full extent of their language resources. This does not always take place when students do a speaking task, so it is sometimes a good idea to repeat the activity. The second time around, students are usually more fluent and more accurate. In order to maintain motivation, however, students will need a reason to repeat something they have just done. It is often possible for students to work with a different partner the second time, but here are some other ways of managing task repetition:

Different roles

In some tasks, one member of a pair may be more of a listener than a speaker. When the task is repeated, the roles are reversed. In some tasks, individual students may be allocated specific roles, such as note-taker, language monitor, chair, or timekeeper. When the task is repeated, the allocation of these roles is changed.

Time limits

Students repeat the task with a different partner, but are given less time for the repetition.

No notes

When students have made notes in preparation for a task, they may be asked to repeat it without referring to their notes.

Additional planning time

Give students extra planning time before they repeat the task with a new partner.

Record and repeat

Students record their speaking with audio or video. After spending time analyzing their language and perhaps transcribing some sections of it, they repeat the task.

Many factors, some outside the control of the teacher, can impact the development and maintenance of a safe speaking environment. There is not one single correct way of promoting such an environment, or of building positive relationships in a classroom. However, these suggestions should help you to realize these goals. They are intended to be options for you to experiment with and modify to suit your own classes.

Effective teacher development

It is widely agreed that the main goal of teacher development is to effect positive change in teaching practice and, as a result, to enhance students' learning. Cambridge University Press & Assessment has analyzed research on teacher development worldwide in order to determine the key factors that make a teacher development program successful.

We have identified seven principles that lie at the heart of effective teacher development programs. The Cambridge Teacher Development approach states that successful development programs should be:

IMPACTFUL

To be impactful, a program needs to help teachers set objectives in effecting this change and track their progress against those objectives.

NEEDS-BASED

An effective program should address the daily challenges faced by teachers and learners.

SUSTAINED

In order for a program to be effective, it needs to be continuous. In the same way that students need time and frequent practice to use new language confidently, teachers need time to apply new strategies confidently in the classroom.

PEER-COLLABORATIVE

Peer collaboration is one of the greatest motivating factors for teachers in their development. Teachers are more likely to succeed in their development when they share their ideas and experiences with their peers.

IN-PRACTICE

Teacher development programs are more successful when they focus on practice rather than on theory alone.

REFLECTIVE

For teachers to make positive changes in teaching practice, it is essential for them to reflect on their current practices and any new strategies they learn.

EVALUATED

In order for teachers to make a real impact, it is essential for them to track and measure progress in their own and their students' performance.

Teacher Development In Evolve

How does EVOLVE Teacher Development meet INSPIRE principles?

EVOLVE Teacher Development is **impactful**. It sets out clear objectives for every unit, as well as for the level as a whole.

The program takes a **needs-based** approach by integrating activities within the teacher's notes, fitting development strategies into everyday teaching. Elements of the program also offer extra support to those wishing to gain Cambridge qualifications, such as TKT or ICELT. You can choose to focus on one, two, or all three strategies in each level, depending on your needs and interests.

Our program has a strong focus on **practice**. Each unit offers two practice opportunities to develop an aspect of your teaching skills. Our **sustained** approach means that you will build on your skills throughout the course.

Reflection questions at the end of each unit help you track and **evaluate** your progress.

These questions help you develop greater awareness of what you do in the classroom and why you do it. This, in turn, enables you to make positive changes to your teaching.

If possible, make this reflection stage a **collaborative** activity by sharing your answers to reflection questions with your peers at the end of every unit.

A1 Syllabus

Strategy 1: Classroom management	Strategy 2: Teaching vocabulary	Strategy 3: Building learners' confidence to speak
Unit 1: Collaboration • Playing games to learn names • Working together to recreate a simple text	**Unit 2: Presenting new vocabulary** • Conveying and eliciting vocabulary • Using word puzzles to make language memorable	**Unit 3: Meaningful drilling** • Using meaningful drilling of sentences • Using meaningful drilling of dialogues
Unit 4: Opening and closing lessons • Starting lessons with conversations • Ending lessons with review	**Unit 5: Recording and memorizing vocabulary** • Recording vocabulary using spidergrams • Memorizing vocabulary using disappearing drills	**Unit 6: Planning** • Planning what language to use in speaking activities • Planning what to say in speaking activities
Unit 7: Pair and group work • Maximizing practice opportunities • Encouraging quieter students to speak	**Unit 8: Practicing vocabulary** • Personalizing vocabulary practice • Peer testing vocabulary	**Unit 9: Listening to learner language** • Listening for target language • Recording students' speaking
Unit 10: Teacher roles • Finding out what students already know • Giving supportive feedback	**Unit 11: Language awareness** • Using guided questions to raise awareness • Helping students to use language accurately	**Unit 12: Providing feedback on spoken language** • Providing immediate feedback • Providing delayed feedback

How to follow the Teacher Development program

- Read the syllabus on page T-xxv and think about which of the three themes you feel would benefit you the most. You might want to follow one, two, or all three of the themes.
- Before teaching a new unit, read the Teacher Development introduction. If you have time, you can also read the suggested text to learn more about the unit's development focus.
- Try out the activities in class.
- It's a good idea to keep a Teacher Development journal to keep track of your progress.
- You can also use your journal to make note of any Teacher Development activities you particularly enjoyed, as many of the activities can be adapted to use in different contexts. If possible, share your experiences and ideas with other teachers, either in person or in an online forum.



Now is good

7

Teacher development Introductior

Strategy 1: Classroom management – Pair and group work

In this unit, we're going to focus on **pair and group work**, and how to make the most of it. When teachers say *Please work in pairs*, students often simply work with the person closest to them – often the same person in each lesson. We'll look at an alternative way of doing pairwork for **maximizing practice opportunities** with a series of different partners. We'll also look at ways of **encouraging quieter students to speak** during group work activities.

Maximizing practice opportunities (Activity 1): Ss practice language items with a series of partners. You'll have an opportunity to try this in lesson 7.2.

Encouraging quieter students to speak (Activity 2): Ss use tokens to encourage taking turns in role play. Try this in lesson 7.5.

To find out more, read chapters 5.7, 5.8, and 5.9 from *Classroom Management Techniques* by Jim Scrivener. Please go to th cher's Resources on Cambridge One to download this material.

Introduce the theme of the unit

Pre-teach *opposite* by writing the words **night** and **day, small and big** on the board. Write a list of words on the board. Ss guess the opposites.

good – bad / big – small / boring – interesting / tall – short

- Ask Ss to decide on one adjective in each pair to describe an object or an aspect of their life. Ss share their answers in pairs.

Unit objectives

Read the & Tell Ss to listen and read along. Explain any new vocabulary Ss may not understand. Pre-teach *activity* and *happen*.

Please go to the Teacher's Resources on Cambridge One to download the following photocopiable activities for this unit:

7.1 Grammar: Present continuous statements
7.2 Grammar: Present continuous questions
7.1 Vocabulary: Activities around the house
7.2 Vocabulary: Transportation
Unit 7 Speaking: Find someone who ... (Lesson 7.2)

Start speaking

A **Ss discuss the questions in pairs before you elicit ideas.**
- Encourage Ss to name as many related words or phrases as they can. If time allows, you can have pairs write down their words and see who was able to write the highest number of words related to the pictures. Ask them to share their words with the rest of the class.

B **Ss share their ideas with a partner, then discuss as a class.**

C **Draw a Venn diagram on the board with Me above one circle, Them above the other circle, and Both over the overlap. Encourage Ss to copy it. Ss discuss their ideas before writing them in the correct place on the diagram.**
- At the end of the exercise, ask Ss: **Do you have a busy life?** and have them raise their hands for Yes. Count hands and show the results in a pie chart on the board. Discuss with Ss what they think about the results.

T-65

The **introduction** appears at the beginning of every unit. Here you can read a brief description of the Teacher Development focus and learn about the two Teacher Development activities that will be included in the unit. You can also find out about optional extra reading on the unit's teacher development focus here.

The **extra reading** texts, such as the one referred to in the introduction above, can be found in the Teacher's Resources on Cambridge One. We suggest additional reading texts to supplement your development throughout the program. These reading texts aim to give you a deeper understanding of the theory behind the unit's Teacher Development focus. You don't need to read the texts in order to complete the Teacher Development activities, but you might find it useful to do so.

3 Grammar: *like to, want to, need to, have to*

A **Introduce the grammar** **Before Ss circle the answers, explain that they can refer to the examples in the Grammar box.**
- As you elicit answers, check for meaning and explain.

Answers
1 things you choose to do 2 necessary things 3 verb

- On the board write **We need to learn English**. Now cover the word *to* and explain that without *to* this sentence is incorrect.

Extra activity

Ask Ss to write one sentence using each of the verbs *like*, *want*, *need*, and *have*. Remind Ss that they need to use *to* after each one. Ss share their answers with each other before you elicit examples from different members of the class. Mark and correct Ss' sentences on the board.

B **Ss check with a partner before you elicit answers as a class. Ask Ss to read the complete sentence aloud when you make corrections.**

Answers
1 like to
2 want to
3 has to
4 like to
5 needs to

C **Direct Ss to page 140 to complete the grammar exercises. Teacher's tips for grammar exercises are on page T-129.**

D **Pair work** **Do the task** **Model example sentences for Ss before you begin, e.g., I need to go to work. / I have to get up before six. Circulate and monitor as Ss work, offering any help they may need.**
- When Ss finish, read the **Accuracy check** as a class. Display or dictate these sentences for Ss to correct in pairs. Correct the sentences.
  1 **I want buy a new suitcase. I want a big one!**
  2 **My sister needs my help. I need find a cheap hotel for her.**
  3 **I have go to the airport at 6:00 a.m. tomorrow. I have an early flight.**

Answers
1 I want to buy a new suitcase. I want a big one!
2 My sister needs my help. I need to find a cheap hotel for her.
3 I have to go to the airport at 6:00 a.m. tomorrow. I have an early flight.

- After checking the answers for the sentences on the board as a class, direct Ss' attention to the fact that we use *to* after *want*, *like*, *need* and *have* only when they are followed by an action (verb) and not a thing (noun). Have them notice there is no *to* in **I want a big one.** or **I have an early flight.**
- Ask Ss to check the sentences they wrote. They should look for any mistakes they might have missed.

4 Speaking

A **Read the instructions aloud. Allow Ss some time to think about or make notes on their answers.**
- **Optional activity** Ss watch Luiz's video and say whether they want to travel in the same way.

Real student

Hi! My name is Luiz. I want to visit my grandmother in France. I want to buy a plane ticket to fly there.

B **Pair work** **Review** **Ask two volunteers to read the model dialogue aloud.**
- As Ss discuss, circulate and monitor, offering any suggestions and help you can to Ss. Listen for examples of language usage that you can give feedback on after the task is finished.
- When Ss finish, elicit some of their ideas.
- Give feedback.

Teacher development Activity 1

Listening for target language

One of the challenges of listening to student language, particularly at lower levels, is that they make quite a few mistakes, so it seems like you need to make note of everything. This idea aims to take some of this pressure off you.
- When Ss have had enough time to plan their trips, put them in pairs for their conversation.
- Monitor with a pen and paper and note down examples of the ways Ss use the four target verbs.
- If a S makes a different kind of mistake, for example, they forget to use an indefinite article, just ignore it.
- Try to listen for examples of different errors with all four verbs, for example, they leave out *to* or they use an *-ing* form after one of the verbs.
- Write some of the errors on the board and elicit corrections.

Two **Teacher Development activities** appear in every unit. They can be alternative instructions for Student's Book activities, or extra activities that can be used during the lesson.

These activities offer a practical way to make positive changes in the classroom.



7.5 Time to speak
Your life these days

Lesson objective
- ask what people are doing these days

Time on each stage

Introduce the task Display a photograph of some school children from the past. Ask Ss: **What do you think these people are doing now?** Elicit Ss' ideas. Remind them to use the present continuous.
- Direct Ss to the **Useful phrases** section at the bottom of the page. Remind them that they can use them at the relevant stages of the lesson.

A **Prepare** **Aim: Ss read and understand the questions.**
- **Class work** Model the activity by ranking the topics yourself.
- **Pair work** One S reads a question and then the other reads the next. Tell Ss they are reading to understand, not to answer. Monitor for pronunciation, but withhold your feedback until the end.
- **Class work** Ask Ss to share which sentences they didn't understand before you give feedback on pronunciation.
- **Preparation for speaking*** Give Ss time to review relevant vocabulary notes or look up words in a dictionary.

Teacher development Activity 2

Encouraging quieter students to speak

Some students tend to let others in their group do the speaking during groupwork activities. The following activity allows all students to participate more equally in any task.
- Set up the role play. Put Ss into groups.
- Give each S the same number of tokens, e.g., five (counters from a board game, small LEGO® pieces, etc).
- Explain the rules:
- Every time a S speaks (not including short phrases), they must put a token in the middle of the table.
- When a S's tokens are gone, he/she cannot speak again until everyone else has used up their tokens.
- When all the tokens are in the middle, everyone can speak freely.

B **Role play** **Do the task** **Aim: Ss pretend they are at a party.**
- **Individually** Give Ss time to think silently about what they are going to say. Set a time limit, say two minutes, and allow them to make notes.*
- **Pair work** Ss take their books with them as they circulate to ask and answer the questions with each other. Circulate and monitor for errors.
- **Class work** Provide feedback after the activity.

C **Agree** **Aim: Ss discuss what people usually do.**
- **Pair work** Ss return to their original partners and discuss the topics they talked about. Monitor and make a note of the strong interactions of each group, for example, good use of unit vocabulary, interesting questions, natural-sounding interactions, etc. You can use your notes to give feedback at the end of the lesson.*
- **Class work** **Review** Ask Ss to share their ideas with the group.
- **Feedback for speaking activities*** Use your notes to give feedback. Use elicitation to correct errors. See page [TK] for details.

*These tips can help you to create a safe speaking environment. They can also be used with other speaking activities. For more information, see page xxii.

PROGRESS CHECK

Students can assess their learning in this unit by completing the **Progress check**. Please go to the Teacher's Resources on Cambridge One to download this material and for activity suggestions.

Teacher development Reflection

Answer these questions yourself in a reflection journal or discuss them with your peers.
1 How successful were your instructions for setting up the A/B lines task in activity 1? Would you do anything differently next time?
2 In what ways did your students improve as they repeated the pairwork task? How do you know?
3 Who are the quieter students in your class? Why do you think they speak less than other students? Would you use tokens for a speaking activity again?
4 Students sometimes say *What's the point of pair work? Or I prefer to work on my own.* How might you respond to these comments?
5 Students can work in pairs and groups on a range of activities – for example, figuring out grammar rules, doing vocabulary matching tasks, discussing problems and solutions, or comparing answers for a reading comprehension exercise. What should teachers be doing while these kinds of activities are taking place?

Reflection questions appear at the end of each unit. They help you to keep track of your progress. You can write the answers to these in a journal or share them with your colleagues.



Pronunciation support

Overview of Pronunciation sections

Most students learn English today to communicate with speakers of many different first languages. They often don't need, or want, to sound like so-called "native speakers;" their objective is to speak clearly and be understood, and to understand other speakers of English.

EVOLVE reflects these objectives by separating pronunciation activities into *productive* sections (pronunciation for speaking) and *receptive* sections (pronunciation for listening).

Productive pronunciation (saying sounds)

Productive sections focus on the pronunciation features that are most important in *clear communication*: **vowel length**, individual **consonant sounds**, **consonant clusters**, and **word stress**. The productive pronunciation exercises throughout the series encourage students to listen, to notice, to compare to their own speaking, then to practice.

Receptive pronunciation (listening for sounds)

Receptive pronunciation sections focus on features that are usually *less clear* to listeners. These primarily focus on connected speech – phrases or sentences – and include features like **linking sounds**, **weak forms**, and **deleted sounds**. It is important to prepare learners to hear connected speech but less important that students adopt this style of speaking.

Use your students' first language

The pronunciation sections focus on features that are likely to be most useful for your students. However, just as learners have individual grammar, vocabulary, or skills needs, so will they have individual pronunciation requirements. *You* are best placed to know *your* students' needs because you speak their language, and you can help students reproduce English sounds by thinking about similar sounds in your own language. For example, the English /r/ exists in some Portuguese accents at the end of words like *valor*. Work with your students to identify ways like this to make your first language a useful resource.

You are a pronunciation role model

When you speak the same first language as your students, you can be a role model for their speaking and help them find their English voice. That is also why we use other role models in the form of real student speakers from around the world throughout the series.



Tips for teaching pronunciation

To help students with their pronunciation in the productive sections:

Repeat (drill) the word or phrase. These drills provide important practice and give students confidence:

- Model the word or phrase.
- Ask students to repeat the word or phrase as a group.
- Students repeat the word or phrase with a partner.
- Individual students say the word or phrase to the class.

Use role models. Consider using clear speakers in the class as models, and model words yourself. This can be very motivating, and it reinforces the message that all accents are valid.

Find alternatives for phonemic symbols. We use phonemic symbols throughout the series for ease of reference, but you can use words as examples of sounds when you teach individual sounds. For example, to work on the /eɪ/ vowel sound, write *play* on the board and ask students for words with the same vowel sound.

Use a dictionary and draw symbols. Use a dictionary to check which syllable is stressed in a word. The stress is usually marked by ˈ before the stressed syllable, e.g., /səkˈses fəl/. On the board, however, it is clearer to write the word with a dot above the stressed syllable, e.g., *successful*. Encourage students to use stress bubbles when recording new words in their vocabulary notebooks.

Use gestures. You and your students can clap the rhythm of a word together. For example, *successful* = quiet clap, loud clap, quiet clap. You could also show this rhythm by holding up three fingers and using a clenched fist on the other hand to "bounce" from finger to finger, bouncing higher on the middle finger to show that this is stressed.

Demonstrate sounds. Pronunciation work in the classroom can be physical (and fun!), particularly when showing how sounds are articulated in the mouth. For example:

- Show students how to round their lips to make /w/.
- Show students how your top teeth touch your bottom lip to make /v/.
- Tell students to touch their throats to feel the vibration of **voiced sounds**, e.g., /d/ should vibrate because it is voiced, whereas /t/ should not vibrate because it is unvoiced.

Give good feedback. It is important to give your students feedback on their pronunciation. However, we recommend waiting until after the initial notice stage because students might adapt their pronunciation on their own.

Students want to understand spoken English and be understood, but they often don't want to sound like a native English speaker. Therefore, it's important not to compare your students' pronunciation to mother-tongue English speakers. Avoid language such as *good*, *bad*, *mistake*, *natural*, and *perfect* when you comment on your students' pronunciation. Instead, use more neutral terms such as *clear* and *unclear*.

GLOSSARY

Consonant sounds sounds made by the tongue, teeth, or lips. For example, the /tʃ/ in *wa**tch***.

Consonant clusters a group of consonant sounds with no vowel sounds. For example, /str/ at the beginning of ***str**eet*.

Deleted sounds the syllables we don't pronounce.

Linking sounds the way two or more words flow together and sound like one word

Voiced sounds the sounds that are produced with a vibration. For example, /v/.

Word stress the syllables we say a bit longer and louder than the other syllables in a word

Weak forms the syllables we don't stress in a word.



I am ...

1

Teacher development Introduction

Strategy 1: Classroom Management – Collaboration

In this unit, we're going to focus on **collaboration** – that is, helping students work together and feel comfortable with classmates. By encouraging collaboration, teachers can create positive learning environments for students. This is just as important for students who only attend part-time, or for a few weeks, as it is for students attending longer, full-time courses. **Learning names** is an important first step – both for teachers and for classmates. **Creating synergy**, or providing activities which show students how they can achieve more by working together, is another thing teachers can do right from the beginning of a course.

Learning names (Activity 1): Ss mingle and learn each other's names. Try this after **Start Speaking**.

Creating synergy (Activity 2): Ss work together to recreate a simple text. Try this in lesson 1.3.

To find out more, read pages 76–87 from *Classroom Management Techniques* by Jim Scrivener. Please go to the Teacher's Resources on Cambridge One to download this material.

Introduce the theme of the unit

- Write **Where are you from?** and **I'm from [your country]**. on the board. Model the question and answer.
- Crush up a piece of paper to use as a ball, gently throw the paper to a S, and ask: **Where are you from?** Elicit: **I'm from ___**.
- Have the S toss the ball back to you and repeat your question. Repeat. Have Ss pass the ball of paper among each other, asking and answering.

Unit objectives

Read the unit objectives aloud. Tell Ss to listen and read along. Explain any new vocabulary Ss may not understand.

Start speaking

Optional activity Ss watch the video to find out where Haruno is from.

Real student

Hi! I'm Haruno. I'm from Japan.

Please go to the Teacher's Resources on Cambridge One to download the following photocopiable activities for this unit:

1.1 Grammar: *I am, You are*

1.2 Grammar: *What's ... ? It's ...*

1.1 Vocabulary: Countries and nationalities

1.2 Vocabulary: The alphabet; Personal information

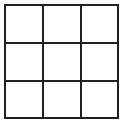
Unit 1 Speaking: Roll a role (Lesson 1.2)

Teacher development Activity 1

Learning Names

Teachers can create good rapport between students by ensuring they know each other's names. This helps them ask each other for help with tasks, refer to others during feedback, and interact more naturally.

- Ss complete the **START SPEAKING** task.
- Ask Ss to call out their names, one by one. Write them on the board.
- Draw a 3x3 grid on the board. Ask Ss to copy it.



- Ss choose nine names from the board and write one name in each square. The teacher does the same with the grid on the board.
- Demonstrate the next stage with two students.
  T Hello. I'm (your name).
  S I'm Simone.
  T Nice to meet you. (T crosses out "Simone" from grid.)
  T Hi. I'm (your name).
  S Hi. I'm Roberto.
  T Nice to meet you.
- Ss move around the classroom, using the model dialogue, and try to find people on their grid.



1

I am ...

Unit objectives

- say where you're from
- ask for and give personal information
- check in to a hotel
- write a profile
- meet new people

Start speaking

Class work Say your name. Watch Haruno's video.

I am Marco.

I am Anya.



Real student

Where is Haruno from?

1.1 I'm Brazilian. And you?

Lesson objective
- say where you're from

1 Vocabulary: Countries and nationalities

A 1.01 Complete the chart. Then listen and check.

Capital city	Country	Nationality
Brasília	Brazil	1 _____
Santiago	Chile	Chilean
Beijing	China	Chinese
Bogotá	2 _____	Colombian
Quito	Ecuador	Ecuadorian
Paris	France	French
Tegucigalpa	Honduras	Honduran
Tokyo	Japan	Japanese
Mexico City	3 _____	Mexican
Lima	Peru	Peruvian
Seoul	South Korea	South Korean
Madrid	Spain	Spanish
Ankara	Türkiye (Turkey)	4 _____
Washington, D.C.	the United States	American

B Now do the vocabulary exercises for 1.1 on page 145.

C **Pair work** Talk to a partner. Say your name, nationality, and city.

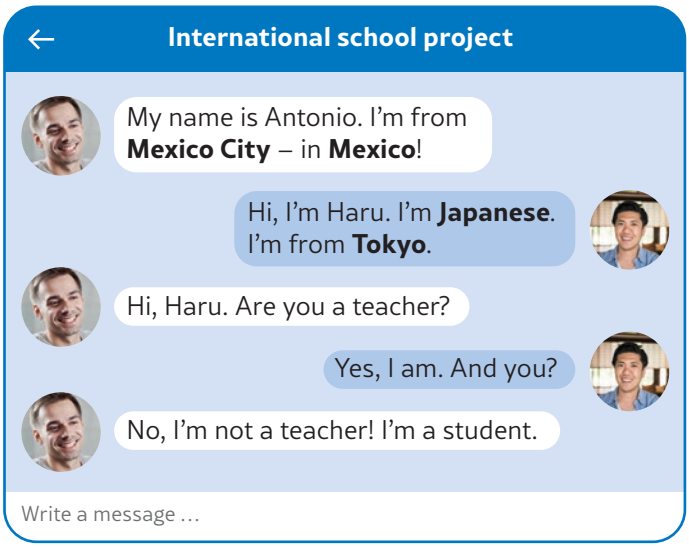
Hi! I'm Yessica. I'm Peruvian, and I'm from Callao.

Hello! I'm Daniel. I'm from Madrid, in Spain.

2 Language in context

A Read the messages from students and teachers. What cities are they from? Who is a teacher?





1.1 I'm Brazilian. And you?

Lesson objective
- say where you're from

- **Introduce the task** Display a map of the world from the internet or write a list of countries on the board.
- Point to different countries and ask Ss to identify them in English. Ask: **What's this country? What's the capital city?**
- Say or write on the board true and false sentences, e.g.,

  The capital city of Brazil is São Paulo.

  Quito is the capital city of Ecuador.

  New York City is the capital city of the United States.

Use countries from the chart in the lesson. Ask Ss if the sentences are true or false. Then ask them to correct the false statements.

Vocabulary support Remind Ss that countries are nouns and nationalities are adjectives. Help Ss understand what *nouns* and *adjectives* are.

1 Vocabulary: Countries and nationalities

A 1.01 **Before Ss fill in the chart, remind them of the map you displayed to start the lesson.**

- Ss complete the chart individually as best they can.
- When Ss have finished, play the audio and ask them to check their answers.
- Play the audio while Ss read and pause after each line. Ss repeat. Listen for any pronunciation errors.

Answers
1 Brazilian 2 Colombia 3 Mexico 4 Turkish

Vocabulary support Make it clear to Ss that *I am* is the same as *I'm*. The form with the apostrophe is the contracted, or shortened, form.

I am = I'm

you are = you're

Using the contracted form makes the language less formal and is common in spoken English.

Extra activity

Give Ss up to ten nationalities to learn for the next class. In the next session, dictate the ten nationalities for Ss to spell on pieces of paper with their books closed. Ask Ss to exchange papers and correct their partner's work before you elicit answers and write them on the board.

B **Direct Ss to page 145 to complete the vocabulary exercises. Teacher tips for vocabulary exercises are on page T-145.**

C Pair work Review **If possible, put Ss in different pairs to give them a chance to listen to different people talk. Circulate and monitor.**

2 Language in context

A **Ask Ss to do this individually and then share with a partner. Elicit answers. Then ask Ss to read again aloud in pairs with each S taking a role.**

Answers
Gabi: São Paulo
Karina: Medellín
Antonio: Mexico City
Haru: Tokyo
Haru is a teacher.

Extra activity

Ask Ss to choose a capital city and a country from the chart in exercise 1, then ask them to stand up and walk around the classroom. They should ask: **Where are you from?** and respond: **I'm from ...** using the city and country they have chosen. They should talk with as many members of the class as possible. Monitor and correct pronunciation.

3 Grammar: *I am, you are*

A **Present the grammar** **Before Ss circle the answers, explain that they can refer to the examples in the Grammar box.**

- Use concept questions to check that Ss understand. Ask: **Are you from Bogotá?** to elicit *Yes, I am / No, I'm not.*
- To practice negatives, tell Ss you will give them an affirmative sentence and they must make it negative. Say: **I'm from Madrid** to elicit **I'm not from Madrid**. Repeat with other questions.
- Answer any questions Ss may have about the grammar.

Answers
1 Are you ... ? 2 Yes, I am. 3 No, I'm not.

Grammar support It can be impolite to answer a question with simply *Yes* or *No*. Remind Ss that they should use short answers: *Yes, I am.* or *No, I'm not.* to avoid sounding rude.

B **Ss complete the sentences individually before sharing their answers with their partner.**

Answers
1 I 2 You 3 Are 4 am

Extra activity

Ask Ss questions individually. Ask: **Are you from Quito?** Ss respond *Yes, I am* or *No, I'm not.* Ask other questions: **Are you in room 3A? / Are you Mexican? / Are you a teacher?**

C **Direct Ss to page 129 to complete the grammar exercises. Teacher's tips for grammar exercises are on page T-129.**

- Remind Ss that in English we always need pronouns to accompany verbs. For example, *Am Spanish* should be *I am Spanish* or *I'm Spanish* as in the sentences in the **Accuracy check**. *Is English* should be *He is English* or *He's English*.
- Write the following sentences on the board and ask Ss to write the correct versions before they check with a partner.

  1 Am from Honduras.
  2 Yes, am Peruvian.
  3 No, am not American.

Answers
1 I am / I'm from Honduras.
2 Yes, I am / I'm Peruvian.
3 No, I am / I'm not American.

D **After Ss have written their sentences, they share them with their partner. Elicit answers from confident speakers in the class. If you have a small class, mark Ss' sentences individually.**

Answers
1 I'm Alex.
2 I'm from Orlando.
3 I'm American.
4 I'm from the United States.

E **Pair work** **Do the task** **Model a sample dialogue with a volunteer. As Ss do the role play, circulate to listen for errors and good use of language.**

4 Speaking

Group work **Ask Ss to imagine a new identity. Completing this task will help Ss in the next section. If Ss can't think of a place, they can use a town and city from the list on page 2 to help them.**

- **Optional activity** Before you play the video, make sure Ss know that they should listen for Jirapat's city, nationality, and country. Ask Ss to watch the video first, then share their answers with a partner. Play multiple times if necessary.

Real student

Hi! I'm Jirapat. I'm from Bangkok, in Thailand. I'm Thai. What about you?

Vocabulary support Don't worry about repeating audio or reading texts again. Repetition is a good way for Ss to learn.

- **Review** Encourage Ss to circulate around the classroom, sharing their information with other members of the class. Get involved and interact with the Ss. Monitor for examples of language usage, such as pronunciation and grammar, and provide feedback at the end.

3 Grammar: *I am, you are*

A Look at the sentences in the Grammar box. Then circle the correct option to complete the rules.

Grammar *I am (= I'm), you are (= you're)*

I'm Brazilian.	**I'm not** from Peru.	**Am I** in room 6B?
		Yes, **you are**. / No, **you're not**.
You're from Mexico City.	**You're not** from Bogotá.	**Are you** from Tokyo?
		Yes, **I am**. / No, **I'm not**.

1 For questions (?), say **Are you … ? / You are … ?**
2 For affirmative (+) answers, say **Yes, I am. / Yes, I'm.**
3 For negative (–) answers, say **No, I am. / No, I'm not.**

B Complete the sentences with *I*, *you*, *am*, or *are*.

1 _____ 'm Ecuadorian.
2 Wow! _____ 're from Rio!
3 _____ you from Beijing?
4 **A** Are you French?
B Yes, I _____ .

C Now go to page 129. Look at the grammar chart and do the grammar exercises for 1.1.

D Look at the chart. You are Alex. Write four sentences. Then read the information in the Accuracy check box and check your work.

Name	City	Nationality	Country
Alex	Orlando	American	the United States

1 _____
2 _____
3 _____
4 _____

Accuracy check

Use *I* with *am*.
~~Am~~ Spanish. ✗
I'm Spanish. ✓

E **Pair work** Choose a name. Don't tell your partner. Ask and answer questions to find the person.

Harry	Barbara	Mike	Victor	Kristy	Nayara	Robert	Juliano
student	student	student	student	teacher	teacher	teacher	teacher
New York	New York	Chicago	Chicago	New York	New York	Chicago	Chicago
American	Brazilian	American	Brazilian	American	Brazilian	American	Brazilian

Are you a student? Yes, I am.
Are you from New York? No, I'm not. I'm from ….

4 Speaking

Group work Imagine you're a different person. Choose a new name, city, nationality, and country. Talk to other people. Ask questions. For ideas, watch Jirapat's video.



Real student
What's Jirapat's city, nationality, and country?

1.2 What's your last name?

Lesson objective
- ask for and give personal information

1 Language in context

A 1.02 **Rudy and Juana are at a conference. Listen to the conversation. Check (✓) the information they say.**

- ☐ college name
- ☐ company name
- ☐ email address
- ☐ first name
- ☐ last name (= family name)

B 1.02 **Read and listen again. What information do they spell?**

Insider English

Say *Uh-huh* to show you are listening.
My last name is Garcia. G-A-R-C-I-A.
Uh-huh. What's your email address?

1.02 Audio script

Rudy So, your **first name** is Juana. H-U- …
Juana No. J-U-A-N-A. My **last name** is Garcia. G-A-R-C-I-A.
Rudy **Uh-huh**. What's your **email address**?
Juana It's juanagarcia@bestmail.com.
Rudy And what's the name of your **college**?
Juana It's Garcia College. I'm Juana Garcia from Garcia College!
Rudy Great! OK, my last name is Jones.
Juana OK. What's your email address?
Rudy It's rudythejones@kmail.com.
Juana Rudy**the**jones! The? T-H-E?
Rudy Yes. R-U-D-Y-T-H-E-J-O-N-E-S.
Juana From Jones College?
Rudy No! From Miami Dade College.



1.2 What's your last name?

Lesson objective

- ask for and give personal information

- **Introduce the task** Write **name what's your?** on the board and ask Ss to unscramble the sentence.
- Scramble one or two of the following sentences on the board for Ss to write and unscramble:

  Where are you from? / What's your email address? / What's the name of your college? / What's your address? / Are you Brazilian?
- Ss ask each other the questions in pairs. Then ask questions to individual Ss to check understanding.

1 Language in context

Ask Ss to close their books. Explain *conference* and the context of the audio. Ask them to listen and write any names they hear.

- Play the audio and elicit answers.

A 1.02 **Open books and read the instructions together.**

- Play the audio and ask Ss to complete the activity as they listen.

Answers
college name, email address, first name, last name

B 1.02 **Before Ss read and listen, point out the capital letters separated by hyphens. Direct them to listen for the letters in the audio.**

- Read the **Insider English** box as a class to model the pronunciation of *uh-huh*. To check understanding, ask individual Ss to respond to your statements with *uh-huh* and a follow-up question, like the one in the box. You can say: **My name is Lisa, L-I-S-A**. (for Ss to reply, e.g., **Uh-huh. What's your last name?**) or **I'm from Mexico**. (for Ss to reply, e.g., **Uh-huh. Are you from Mexico City?**)

Answers
email address, first name, last name

Extra activity

Ask Ss to read the dialogue again in pairs as a role play. Monitor and listen for any errors in pronunciation. Refer Ss to the **Notice** box on page 5 to help them say the characters in the email addresses.

2 Vocabulary: The alphabet; personal information

A 1.03 **Present the vocabulary** **Say the letters individually and ask Ss to repeat aloud.**

- Play the audio while Ss follow along.
- Play audio again, pausing after each letter for Ss to repeat.

Vocabulary support The English vowels *a*, *e*, and *i* are often an area of confusion, especially in spelling. Write the vowel letters on the board and have Ss repeat the names of the letters after you.

Extra activity

Spell your own name as a model. Then tell Ss to spell their first and middle names to each other in pairs. Monitor and check vowel letters. Ask volunteers to spell their names to the class.

B 1.04 **Review** **Play the audio as many times as necessary.**

Answers
1 c 2 a 3 b 4 c 5 b

1.04 Audio script

1 My first name is Raymond: R-A-Y-M-O-N-D
2 My last name is Cummings: C-U-M-M-I-N-G-S
3 My email address is cg_smith@kmail.com
C-G-underscore-S-M-I-T-H
4 The name of my college is Wallace College:
W-A-L-L-A-C-E
5 My company is Jefferson Sales: J-E-F-F-E-R-S-O-N

C **Direct Ss to page 145 to complete the vocabulary exercises. Teacher's tips for vocabulary exercises are on page T-145.**

D Pair work **Review** **Direct Ss to read the Notice box again. Model the activity by spelling some of your own personal information. As Ss work, circulate and listen for any errors to provide feedback at the end.**

3 Grammar: *What's ... ?, It's ...*

A **Introduce the grammar** **Before Ss circle the answers, explain that they can refer to the examples in the Grammar box.**

Answers
1 What's 2 It's

- **Present the grammar** Read the **Grammar** box aloud and make sure Ss are aware that the apostrophe *s* is a contracted or short form of *is*. Read the **Accuracy check** box to reinforce understanding. Let Ss know that, usually, we use the short form in speaking or when writing informally. In formal writing, the full form is preferred.
- Ask individual Ss the questions and have them respond with their own information.

Extra activity

Dictate these sentences and ask Ss to put the apostrophe in the correct place:

What's your name? / It's Monday. / What's the name of your college? / It's Main Street. / I'm from the United States.

Write answers on the board and ask individual Ss to spell some of the words.

B **Do the task** **Ss complete the sentences individually before checking their answers with the class.**

Answers
1 What's the name of your company? c It's Warton Homes.
2 What's your last name? b It's Shima.
3 What's your email address? a It's keikoshima@xyz.com.

C **Direct Ss to page 129 to complete the grammar exercises. Teacher's tips for grammar exercises are on page T-129.**

4 Speaking

A **Review** **Ask individual Ss to read the words in the word box aloud.**

- Ask Ss to circle the three things they want to talk about. Additionally, ask them to write down their own personal information on a piece of paper to carry around the class in the next task.

B Class work **Monitor as Ss circulate and share their information with other Ss.**

Extra activity

Draw a three-column chart on the board and ask Ss to copy it. In the first column, write rows: **First name / Last name / Nationality / Email address / College name**

- Ss write fake information in the second column. They should not use their own information.
- Ss share the new information with a partner, asking questions from this unit and recording their partner's answers in the third column.

2 Vocabulary: The alphabet; personal information

A 1.03 Read and listen. Then listen again and repeat.

Aa Bb Cc Dd Ee Ff Gg Hh Ii Jj Kk Ll Mm
Nn Oo Pp Qq Rr Ss Tt Uu Vv Ww Xx Yy Zz

B 1.04 Listen and circle the spelling you hear.

1	**first name**:	**a** Raymund	**b** Raimund	**c** Raymond
2	**last name**:	**a** Cummings	**b** Cummins	**c** Comyns
3	**email address**:	**a** cb_smith@kmail.com	**b** cg_smith@kmail.com	**c** cd_smith@kmail.com
4	**college**:	**a** Wallice	**b** Wallis	**c** Wallace
5	**company**:	**a** Jeferson	**b** Jefferson	**c** Jeffersen

C Now do the vocabulary exercises for 1.2 on page 145.

D Pair work Talk to a partner. Say your first name, last name, email address, and college or company name.

! In email addresses:
- "." is "dot"
- "@" is "at"
- "_" is "underscore"

3 Grammar: *What's ... ?, It's ...*

A Look at the sentences in the Grammar box. Then circle the correct option to complete the rules.

Grammar *What's ...? (= What is), It's ... (= It is)*

What's your first name?	**It's** Juana.
What's the name of your college?	**It's** Garcia College.

1 For questions, start with **What's** / **It's**.
2 For answers, start with **What's** / **It's**.

Accuracy check

Use the apostrophe (').
~~Whats~~ your first name? ✗
What's your first name? ✓
~~Its~~ Juana. ✗
It's Juana. ✓

B Write *What's* or *It's* in the spaces. Match the questions (1–3) with the answers (a–c). Check your accuracy. Then practice with a partner.

1 _____ the name of your company? ___
2 _____ your last name? ___
3 _____ your email address? ___

a _____ keikoshima@xyz.com.
b _____ Shima.
c _____ Warton Homes.



C Now go to page 129. Look at the grammar chart and do the grammar exercises for 1.2.

4 Speaking

A Look at the information in the box. Circle three things to talk about.

college name	company name	email address	first name	last name

B Class work Talk to other people. Ask questions about the information in the box.

What's the name of your college?
It's Wallace College.

1.3 This is the key

Lesson objective
- check in to a hotel

1 Vocabulary: Numbers

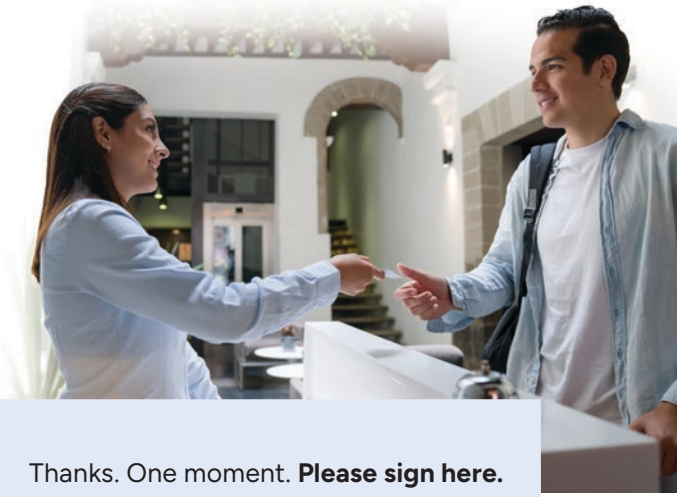
A 1.05 Listen and repeat the numbers.

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

B Pair work Say a number from exercise 1A. Your partner points to the number. Then change roles.

Insider English

For 0, say *zero* or *oh*.
Your room number is two-**zero**-one.
My address is seven-**oh**-nine …



2 Functional language

A 1.06 Paulo is at a hotel. Read and listen. Check (✓) the information the hotel clerk asks for.

☐ phone number	☐ company	☐ name
☐ city	☐ email address	☐ room number

1.06 Audio script

Clerk Welcome to New York! What's your name?
Paulo I'm Paulo Vasques. **I'm here for three nights.**
Clerk Ah, yes. **What's your phone number?**
Paulo **It's (593) 555-2192.**
Clerk Thanks. And what's your email address?
Paulo It's pvasques89@travelmail.org.
Clerk Thanks. One moment. **Please sign here. Here's a pen.**
Paulo OK.
Clerk Thank you. **This is the key.** It's room 6B.
Paulo 6D. Thanks.
Clerk No, you're not in 6D. **You're in room 6B.**
Paulo Oh, OK. Thank you.
Clerk You're welcome.



B Complete the chart with expressions in **bold** from the conversation above.

Checking in (clerk)		Checking in (Paulo)
What's your [1] _____ number? Please [2] _____ here.	Here's a [3] _____. This is the [4] _____. It's room 6B. [5] _____ room 6B.	[6] _____ (593) 555-2192. I'm here for three [7] _____.

C 1.07 Complete the conversations. Then listen and check. Practice with a partner.

1 **A** What's your **email / phone number**?
B **I'm / It's** (593) 555-3194.
2 **A** Please **sign / write** here.
B OK.
3 **A** Hello. Welcome to the Garden Hotel.
B Thanks. I'm here for two **mornings / nights**.
4 **A** **This is / It's** the key. You're in room 4D.
B OK. Thanks.
5 **A** **Here's a / You're** pen.
B Thank you.

1.3 This is the key

Lesson objective
- check in to a hotel

Teacher development Activity 2

Creating synergy

Teachers can encourage students to work together by demonstrating how a teamwork approach can lead to better results.

- Ss look at the photo of Paulo. Tell Ss he is talking to a clerk. Ask Ss to suggest what they are talking about.
- Ss close their books.
- Write the first part of the audio script on the board

Clerk **Welcome** _____
Paulo
Clerk
Paulo
Clerk _____ **address?**

- Tell Ss they will hear this part only once, and they must write the missing text.
- Ss listen.* As soon as the teacher stops the audio, each S writes as much as possible from memory – even if it's just a couple of words.
- Ss pair up, compare, and add.
- Ss work in groups, and continue comparing and adding.
- Complete the text on the board by asking Ss to suggest the missing text.

*If you prefer, read the audio script aloud, but do this at normal speed.

Introduce the lesson Write each number 0–10 on individual sheets of paper so they are easily visible. Hold up a number and ask Ss to call out the number. Continue until Ss are able to remember all the numbers.

- Ask Ss to write 0–10 on small pieces of paper. In pairs, one S shows a number while the other names it.

1 Vocabulary: Numbers

A 1.05 **Play the audio and have Ss repeat.**

- Read the **Insider English** box with the class. Have students write a phone number, room number, or address containing at least two zeros. Get them in pairs to share the information to practice reading number 0.

B Pair work **Read the instructions aloud. Model the activity by saying a number and getting Ss to point to the number. Monitor.**

Vocabulary support Telephone numbers are said as separate numbers in English and often separated by dashes, e.g., 345-6318. Hotel rooms can be said as separate numbers as well as large numbers, e.g.,
212 – two twelve **915 – nine fifteen**

Extra activity

Dictate a different six-digit phone number to each student. Keep a record of each S's number. Draw a telephone keypad on the board. Pretend to push each button and say the number to "dial" one of the phone numbers.

- Repeat. Ss listen to the numbers carefully to determine if it is their number. Ss can also come to the front of class and "dial" other Ss.

2 Functional language

A 1.06 **Read the words in the box, then play the audio.**

- Ask questions to check understanding: **What's your name? What city are you from? What's your phone number? What's the room number/ classroom number? What's your email address?**
- Play the audio once or twice and let Ss check their answers.

Answers
The hotel clerk asks for Paulo's name, phone number, and email address.

B **Ss work individually before sharing their answers with a partner. Elicit answers by asking individual Ss to read the sentences or questions.**

- For more practice, ask Ss to read and role play the dialogue in pairs before switching roles. Monitor and listen for pronunciation errors.

Answers
1 phone 2 sign 3 pen 4 key 5 You're in 6 It's 7 nights

C 1.07 **Review** **Ss complete the activity individually. Play the audio as Ss check their answers.**

- Ask Ss to practice with a partner.

Answers
1 phone number, It's 2 sign 3 nights 4 This is 5 Here's a

3 Real-world strategy

A 1.08 **Introduce the task** **Before you play the audio, make sure Ss have read and understand the sentences. Play the audio. Repeat if necessary. Elicit answers.**

Answers
1 a hotel 2 phone number

1.08 Audio script

A Hello. Welcome to the Westside Hotel. What's your name?
B My name is Lisa Carlton. I'm here for two nights.
A How do you spell your last name?
B C-A-R-L-T-O-N.
A Ah, yes. Here you are. What's your phone number?
B It's (555) 889-3245.
A OK. Thank you. And what's your email address?
B It's lcarlton01@bestmail.com.

B 1.08 **After reading the Checking spelling box, play the audio as many times as Ss need.**

Answer
her last name

Extra activity

Write **My name is Sam Moore. I'm from Canada.** Invite Ss to ask questions with **How do you spell ... ?** to elicit **your first name / your last name / where you are from.** Ask Ss to write a similar sentence. In pairs, they ask the same questions.

C 1.09 **Play the audio and ask Ss to just listen.**

- Repeat the audio and have Ss answer.
- Ss share their answers in pairs. Monitor.
- Ss circulate around the class, sharing their answers with different partners.

4 Pronunciation: Saying /ɪ/ and /i/ vowel sounds

A 1.10 **Play the audio. Ask Ss to repeat, paying attention to the short and long vowel sounds.**

- Explain and show how your mouth is more relaxed when you say /ɪ/, and more tense and open to the sides when you pronounce /i/.

B 1.11 **As an example, elicit the answer for *email*.**

- Ss guess the answers. Play the audio for Ss to check. Check answers as a whole class.

Answers
1 B 2 A 3 A 4 B 5 B 6 B

C 1.12 Pair work **Ask students to read the conversations and identify the /ɪ/ and /i/ sounds.**

- Play the audio for students to listen first. Play the audio again for students to repeat. Remind them of the relaxed and tense mouth for each sound. Ask them to underline the words. Check answers in pairs, or you can check as a class.
- Ss practice the conversations in pairs. Monitor and provide feedback about the pronunciation of /ɪ/ and /i/, as necessary.

5 Speaking

A Pair work **Ss work in pairs to order the conversation. Allow them some time to do this.**

- Circulate and offer to help when needed.
- When finished, elicit the answers from volunteers.

Answers
(left column) 7, 5, 2, 8, 6 (right column) 3, 4, 9, 1

- In pairs, ask Ss to role play the conversation. Monitor and listen for any errors.

B Pair work **Do the task** **Elicit the names of hotels in the city where Ss live. Write the names on the board. Choose one you like.**

- Model the role play with a volunteer.
- Monitor pronunciation as Ss complete the role play. Listen for language usage, such as pronunciation and grammar, and give feedback at the end.

C Pair work **Review** **Put Ss into pairs and assign each one to be either Student A or Student B. Ask Student As to turn to page 156 and Student Bs to turn to page 158.**

- Read through the instructions aloud for Ss and make sure they understand all the information on their cards. Elicit and write sample questions that Ss will use to get the information from their partner, e.g., **What's your first name? What's your email address?**
- Model a sample dialogue with a volunteer.
- As Ss complete the task, circulate and monitor. Ss check their answers with each other.
- Ask for volunteers to demonstrate their dialogues to the rest of the class.

Extra activity

Play tic-tac-toe with the words from this lesson. Use words like *his, he's, it's, am, are* and question words like *how, what,* and *where*. Draw a tic-tac-toe grid on the board. Write one word in each square. Put Ss into two teams (**X** and **O**). Ss from each team choose a square and make a sentence or a question with the word, e.g., **His name is Paulo**. or **What's your name?** If the sentence is correct, write **X** or **O** in the square. The first team to connect three **X**s or **O**s in a row (vertically, horizontally, or diagonally) wins.

3 Real-world strategy

A 1.08 **Listen to a conversation. Circle the correct answers.**

1 The woman is at **a hotel** / **home**. 2 She says her **room number** / **phone number**.

B 1.08 **Read about checking spelling in the box below. Listen to the conversation again. What does the man ask the woman to spell?**

Checking spelling

To check spelling, ask *How do you spell your first name / your last name / it?*

Paulo My name is Paulo Vasques.

Clerk How do you spell your last name?

Paulo V-A-S-Q-U-E-S.



C 1.09 **Listen to the questions. Answer the questions and spell words.**

1 How do you spell your last name?

R-I-V-E-R-A.

4 Pronunciation: Saying /ɪ/ and /i/ vowel sounds

A 1.10 **Listen and repeat the two different vowel sounds.**

/ɪ/ six You're in room **6**A. /i/ three You're in room **3**A.

B 1.11 **Look at the underlined letters below. Then listen and repeat. What vowel sounds do you hear? Write A for words with /ɪ/, for example, *six*. Write B for words with /i/, for example, *three*.**

1 ___ email 3 ___ information 5 ___ key

2 ___ is 4 ___ please 6 ___ company

C 1.12 Pair work **Listen to the conversations. Underline words with the vowel sounds /ɪ/ and /i/. Then practice with a partner.**

1 **A** Is this your key? **B** No, it's the key for room three.

2 **A** What's your company email address? **B** It's c.b.smith@wallis.com.

3 **A** What's your Instagram name? **B** It's SusieSix.



5 Speaking

A Pair work **Put the conversation in the correct order. Then practice with a partner.**

7 **A** Thanks. One moment. Please sign here.

5 **A** Great. Thank you. And what's your email address?

☐ **B** I'm Marie Bernard. I'm here for two nights.

☐ **B** OK.

☐ **B** It's mbernard87@mymail.org.

☐ **A** Ah, yes, two nights. What's your phone number?

☐ **B** It's (298) 555-1257.

☐ **A** Thank you. This is the key. It's for room 7C.

1 **A** Hi. Welcome to the Tree House Hotel! What's your name?

B Pair work **Choose a hotel in your city. One person is a hotel clerk and the other person is a visitor. Then change roles.**

Hi. Welcome to the International Hotel. What's your name?

I'm Jae-hoon Park. I'm here for two nights ...

C Pair work **Student A: Go to page 156. Student B: Go to page 158. Follow the instructions.**

1.4 My profile

Lesson objective
- write a profile

1 Vocabulary: Jobs

A 1.13 Listen and repeat.


salesperson


artist


teacher


student


hotel clerk


doctor


chef


server

2 Reading

A Scan Read the profiles. Circle three job words from exercise 1A.

B Read for details Read the profiles again. Complete the chart.

First name	Akemi	
Last name		Silva
City		
Nationality		
Company		
School		

C Pair work One person is Akemi. One person is Frank. How are you different?

I'm Akemi. I'm a student.

I'm Frank. I'm not a student. I live in Texas ...

> **!** Use *but* to connect two different ideas.
> I'm Peruvian, **but** my home is in the United States.

> **!** People say, ***I'm from Paris***. People also say,
> I **live** in Paris. (= Paris is my home now.)

STUDIO 10
Store Profiles
Meet the artists



About Akemi

I'm Akemi Tanaka. I live in San Diego, but I'm not American. I'm Japanese. My company is Tanaka Paints. My phone number is (324) 555-6053, and my email is akemit2000@tanakapaints.com. I'm an artist, and I'm a student, too. The name of my school is The Art Institute. It's in California.

About Frank

My name is Frank Silva. I live in Austin, Texas, in the United States. I'm American and Brazilian. The name of my company is Designs by Frank. It's in my home in Austin. I'm an art teacher, too. The classes are in my home. My phone number is (780) 555-5230, and my email is designsbyfrank@blinknet.com.



1.4 My profile

Lesson objective
- write a profile

Introduce the vocabulary Write the word **Jobs** on the board. Underneath this, write **server**. Then, without speaking, act out the role of a server, pretending to take an order, carry a tray, put plates in front of Ss, etc. Then point to the board and elicit **server**. Repeat with several other jobs from 1A.

- If appropriate for your class, write on the board **What's your job? I'm a teacher**. Ask individual Ss the same question.

1 Vocabulary: Jobs

A 1.13 **Do the task** **In pairs, Ss look at the pictures and take turns saying the jobs.**

- Play the audio, pausing after each word for Ss to repeat as a group.
- Play the audio again. Pause after each word and ask a volunteer to say the word. Check for pronunciation of *chef:* /ʃef/.

Extra activity

Scramble the letters of the jobs on page 8 and write them on the board. Give Ss time to unscramble the words before checking with their partner and the rest of the class.

e.g., **recateh – teacher**

2 Reading

A **Review** **Allow Ss time to read the text individually before you check the answers.**

- Direct Ss to read the two **Notice** boxes, then ask Ss to read the profiles again, underlining or circling any examples of *but* and *I live* they can find. They can ask their partner or check a dictionary if they find any unfamiliar vocabulary.

Answers

artist, student, teacher

B **Ss complete the chart individually before sharing their answers with a partner. To review the answers, draw or display the box on the board and write in each answer as you elicit it from Ss.**

Answers

First name	*Akemi*	Frank
Last name	Tanaka	*Silva*
City	San Diego	Austin, Texas
Nationality	Japanese	American and Brazilian
Company	Tanaka Paints	Designs by Frank
School	The Art Institute	

Homework ideas

Ask Ss to record themselves on their smartphones reading one of the profiles. Encourage Ss to play back the recording and check their own pronunciation.

C **Pair work** **Pre-teach the word *different* before you begin this activity.**

- As Ss work in pairs, circulate and listen for errors to offer feedback later.
- Ss write down their differences for you to check.

Suggested answers

Akemi I'm a student / not a teacher.
Frank I'm not a student / a teacher.
Akemi I'm not American.
Frank I'm American.
Akemi I'm Japanese.
Frank I'm American and Brazilian.
Akemi I'm from San Diego.
Frank I'm from Austin.
Akemi My company is Tanaka Paints.
Frank The name of my company is Designs by Frank.
Akemi My phone number is (324) 555-6053.
Frank My phone number is (780) 555-5230.
Akemi My email is akemit2000@tanakapaints.com.
Frank My email is designsbyfrank@blinknet.com.

Extra activity

Ask Ss to work in pairs to think about the ways they are different from each other. Ask: **How are you different?** Ss discuss and write down three differences. Monitor Ss while they complete the activity. When Ss finish, ask them to share their differences with the class.

3 Writing

A **Introduce the task** **Read the instructions aloud with Ss. Allow them time to read the profiles individually. Elicit answers to the questions.**

Answers
Ju-won Gyeong is from South Korea. Defne Bayer is from Türkiye. Defne is a student.

B **Pair work** **While Ss discuss, circulate and monitor. If your class is less confident, you may want to do this activity as a whole group.**

Suggested answers
The profile of Ju-won is a work profile. The profile of Defne is a personal profile.

C **Read the rules for using capital letters aloud with Ss. Give examples for each one, e.g., for names of people – Juan Carlos Fernandez.**

- Encourage Ss to work together to find two additional rules.
- Read through the **Register check** as a class. Ss look for examples of *Hello, Hi,* and *Hey* in the profiles. Ask: **Which profile is informal?**

Answers
For I: *I am South Korean, I am from Incheon, I live in Seoul, I am a salesperson, I'm Defne Bayer, I'm from Türkiye, I'm an English student*
For names of people: *Ju-won Gyeong, Defne Bayer*
For names of places, companies, schools: *Seoul, South Korea, Incheon, Sojin Sales, Türkiye, Istanbul, BOS College of English*
For nationalities and languages: *South Korean, English*
At the beginning of sentences: *Hello, My, I, The, Hi!, I'm, It's*

Vocabulary support A *work profile* includes job details, work email, and place of work.
A *personal profile* includes where you come from, your address, and email.

D **Ask Ss to spend a few minutes choosing a profile and thinking of the information they will include in it. This is a good opportunity to recycle some of the questions from earlier in this unit.**

- Ask Ss questions individually: **Where are you from? / How old are you?** This will give Ss more ideas to write about in the next part of the lesson.
- **Do the task** As Ss write, circulate and monitor. Ss can use the profiles in 3A to help them. Look at Ss' work and offer feedback. Assist Ss with spelling by writing challenging words on the board. This will allow all Ss to see the word and use it if they wish. If you can, correct Ss' work as you go. Allow them as much time as they need.
- If time allows, you can have Ss share their profiles in small groups and improve their own profiles based on their group member's ideas, e.g., by adding an avatar, changing to a specific font or design, changing a piece of information.

Fast finishers

Ss can write another work or personal profile based on one of the job pictures in 1A. They can make up information for the profile, including name, email address, and cell number.

E **Pair work** **Review** **Ss will read each other's profiles and decide if they are personal or work profiles. Encourage students to give at least two reasons to justify their answers.**

Extra activity

Encourage Ss to use questions from activities 3A and 3B on page 5 to ask a partner about their written profile. Model a few sample questions, e.g., **What's your last name? What's your email address?** Monitor as Ss discuss, listening for pronunciation and grammar. Praise students for good usage of language when the activity is finished.

3 Writing

A Read the profiles of two people. Where are they from? Who is a student?



Seoul, South Korea

Hello. My name is Ju-won Gyeong. I am South Korean. I am from Incheon, but I live in Seoul now. I am a salesperson. The name of my company is Sojin Sales. My email is jwgyeong_812@sojinmail.com, and my phone number is (051) 555-3198.

Class Connect

Find students around the world



Hi! I'm Defne Bayer. I'm from Türkiye. My home is in Istanbul. It's a great city. I'm an English student. The name of my school is BOS College of English.

email: dbayer@bos.net.tr
Instagram: def_bayer

B Pair work Think critically The two profiles are different. Why? Discuss with a partner.

C Writing skills Read the rules. Then find two or more examples for the rules in the profiles.

A
B
C

Use capital letters (A, B, C ...):

- for ***I*** (***I'm***)
- for names of people
- for names of places, companies, schools
- for nationalities and languages
- at the beginning of sentences

Use a period (.) at the end of statements.

Register check

Hello, ***Hi***, and ***Hey***

Use ***hello*** in formal writing or speaking, for example, at work.

Hello. My name is Ju-won Gyeong.

Use ***hi*** in informal writing or speaking with friends and family. Use ***hey*** when you speak to friends and family.

Hi! I'm Defne Bayer.

Write it

D Choose a work profile or a personal profile. Then write your profile. Use the profiles in exercise 3A as an example.

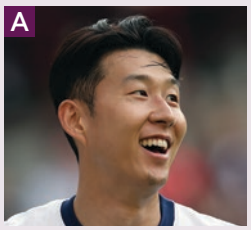
E Group work Work in groups. Read other profiles. Are they work profiles or personal profiles? Say why.



1.5 Time to speak
A special dinner party

Lesson objective
- meet new people

A Who are the people in the photos? Tell your partner.





















B Read the conversations (1–3). Then match them to a–c. Which conversation is between three people?

a an introduction ___ **b** a greeting ___ **c** a goodbye ___

1
A Good evening.
B Hello. How are you?
A I'm fine, thanks. And you?
B I'm fine.

2
A Gabi, this is Caio.
B Hi, Gabi. Nice to meet you.
C Nice to meet you, Caio.

3
A See you later.
B Bye.

C **Prepare** Practice the conversations from exercise B. Then change roles.

Find it

D **Research** Choose a person from exercise A. Go online and find their nationality and home city. Think of a phone number for them.

E **Role play** Imagine you're the person from exercise D. You are at a party with other famous people. Ask and answer questions (e.g., name, nationality, home city, phone number). Write notes.

F **Agree** Say the nationality or city of a person from the party. Other students guess the person.

G **Discuss** Who is your favorite person from the party?

Useful phrases

Role play
- Are you (American)?
- Yes, I am. / No, I'm not. I'm ...
- I'm from (city).
- How do you spell it?
- What's your phone number?
- It's ... (number)

Agree
- The person is from (city). / The phone number is ...
- It's (name of person).

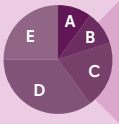
Discuss
- My favorite person is ...
- Me, too.



1.5 Time to speak

A special dinner party

Lesson objective
- meet new people



Time on each stage

Introduce the task Introduce the concept of famous people. Write **famous** on the board. Say: **Tell me the name of a famous person**.

- **Class work** Make a list on the board of Ss' top ten most famous people. Search for **famous people in the world** online and check if Ss' ideas are correct.
- Direct Ss to the **Useful phrases** section at the bottom of the page. Remind them that they can use them during the relevant stages of the lesson.

A Aim: Identify famous people.

Group work **Ss discuss the photos. Elicit answers.**

Answers
A Son Heung-min B Michelle Obama C Greta Thunberg D Olivia Rodrigo E Ryan Gosling F Sam Altman G Malala Yousafzai H Takashi Muramaki I Zoe Saldaña J Coco Gauff

B Aim: Introduce the language.

- **Individually** Ss read and match.
- **Pair work** Elicit answers. Encourage Ss to role play the conversations together.

Answers
a 2 b 1 c 3
Conversation 2 is between three people.

C Prepare Do the task Aim: Practice using the language.

- **Group work** Model the conversations with one or more confident Ss to demonstrate pronunciation and intonation.
- **Pair work** Monitor for pronunciation as Ss read the conversations.
- **Class work** Ask volunteers to perform the conversations for the class.

D Research Aim: Prepare to talk about a famous person.

Find it

- **Group work** Encourage Ss to choose an interesting person from the list of famous people at the start of the lesson. Ss can use their phones to find information and rehearse what they are going to say in their heads.

E Role play Aim: Ss share their information. Ask individual Ss to read the expressions in the **Useful phrases** box aloud. Spend time drilling these and making sure Ss understand them.

- **Group work** Ss make a list of the name, city, and fake phone number of the other Ss in class.
- Ss circulate with their numbered lists, role play their famous person and collect the names and phone numbers of the other "famous" people.
- Monitor for errors that you can correct later.

F Agree Aim: Consolidate language.

- Ask Ss to return to their seats.
- **Group work** Elicit a phone number from a S. The rest of the class refers to their notes and guesses whose number it is. Continue with nationalities, numbers, or cities.

G Discuss Aim: Ss share their opinions.

- **Group work** Elicit which "famous person" Ss liked the most and why.

Review **Feedback for speaking activities*** Give the class positive feedback based on the notes you made earlier in the activity.

*These tips can help you to create a safe speaking environment. They can also be used with other speaking activities. See page T-xxii.

PROGRESS CHECK

Students can assess their learning in this unit by completing the **Progress check**. Please go to the Teacher's Resources on Cambridge One to download this material and for activity suggestions.

Teacher development Reflection

Either answer these questions yourself in a reflection journal or discuss them with your peers.

1. What strategies have you used for learning students' names?
2. In some teaching situations, it may not be appropriate for students to use each other's first names. What is your experience?
3. How can you make sure that new students who join an existing class feel comfortable with their classmates?
4. Teacher Development Activity 2 is known as a dictogloss. How well did Ss do this activity? Would you use a dictogloss again, and if so, would you do anything differently?
5. Jim Scrivener says, "The term *synergy* refers to the energy and achievement that comes when people combine their abilities and efforts to work together, seemingly achieving more than the sum of what all the individuals could achieve on their own." What kind of activities create synergy in a class of students with very different levels of ability?

Great people

2

Teacher development Introduction

Strategy 2: Teaching vocabulary – Presenting new vocabulary

In this unit, we look at techniques for presenting vocabulary which actively involve Ss and give them the chance to show what they already know.

Conveying and eliciting (Activity 1): This fundamental technique is based on the principles of "meaning first" and "Ask, don't tell." You will have the opportunity to try this in lesson 2.1.

Word puzzles (Activity 2): These are three techniques for lifting vocabulary off the page to make simple but engaging puzzle activities. You can try one of these in lesson 2.3.

To find out more about different ways of presenting vocabulary, read Chapter 5 of Ruth Gairns and Stuart Redman, *Working with Words*, pp. 73–85. Please go to the Teacher's Resources on Cambridge One to download this material.

Introduce the theme of the unit

Books closed. Draw your family tree on the board. Include yourself and several direct relatives, such as *father, sister, son, etc.* Draw blank lines for other family relationships.

- Ask Ss to brainstorm other family members. See how many relatives Ss can name. Allow Ss to use a dictionary.

Unit objectives

Read the unit objectives aloud. Tell Ss to listen and read along. Explain any new vocabulary that Ss may not understand.

Please go to the Teacher's Resources on Cambridge One to download the following photocopiable activities for this unit:

2.1 Grammar: *is/are* in statements and *yes/no* questions

2.2 Grammar: *is not / are not* (*'s not / 're not*)

2.1 Vocabulary: Family; Numbers

2.2 Vocabulary: Describing people; *really/very*

Unit 2 Speaking: Question maze (Lesson 2.2)

Start speaking

Ask Ss to look at the photo in pairs and say as many words about the scene and the people as they can. They can talk about relationships, nationalities, ages, etc.

- In mixed ability classes, more confident Ss could be paired with less confident Ss.

Extra activity

Ss draw a box with six squares and choose six words for family members (*mother, father, sister, brother,* etc.), which they write in the squares. Play bingo by reading out the names of family members. Vary this by asking a S to act as the bingo caller in the next game.



2

Great people

Unit objectives

- talk about your family
- describe friends and family
- talk about ages and birthdays
- write a post about friends in a photo
- compare information about friends and family

Start speaking

Look at the photo. Say words about the people.

chef

class

family

2.1 A family party

Lesson objective
- talk about your family

1 Language in context

A 2.01 Sara and Liz are at a party. Read and listen to the conversation. How old are David and Emily? Who are Elizabeth One and Elizabeth Two?

2.01 Audio script

Sara What a great party, Liz! Are your **children** here?

Liz Yes, they are. David … He's my **son**. He's eight. And the girl with him is my daughter Emily. She's ten.

Sara And the man … Is he your **husband**?

Liz No, he's my **brother** Marcus. My husband isn't here.

Sara Oh, OK. Are your **parents** here?

Liz No, they're not. Oh, look. Here's my **grandmother**. She's 86. Grandma, this is my friend Sara.

Grandma Nice to meet you, Sara. I'm Elizabeth.

Sara Nice to meet you. Hey, are you both Elizabeth?

Liz Yes, we are! With friends, I'm Liz. But in my family, she's Elizabeth One, and I'm Elizabeth Two!

Register check

Some words for family are formal and informal. Use formal words at work. Use informal words with friends and family.

Formal	Informal
grandfather	grandpa
grandmother	grandma
father	dad
mother	mom

Glossary

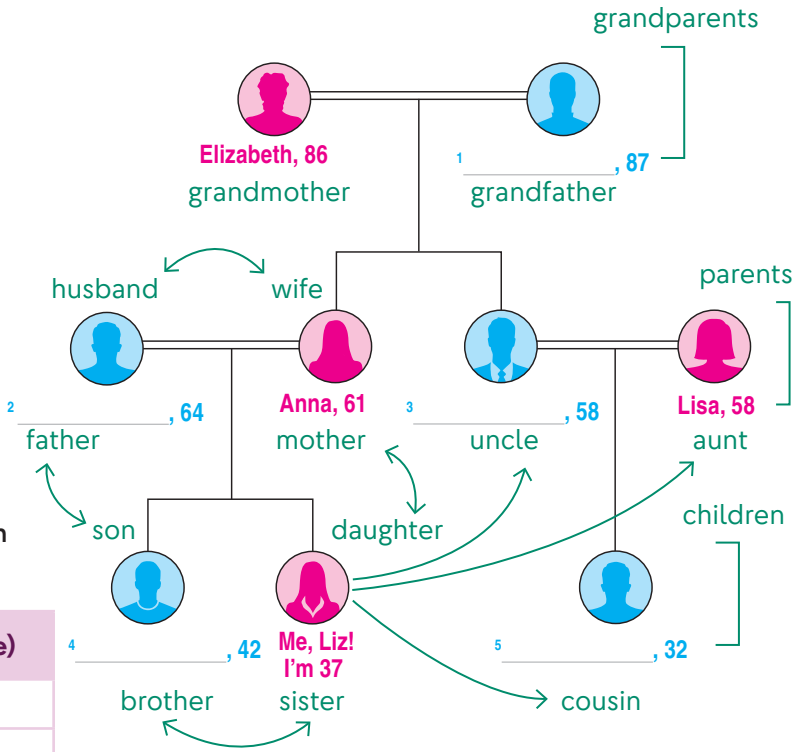
both two people/things

2 Vocabulary: Family; numbers

A 2.02 Listen and repeat the words in the family tree.

B Read the information below about Liz and her family. Then complete the family tree with the names in **bold**.

- Liz = sister of **Marcus**
- **Kyle** = uncle of Liz
- **Tim** = cousin of Liz
- **John** = grandfather of Liz
- Anna = wife of **Paul**



C 2.03 Complete the table with words from the family tree. Then listen and check.

Singular (1 person)	Plural (2+ people)
1 _____	cousins
child	2 _____
3 _____	wives

D Pair work Make three more sentences about the people in the family tree. Then compare with a partner.

2.1 A family party

Lesson objective
- talk about your family

Teacher development Activity 1

Conveying and eliciting

This basic presentation technique is based on two principles. First, we should communicate the meaning of a word to Ss before we focus on the word itself. Second, we should give Ss the chance to show us if they know a word before telling them.

- After exercise 1A, tell Ss to close their books. On the board, draw a simple stick figure and say: **This is Liz**. Write **Liz** under the figure.
- Draw a second figure labeled **Marcus** with a line to show that he's Liz's brother. Elicit **brother** from Ss with a gapped sentence: **Marcus is Liz's ...** Write **brother** next to Marcus. Ss repeat the word.
- Build up the rest of the family tree in the same way, step by step: draw a part of the tree to show Ss the meaning (conveying), ask Ss if they can give you the word (eliciting), write the word, and ask Ss to repeat.
- When the family tree is complete, Ss compare with the tree on page 12. They should be the same!

Introduce the lesson Show Ss some pictures of your family and introduce the family members, e.g., **This is my sister. He's my son. Here's my uncle.** Write these sentences on the board.

1 Language in context

2.01 Introduce the task **Books closed. Play the audio. Ss write down as many family members as they can hear.**

Answers
son, daughter, husband, brother, parents, grandmother

A **2.01 Do the task** **Read the instructions aloud for Ss. Make sure they understand the questions.**
- Play the audio again as Ss read and answer the questions. Watch Ss' faces to see if they are keeping up with the speed of the dialogue. Pause and repeat the audio if necessary.
- Ask Ss to role play the dialogue in pairs as a follow up. Monitor for pronunciation as Ss talk.
- **Review** Read the **Register check** as a class. Check by saying words from the box and asking Ss if the words are formal (to use at work) or informal (to use with friends and family.)

Answers
1 David is eight. Emily is ten.
2 Liz and her grandmother/grandma.

2 Vocabulary: Family; numbers

A **2.02 Present the vocabulary** **Play the audio. Pause after each word and ask the class to repeat. Ask individual Ss to repeat again.**

2.02 Audio script
grandmother, grandfather, grandparents, husband, wife, father, mother, uncle, aunt, parents, son, daughter, children, brother, sister, cousin

B **Individually, Ss complete the family tree, then share their answers with the class. Help Ss make complete sentences when you elicit answers.**

Answers
1 John 2 Paul 3 Kyle 4 Marcus 5 Tim

Vocabulary support Many languages distinguish between the father's or mother's side of the family for uncles, aunts, and cousins. Explain that English has just one name that covers both.

Vocabulary support Point out the silent letters in *aunt, cousin,* and *daughter*. Explain that we don't always say all the letters in English words.

C **2.03** **Before Ss start, make them aware of plural forms in English. On the board, write: brother = 1 and brothers = 2+. Write more examples and ask Ss to make the plurals, e.g., mother – mothers, husband – husbands.**
- With a partner, Ss complete the chart.
- Play the audio as Ss check their answers.
- Play the audio again for Ss to repeat the words.

Answers
1 cousin 2 children 3 wife

Vocabulary support There are many irregular plurals in English.
wife – wives *child – children* *man – men*

D **Pair work** **For an added challenge, encourage Ss to invent personal details about the people in the family, such as what they do for work. For example, Lisa is Liz's aunt. She is a teacher. For lower level Ss, provide sentence frames, e.g., Marcus and Tim are _____.**

E 2.04 **Introduce the task** Books closed. Write or display a selection of numbers from 11–100.

- Point to each number. Ss say the numbers together.
- Monitor as Ss write the numbers. Ss then check their answers in pairs.
- Play the audio. Pause to write the numbers on the board, allowing Ss to correct their own work.

Answers
11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 30, 40, 50, 60, 70, 80, 90, 100

F Direct Ss to page 145 to complete the vocabulary exercises. Teacher's tips for vocabulary exercises are on page T-145.

Mixed ability

By pronouncing words together as a group and not individually, less confident Ss feel supported and more able Ss can take a lead. Individual Ss do need to be asked to produce answers, but not every time.

3 Grammar: *is/are* in statements and *yes/no* questions

Introduce the lesson Show Ss a picture of a family. Say who the people are, e.g., **This is my brother. He's 22.** Write: **Yes, he is.** and **No, he isn't.** Elicit short answers, e.g., **Is he my father?** to elicit **No, he isn't.**

A **Introduce the task** Before Ss circle the answers, explain that they can refer to the examples in the **Grammar** box.

- Go back to the picture from the **Introduce the lesson** section. Review the questions. Add *we* questions like **Are we American?** or **Are we English?** to elicit short answers.
- **Do the task** Ss circle the answers. Review the answers as a class.

Answers
1 is 2 are

B Ss complete the sentences individually before sharing their answers with their partner.

Answers
1 is, She's 2A Are, 2B are 3 is, He's
4A Is, 4B is 5 are

C Model the sample answer with a volunteer. Ask Ss to match the questions and the answers individually before they check with a partner. As you elicit answers, make sure Ss read the complete questions and answers.

Answers
1 b 2 d 3 c 4 a

D Direct Ss to page 130 to complete the grammar exercises. Teacher's tips for grammar exercises are on page T-129.

Extra activity

Dictate the following sentences. Change them if necessary to make them more relevant to your Ss.

Are you [Argentinian]? Is your [sister] English? Are we Spanish?

Elicit answers and write or display the correct sentences on the board. Ask Ss to discuss the questions with a partner. Elicit answers asking many Ss the same question.

4 Speaking

A Pair work **Before Ss begin, draw a simple example of your own family tree on the board. Identify the members and say This is [my father], etc.**

- **Optional activity** Watch Bianca's video. Answer any questions Ss may have about the vocabulary. Elicit the answer to **Who does Bianca talk about?** Then ask: **Is your family the same or different?** Have Ss discuss in pairs.

Real student

I have one sister. Her name is Julia, and she's 13. My parents are Carolina and Rogerio Junior. My grandmother is Sônia and my grandfather is Rogério. My other grandmother is Cruz Mercedes, and my other grandfather is Luiz Alberto.

- Ask Ss to draw their own family tree and allow them time to do this.
- When most Ss have finished, ask Ss to come back together as a class. Model the sample dialogue. Now Ss share their family tree with a partner. They can use their phones to display any pictures of their family they want to share. Make sure it's a dialogue with questions, not just a presentation.

B Group work **Ask Ss to work in groups of three or four. Explain they are going to share pictures and ask and answer questions about their families. Model by telling Ss about your own family again.**

Find it

- As Ss work, circulate and listen for pronunciation or grammar. Give feedback at the end of the activity.

E 2.04 **Write the numbers. Then listen and repeat.**

11 eleven	___ sixteen	21 twenty-one	___ sixty
12 twelve	___ seventeen	22 twenty-two	___ seventy
13 thirteen	___ eighteen	30 thirty	___ eighty
___ fourteen	___ nineteen	___ forty	___ ninety
___ fifteen	20 twenty	___ fifty	100 one hundred

F Now do the vocabulary exercises for 2.1 on page 145.

3 Grammar: *is/are* in statements and *yes/no* questions

A **Look at the sentences in the Grammar box. Then circle the correct option to complete the rules.**

Grammar *is/are* in statements and *yes/no* questions

Are your children here?
Yes, they **are**. / No, they**'re not**.
He**'s** my son (**'s** = **is**). He**'s** eight.
She**'s** my daughter. She**'s** ten.

Is he your husband?
Yes, he **is**. / No, he**'s not**. He**'s** my brother.
Are you her parents?
Yes, we **are**. / No, we**'re not**. We**'re** her aunt and uncle.

1 Use **is** / **are** with *he* and *she*. **2** Use **is** / **are** with *we*, *you*, and *they*.

B **Complete the sentences with *is* or *are*. Use *'s* or *'re* when possible.**

1 This _____ my sister. She _____ 23.
2 **A** _____ your parents Colombian? **B** Yes, they _____ .
3 This _____ my grandfather. He _____ 88.
4 **A** _____ your mother at home? **B** Yes, she _____ .
5 We _____ American. We live in New York.

C **Match the questions with the answers. Then answer the questions so they're true for you.**

1 Are your parents Chilean? b
2 Are you 21? ___
3 Is your best friend in class? ___
4 Is your teacher Chinese? ___

a Yes, she is. She's from Beijing, in China.
b No, they're not. They're Colombian.
c No, he's not. He's at work.
d Yes, I am.

D Now go to page 130. Look at the grammar chart and do the grammar exercises for 2.1.

4 Speaking

A Pair work **Draw a simple family tree. Then talk to a partner about people in your family. Ask and answer questions. For ideas, watch Bianca's video.**

This is Demir. He's from Istanbul. He's 25.

Is he your brother?



Real student
Who does Bianca talk about? Is your family tree the same or different?

Find it

B Group work **Tell your group about three people from your family tree. You can show photos of the people on your phone.**



2.2 They're really funny!

Lesson objective
- describe friends and family

1 Language in context

A Read the messages. Where is Lara from? Where is she now? Who are the other people in the photos?

B Read the messages again. Find the numbers in the messages. What are they?

four	12	19	24	85

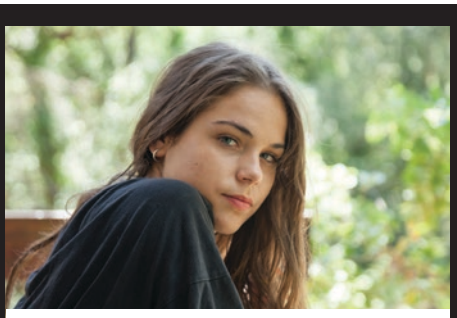
Four days with my family

Hi! I'm Lara. I'm 24. I live with my family in Texas, but we're not in Texas now. We're with Grandma Vera at her home in Miami. ☀ Here's a photo of me ... and here are photos of my family. 😍





Look at my mom and dad. My parents are both 50 – not **old**, and not **young**! My mom is **short** and my dad is **tall**. They're not **boring!** They're both really **funny**.



This is Erika. She's my sister – and she's my best friend! ❤ She's 19. She's a student, and she's very **smart**. She's **shy**, but she's **friendly**, too.

This is Justin. He's my brother. He's funny. 😂 He's young (12), but he's not short – he's really tall.



This is my grandmother, Grandma Vera. She's old (85!), and she's very **interesting**. She's a good grandma! ❤



2 Vocabulary: Describing people; *really/very*

A 2.05 Listen and repeat the adjectives below. Then find them in the messages. Match the adjectives to the people.

Age	Appearance	Personality		
old	short	boring	funny	shy
young	tall	friendly	interesting	smart

B Circle *really* and *very* in the messages. Do they make the adjectives stronger (++) or weaker (––)?

2.2 They're really funny!

Lesson objective
- describe friends and family

Introduce the lesson Display or draw a picture (or find one from the internet) of one of your friends, real or not. Tell your Ss about him or her: **This is my friend [Ramon]. He's [44]. He's [a salesperson]**. Elicit more questions from Ss, e.g., **Is he American?** Answer using short answers.

1 Language in context

A **Do the task** **Ss read the texts individually, then share their answers with a partner. Elicit answers from the class.**

Answers
Lara is from Texas. She's in Miami now. The pictures show her mom and dad, her sister and brother, and her grandmother/grandma.

B **As Ss read again, ask them to circle the numbers. Ss work in pairs to say what the numbers represent. Then elicit answers.**

Answers
four: The family is in Miami for four days.
19: Her sister Erika is 19.
24: Lara is 24.
12: Her brother Justin is 12.
85: Her grandmother Vera is 85.

- Ask Ss to read the messages aloud in pairs. Monitor and listen for any errors in pronunciation. Give feedback.

Extra activity

Have Ss choose a member of their family and write a message about them, using the messages on the page as a model. Encourage them to use the words in the text, for example, they can write **My brother is funny.** or **My brother isn't funny.** This way, they won't need any additional vocabulary. They can do this in class or at home as homework.

2 Vocabulary: Describing people; *really/very*

Introduce the task Refer to the picture you displayed at the beginning of the session. Tell your Ss about the person again. Write the lesson adjectives on the board. If necessary, explain them, e.g., **He's [interesting]. He's not [short]**.

A 2.05 **Present the vocabulary** **Say the adjectives and ask Ss to repeat them aloud after you. Ss find the adjectives individually before you check as a class. Play the audio while Ss read. Play the audio again, pausing after each word for Ss to repeat.**

Answers
Mom: short
Dad: tall
Mom and dad: not old, not young, really funny, not boring
Erika: very smart, shy, friendly
Justin: funny, young, not short, tall
Vera: old, interesting

B **Review** **Ss circle the words in the messages. Elicit answers.**

Answers
Really and *very* make the adjectives stronger.

C Ss circle the correct words individually before sharing their answers with a partner. Elicit answers from the class.

Answers
1 tall 2 interesting 3 old 4 smart 5 funny
6 friendly

D Direct Ss to page 146 to complete the vocabulary exercises. Teacher's tips for vocabulary exercises are on page T-145.

3 Grammar: *is not / are not*

Introduce the grammar Say: **I'm [American]. I'm not [Mexican]**. Point to a S and ask them to repeat using their information. Say: **We're [funny], we're not [old]**. and ask Ss to repeat. Repeat with other words like *short, rich, Spanish,* etc.

A **Present the grammar** Before Ss circle the answers, explain that they can refer to the examples in the **Grammar** box.

- Remind Ss that contracted forms have the same meaning as long forms and are common in spoken English.
- Ss circle the correct answers individually, then check answers as a class.

Answers
1 's not 2 're not

- Read the **Notice** box with Ss. Check understanding by writing gapped sentences on the board. In pairs, Ss fill in the negative form.

  Simon _____ interesting.

  She _____ boring.

  Maria and Jose _____ from Argentina.

  We _____ old.

Extra activity

Say long forms in sentences and ask Ss to repeat the sentences using the short form, e.g.,

He is not from the United States. = He's not from the United States.
She is Mexican.
He is not from London.
They are not boring.
We are interesting.
Gina is not tall.
My best friend is not in my class.
My teachers are not old.

B Ss complete the sentences individually before checking their answers with a partner and then with the class.

Answers
1 My brother isn't boring. 2 You're not in this class.
3 My cousins aren't from Rio. 4 She's not short.
5 They're not my teachers. 6 My aunt isn't from South Korea.

C Direct Ss to page 130 to complete the grammar exercises. Teacher's tips for grammar exercises are on page T-129.

D **Pair work** **Do the task** Before Ss begin, show a picture of a friend and write or display two true and two false sentences on the board about them, e.g., **She's funny. / She's not boring. / She's a teacher. / She's not from London.** Ask Ss to decide which sentences are not true.

- Role play the model conversation with a volunteer.
- Ss write sentences about their own friend. As Ss write, circulate around the classroom. Check that Ss are on task and offer help.
- Ss share their information with a partner before you elicit examples from volunteers. Listen for language usage that you can review with Ss at the end of the activity. Give feedback.

4 Speaking

A **Review** Model the task by writing the name of a member of your family on the board. Add some adjectives under the name, e.g., *happy, beautiful, funny.* Allow Ss some time to write their lists.

- **Optional activity** Ss watch the video. Ask Ss: **Are your family and friends the same as Mariana's?** Have Ss compare notes in pairs. You may want to explain the meaning of *best friend.*

Real student

Hi! I am Mariana. My best friend is Carla. She is tall and smart.

B **Group work** Ask a volunteer to share their information with you and write it on the board. Ask them for more information and write these sentences on the board as you say them.

Find it

How old is [she]?

Where is [she] from?

Which city is [she] from?

- Put Ss in groups. Monitor as they talk. Listen for errors in grammar and pronunciation that you can correct with Ss when the activity is over.

C Circle the correct word to complete the sentences.

1 **A** Is he short?
B No, he's not. He's **tall** / **shy**.

2 **A** Is she boring?
B No! She's really **short** / **interesting**.

3 **A** How old is your grandmother?
B She's 90. She's very **young** / **old**.

4 **A** Is Mi-jin a college student?
B Yes. She's really **smart** / **short**.

5 **A** Is your cousin interesting?
B Yes, and he's **boring** / **funny**.

6 **A** Are your children shy?
B No, they're very **friendly** / **interesting**.

D Now do the vocabulary exercises for 2.2 on page 146.

3 Grammar: *is not / are not*

A Look at the sentences in the Grammar box and the Notice box. Then circle the correct option to complete the rules.

Grammar *is not (= 's not) / are not (= 're not)*

He**'s not** short.	They**'re not** boring!
She**'s not** from Miami.	We**'re not** in Texas.
My sister **isn't** old.	My parents **aren't** from Miami.

1 For negative (–) statements with *he* and *she*, use **'s not** / **'re not.**

2 For negative statements with *we*, *you*, and *they*, use **'s not** / **'re not.**

! **After pronouns (*he, she, we, you, they*), use *'s not* and *'re not*.**

She**'s not** tall.

You**'re not** from South Korea.

After nouns (people, places, and things), use *isn't* and *aren't*.

Filip **isn't** American.

My friends **aren't** boring.

B Look at the Notice box. Then make the sentences negative (–).

1 My brother is boring. My brother isn't boring.
2 You're in this class. _____
3 My cousins are from Rio. _____
4 She's short. _____
5 They're my teachers. _____
6 My aunt is from South Korea. _____

C Now go to page 130. Look at the grammar charts and do the grammar exercises for 2.2.

D **Pair work** Write two true sentences and two false sentences about a friend or a person in your class. Then exchange sentences with a partner. Correct the false sentences.

My friend Carina isn't tall. She's very funny. She's from Japan. She's smart.

Correct!

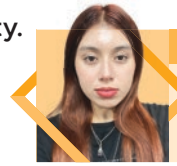
She's very funny, and she's smart. She's tall, and she's not from Japan.

4 Speaking

A Choose four people, for example, family or friends. Write adjectives to describe them. For ideas, watch Mariana's video.

Find it

B **Group work** Talk about your people. You can show photos on your phone. Ask for more information about people, for example, age, nationality, and city.



Real student

Are your family or friends the same as Mariana's?

2.3 When is your birthday?

Lesson objective
- talk about ages and birthdays



1 Functional language

A 2.06 Read and listen. How many parties does Vivian talk about?

2.06 Audio script

Lucas This is a really great picture!
Vivian Oh, thanks.
Lucas Are they your children?
Vivian Yes. This is Miranda. **She's eight.**
Lucas Miranda. Nice name.
Vivian And this is Carlos.
Lucas **How old is he?**
Vivian **He's three years old.**
Lucas **When's his birthday?**
Vivian It's March 28. **His party is on March 29.**
Lucas Oh, right. He's four this month!
Vivian Yeah. And **Miranda's birthday is April 2.**
Lucas So two birthday parties in five days.
Vivian Yeah, two parties. No, sorry, three parties! One party for Carlos, one party for Miranda, and then one party with the family.
Lucas Well, say "**Happy birthday!**" from me!



B Complete the chart with expressions in **bold** from the conversation above.

Asking about ages and birthdays	Saying ages and birthdays	Giving birthday wishes
1 _____ old is he?	She 3 ___ eight.	6 _____ birthday!
When's your birthday?	He's three 4 _____ old.	
2 _____ 's his birthday?	His party is 5 _____ March 29.	
When's her birthday?	Miranda's birthday is April 2.	

2 Vocabulary: Saying dates

A 2.07 Look at the chart. Listen and repeat the months. What month is your birthday month?

Months					
January	February	March	April	May	June
July	August	September	October	November	December

Dates			
1 first	7 seventh	13 thirteenth	19 nineteenth
2 second	8 eighth	14 fourteenth	20 twentieth
3 third	9 ninth	15 fifteenth	21 twenty-first
4 fourth	10 tenth	16 sixteenth	22 twenty-second
5 fifth	11 eleventh	17 seventeenth	30 thirtieth
6 sixth	12 twelfth	18 eighteenth	31 thirty-first

B 2.08 Pair work Now listen and repeat the dates. Then say the date of your birthday.

My birthday is February eighth.

2.3 When is your birthday?

Lesson objective
- talk about ages and birthdays

Teacher development Activity 2

Word puzzles

When presenting new vocabulary to Ss, we can use simple puzzles to engage Ss' interest, give them a chance to show what they already know, and help make language more memorable.

- After exercise 1B, Ss close their books.
- Option 1: Ordering. Write the names of the twelve months on the board, but in random order. Ss try to put the months in the correct order.
- Option 2: Gapped words. Put the months on the board in order, but with letters missing, e.g., just the first letter (**J...**), just the first and last letters (**J...y**), or just the consonants (**Jnry**). Ss add the missing letters to complete the words.
- Option 3: Anagrams. Put the months on the board in order, but with the letters scrambled, e.g., **AAJNRUY**. Ss put the letters in the right order to spell the words.
- To check their answers, Ss look at the table on page 16. Then they listen to the months and repeat.

Introduce the lesson Display a picture of a family; it could be your own. Point to the people and say: **This is [my dad]. [He's 56]. [His] birthday is [June 21].** Repeat for the other people in the photo. Alternatively, you can show the picture and ask questions to elicit answers from students: **Is this my brother? No, he isn't. Who is this? He's your grandfather.**

1 Functional language

A 2.06 **Play the audio as Ss read and listen. Elicit the answer, and play the audio again if needed.**

Answer
Vivian talks about three parties.

- Ask Ss to read the dialogue in pairs. Monitor as they speak and make notes about any pronunciation mistakes. Correct the mistakes by having Ss listen again to the audio and repeat the words or phrases as a class.

B Ask Ss to complete the chart in pairs before you elicit the answers.

- Ask Ss to practice saying the expressions with their partner. Monitor for pronunciation.
- Drill Ss by asking individuals to read the expressions. Monitor and check for pronunciation.

Answers

Asking about ages and birthdays
1 How old is he?
2 When's his birthday?
Saying ages and birthdays
3 She's eight.
4 He's three years old.
5 His party is on March 29.
Giving birthday wishes
6 Happy birthday!

2 Vocabulary: Saying dates

A 2.07 **Present the vocabulary Play the audio while Ss read. Play the audio again, pause after each word, and ask Ss to repeat as a group. Check pronunciation by asking individual Ss to say each word again.**

Vocabulary support In English, we use ordinal numbers to say dates. Ss often forget to add the endings *th, st*, and *nd*. Here's the format for saying dates in English:

January first / March twenty-second

Read/Write	>	Say
January 1	>	January first
March 22	>	March twenty-second

B 2.08 **Pair work Play the audio up to *sixth*. Ask Ss to repeat the items they hear.**

- Continue playing to *twelfth* and ask Ss to repeat. Do the same to *eighteenth* and then to *thirty-first*. Demonstrating the words in chunks makes it easier for Ss to remember them.
- Ss now exchange birthdays in pairs. You can let Ss monitor each other's pronunciation of the ordinal endings. If they find it hard to pronounce them, then they can drill the pronunciation in pairs. Encourage more confident Ss to help their partners as needed.

C Pair work **Write or display your own birthday on the board and model how to say it.**

- Ss complete the activity individually, then practice with a partner. Monitor for pronunciation of ordinals and months. Give feedback at the end.

Extra activity

Play calendar games. Print out or ask Ss to draw a calendar.

Play traditional bingo. Ss cross off the days as you or a volunteer says them.

Ask Ss to write the numbers 1–10 on paper. Call out **Number 1: the 27th is a Monday,** and Ss use the calendar to say if this is true or false. Continue with questions 2–10.

3 Real-world strategy

A 2.09 Introduce the task **Before you play the audio, ask Ss to read and check that they understand the sentences. Play the audio. Repeat if necessary. Elicit answers.**

Answers

1 The conversation is about a child.
2 The man says an age.

2.09 Audio script

A How old is your daughter?
B She's thirty. No, sorry, thirteen!
A Thirteen. OK!

B 2.09 **Play the audio as many times as Ss need. Elicit answers.**

Answers

First he says "30." Then he says "13."

C Do the task **Read the Correcting yourself box with Ss. Elicit answers as a class.**

Answer

He says "No, sorry, thirteen."

- Model correcting yourself by saying your birthday wrong and using **No, sorry … / I mean …** Ask Ss to work in pairs. They give the wrong information and then correct themselves using the phrases.

D Pair work Review **Put Ss into pairs and assign each one to be either Student A or Student B. Ask Student As to turn to page 156 and Student Bs to turn to page 159.**

- Read through the instructions aloud. Ask a volunteer Student A to read the sentences in the speech bubbles. Say more example sentences with the wrong date and then correct yourself, e.g., **Pedro. His birthday is May 16. No, sorry, it's May 6.**
- Monitor as Ss complete the task.

4 Pronunciation: Saying numbers

A 2.10 **Ask Ss to look at the underlining in the example. Tell them that the stress shows the difference between similar-sounding words.**

- Play the audio and have the class repeat, paying attention to the different stress patterns.
- Play the audio again. Ss underline the stress in each word. Check answers as a whole class.

Answers

13 thirteen / 30 thirty 14 fourteen / 40 forty
15 fifteen / 50 fifty 16 sixteen / 60 sixty
17 seventeen / 70 seventy 18 eighteen / 80 eighty
19 nineteen / 90 ninety

B Pair work **Model the activity. Say a number from the chart and ask a student to point to it. Then change roles.**

- Ss work in pairs to complete the activity. Monitor and provide help when needed.

5 Speaking

A Pair work Introduce the task **Allow time for Ss to work individually to match the conversations. Circulate and offer to help as needed.**

- When finished, elicit the answers from volunteers. Then, ask Ss to practice the exchanges with a partner. Check for meaning by asking individual Ss to answer the same question.

Answers

1 d 2 c 3 b 4 a

B Pair work Do the task **Ss complete the task in pairs. Circulate and monitor to keep Ss on task. Listen for errors you can discuss at the end of the activity.**

Extra activity

Play bingo after doing exercise 4. Ask volunteers to act as the bingo callers for variation.

Play true or false after exercise 5. Ss stand up and say their date of birth, e.g., **August seventh**. Other Ss decide if the birthday is true or false.

Alternatively, write the names of famous people on the board (with a picture, if possible) and their birth dates. Students guess which are true and false.

C **Pair work** Imagine the dates below are your birthday. Work with a partner. Ask questions and say the birthdays.

1	May 8	**3**	August 31	**5**	January 25
2	November 23	**4**	April 19	**6**	June 4

When's your birthday?

It's May eighth.

3 Real-world strategy

A 2.09 Listen to a conversation. Circle the correct answers.

1 The conversation is about a **wife** / **child**.

2 The man says **an age** / **a birthday**.

B 2.09 Listen again. What number does the man say first? Then what correct number does he say?

Correcting yourself

To correct yourself, say *No, sorry* or *Sorry, I mean* ... and say the correct word.

He's twenty. No, sorry, twenty-one.

It's March twenty-first. Sorry, I mean May twenty-first.



C Read the information in the box above about correcting yourself. What does the man say?

D **Pair work** Student A: Go to page 156. Student B: Go to page 159. Follow the instructions.

4 Pronunciation: Saying numbers

A 2.10 Listen and repeat the numbers. Then listen again and underline the stress.

13 thirteen / 30 thirty	16 sixteen / 60 sixty	18 eighteen / 80 eighty
14 fourteen / 40 forty	17 seventeen / 70 seventy	19 nineteen / 90 ninety
15 fifteen / 50 fifty		

B **Pair work** Look at the numbers in the chart. Student A says a number. Student B points to the number. Then change roles.

13	80	40	18	30	60	19
70	15	17	50	90	14	16

5 Speaking

A **Pair work** Match sentences 1–4 to sentences a–d. Then practice with a partner.

1	How old is your brother? ___	**a**	Happy birthday!
2	When's your birthday? ___	**b**	Say "Happy birthday!" from me.
3	My brother is 30 today. ___	**c**	It's June 18.
4	It's my birthday today. ___	**d**	He's 23.

B **Pair work** Say the name of a friend. Then say their birthday. Make one mistake. Then correct yourself.

My friend is Julia. Her birthday is June fifth. No, sorry, June sixth.



2.4 Here's my band

Lesson objective
- write a post about friends in a photo

1 Listening

A **Pair work** Talk to a partner. Say what you see in the photo at the top of page 19.

B 2.11 **Listen for gist** Listen to Isabel talk to a friend, Linda. What do they talk about?

C 2.11 **Listen for details** Listen again. Circle the words that Isabel uses to describe the people.

boring cool friendly funny interesting shy smart

2 Grammar: Prepositions of place

A Look at the photo at the top of page 19 and complete the sentences with the words in the box.

between in ~~in~~ next to on the left

1 We're not ___in___ Las Vegas! We're _____ Seattle, at college.
2 This is Joshua, on the right. And this is Nuwa, _____ .
3 I'm Isabel. Guy is _____ me.
4 Guy is _____ Nuwa and me.

3 Pronunciation: Listening for short forms

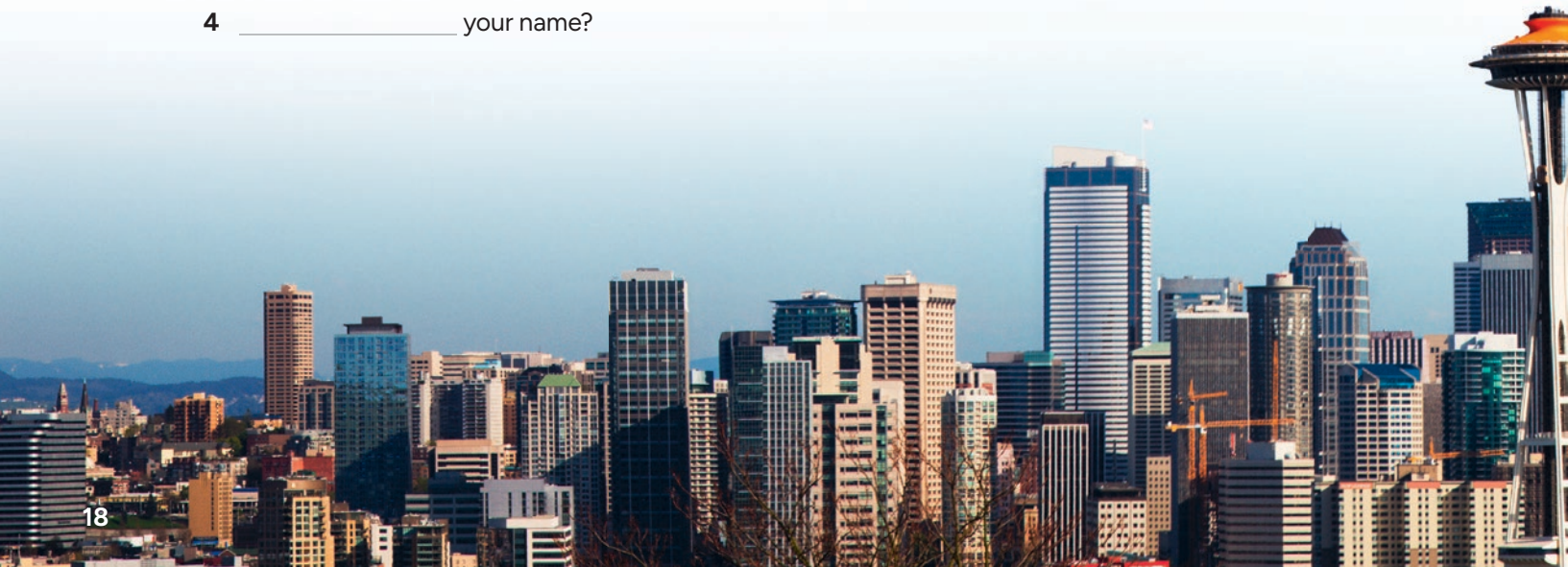
A 2.12 Listen. Write the words you hear. Then write the full forms.

1 ___Here's___ my band. = ___Here is___
2 _____ in Seattle. = _____
3 _____ really funny. = _____
4 _____ great! = _____

B 2.13 Complete the conversation with the words in the box. Listen and check.

I'm It's She's What's When's

1 Nice to meet you, Sara. _____ Elizabeth.
2 **A** _____ your birthday?
B _____ March 14.
3 This is Nuwa. _____ really smart.
4 _____ your name?



2.4 Here's my band

Lesson objective
- write a post about friends in a photo

Introduce the lesson Display or draw a picture of your own friends or use a photo of a famous family from the internet that your Ss will know. Explain to Ss who they are. Use some of the target adjectives in this unit to describe them. **This is [Jo]. She's [funny].**

1 Listening

A **Pair work** **Ss discuss what they see with several partners. What else do they see?**

Suggested answers
Two women, two men, four friends, a band, young people

B 2.11 **Review by explaining the meaning of *listening for gist*. (Gist means the general topic of the conversation.) Ask Ss to close their books. Play the audio.**

Answer
They talk about Isabel's college band.

2.11 Audio script

Isabel So, Linda – here's my band!
Linda Wow! Are you good?
Isabel No! Well, we're not *bad*.
Linda And where are you in this photo?
Isabel We're not in Las Vegas! We're in Seattle, at college.
Linda Are they your friends from college?
Isabel Yeah. This is Joshua, on the right.
Linda Yeah?
Isabel He's really funny.
Linda Great! And this is … ?
Isabel This is Nuwa, on the left.
Linda OK.
Isabel She's really smart. And I'm here, and Guy is next to me. He's between Nuwa and me.
Linda Sorry, what's his name?
Isabel Guy. He's really cool … but he's shy.
Linda He's a shy Guy!
Isabel Yeah!

C 2.11 **Review by explaining to Ss what details are (here: descriptions of a person, where they're standing). Play the audio again while Ss circle the answers. Play again if necessary. Elicit answers.**

Answers
cool, funny, shy, smart

Vocabulary support Check Ss' understanding of prepositions by drawing (or displaying) simple balls on the board. Shade one to illustrate the preposition, e.g.,



For *in*, put the shaded ball inside another.

2 Grammar: Prepositions of place

A **Introduce the grammar** **Ss do the task individually before sharing their answers with a partner.**

Answers
1 *in*, in 2 on the left 3 next to 4 between

3 Pronunciation: Listening for short forms

A 2.12 **Demonstrate by writing I'__ on the board. Say I'm and elicit the word that's contracted: am. Tell Ss that this is a short form and they are common in English.**
- Play the audio and ask Ss to write the words.

Answers
1 Here's, Here is 2 We're, We are 3 He's, He is
4 You're, You are

B 2.13 **Ss look at the words in the box and complete the conversation by using context only.**
- Play the audio and tell Ss to check their answers.

Answers
1 I'm 2A When's 2B It's 3 She's 4 What's

SMARTPHONE activity

Ask Ss to share photos of their friends with a partner and describe them. Circulate as Ss explain. Monitor and check for errors.

4 Writing

A **Introduce the task** **Allow Ss time to read the post individually. Encourage them to ask you or their partner about any words they don't know. Elicit answers.**

Answers
Joshua – 22, Isabel – 20, Nuwa – 21, Guy – 20

B **Pair work** **Ss answer the questions in pairs. While they discuss, circulate and monitor. If your class is less confident, you may want to do this activity as a whole group.**

Suggested answers
The band's name is the first letter of each member's names. It's an interesting name. It's easy to remember.

C **Read the rules for Ss. Tell Ss to underline *and* in the example sentences and identify what it connects. Then elicit answers.**

Answers
1 b 2 a

D **To model the activity, work as a class to underline *and* in the first sentence of the text. Ask: *Does* and *connect words or sentences?* Elicit answer. Then allow Ss time to read and underline other examples in the text.**

Answers
To connect words
He's really friendly and funny.
She's very interesting and smart.
Guy is between Nuwa and me.
To connect sentences
We're four college students in Seattle, and we're in a band.
He's 22, and he's from Chicago.
I'm 20, and I'm the "I" in the band name.
She's Chinese, and she's here for school.
He's 20, and he's the "G."

Extra activity

Write or display the following sentences on the board. Ask Ss to work in pairs to add the word *and* to each one.

I live with my brother [and] my sister.

I like soccer [and] basketball.

They are interesting [and] smart.

Alternatively, use other example sentences with *and* from the book.

Additionally, more confident Ss can write one or two sentences of their own of each type. Have them get in pairs to review and correct each other's sentences.

E Find it **Ask Ss who don't have photos on their phones to bring in a photo ahead of time. Alternatively, bring in magazine photos or print pictures from the internet for Ss to use. You could also ask Ss to draw a very basic sketch of themselves with three of four friends.**

- Tell Ss not to write. They spend a few minutes thinking of the information they will use in their description.
- Ask Ss questions individually: **Who is in the picture? Where are you?** This will give Ss more ideas to write about in the next part of the lesson. Ask: **Who is next to him?** to encourage them to practice using prepositions.
- Allow Ss time to write their descriptions. Circulate and answer questions. Assist Ss with spelling by writing challenging words on the board. This will allow all Ss to see the word and use it if they wish.
- If possible, correct Ss' work individually when they finish. Ask Ss to share their photo and description with a partner.
- Next, encourage Ss to circulate around the room and share their work with other members of the class. Monitor as Ss look at and read each other's work.
- Ask a volunteer to display their photo and read their description to the whole class. Encourage any questions the class might have about the photo or post.
- Read the **Accuracy check** box as a class. Write the following sentences on the board.

  1 Cindy is between John and I.
  2 Peter is on the left, next to I.

- Ss correct in pairs before you elicit answers as a class.

4 Writing

A Read the post. How old are the students?

SocialHub



JING
September 12 at 2:24pm

We're four college students in Seattle, and we're in a band. The name of the band is JING. Joshua is on the right. He's 22, and he's from Chicago. He's really friendly and funny. The first letter in JING is for Joshua. I'm Isabel. I'm 20, and I'm the "I" in the band name. I'm next to Joshua. Nuwa is on the left. She's 21. She's Chinese, and she's here for school. She's very interesting and smart. She's the "N." Guy is between Nuwa and me. He's 20, and he's the "G." He's shy, so he's the last letter in the name!



Like Comment Share

B Pair work Think critically Why is the name of the band "JING"? Is it a good name?

C Writing skills Read about two ways to use *and*. Match them (1–2) to the correct example sentence (a–b).

1 Use **and** to connect words. ___
2 Use **and** to connect two sentences and make one long sentence. ___

a We're four college students in Seattle, and we're in a band.
b She's very interesting and smart.

D Read the post again and <u>underline</u> examples of *and*. Does *and* connect words or sentences?

Write it

E Choose a photo of you with three or four people.
Write a post about the photo. Then check your accuracy.

- Say where you are (*in* + city/country).
- Say where people are in the photo (*next to, on the left/right, between*).
- Give information about the people.
- Use *and* to connect words and sentences.

Accuracy check

After prepositions, use ***me***, not ***I***.

Guy is next to ~~I~~. ✗
Guy is next to me. ✓

He's between Nuwa and ~~I~~. ✗
He's between Nuwa and me. ✓





2.5 Time to speak
True for me

Lesson objective
- compare information about friends and family

A Which family members are in the photo? Compare your ideas with a partner.



B **Prepare** Complete the sentences so they're true for you.

1 My mom is _____ (nationality).
2 My dad is _____ (age).
3 My grandmother is _____ (name).
4 My grandfather is from _____ (city).
5 My best friend is _____ (personality).
6 My birthday is in _____ (month).

C **Discuss** Say your answers from exercise B. Your partner says, **"True for me"** or **"Not true for me."** Then change roles.

My mom is Brazilian. — Not true for me.

My dad is 50. — True for me.

D Read the instructions. Then talk to people in your class.

1 Walk around the class. Say hello to someone.
2 Say your answers from exercise B. Your partner says, **"True for me"** or **"Not true for me."**
3 Change roles.
4 Say goodbye.

E **Present** Who has the same answers? Who has different answers? Tell the class.

Useful phrases

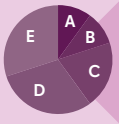
Discuss
- Hello./Hi.
- True for me.
- Really? (for surprise)
- My name is ...
- Not true for me.
- Goodbye.

Present
- (Name) is the same.
- (Name) is different.



2.5 Time to speak
True for me

Lesson objective
- meet new people



Time on each stage

Introduce the task Write on the board **My dad is [American]. My brother is [23]. My birthday is in [June].** or something similar. Ask Ss to write three sentences that are true about their family. Circulate and offer help. Ask Ss to share their sentences when they finish.

Direct Ss to the **Useful phrases** section at the bottom of the page. Remind them that they can use the phrases during the relevant stages of the lesson.

A **Aim: Review the vocabulary.**

Allow Ss time to discuss the photo together in pairs or small groups before you elicit answers.

Suggested answers
mother, daughter, father, grandmother, grandfather, son

B Prepare Do the task **Aim: Provide personal information.**

- Individually Ss complete the sentences.
- Class work Ask for a volunteer to read each sentence. Monitor for pronunciation.

C Discuss **Aim: Share answers.**

- Pair work Remind Ss to answer only the questions they can (e.g., some might not have grandparents). Alternatively, they could replace family members for some questions.
- **Extra speaking practice** Ss complete the task with one partner, then repeat with another.

D **Aim: Practice using the language.**

Tell Ss to memorize their answers to exercise B so they do not have to carry their books when they mingle with various partners. You can write or display the prompts on the board.

- Group work Ss circulate. Monitor their pronunciation. Listen for examples of language usage that you can share with Ss when they finish the activity. Give positive feedback when Ss produce accurate and appropriate language.*

E Present **Aim: Ss find out what they have in common.**

- Class work Ss take turns reading aloud their sentences from exercise B.
- Group work **Review** Ss work in small groups and see what they remembered about each other. They ask each other *yes/no* questions to see if they are correct, e.g., **Luisa, is your father from California? Yes, he is. / No, he isn't.**

  As a class, ask Ss:

  Which nationalities are the same?

  What ages are the same?

  What names are the same?

  Which cities are the same?

  What personalities are the same?

  Which months are the same?

  Elicit answers as you go.

  *These tips can help you to create a safe speaking environment. They can also be used with other speaking activities. For more information, see page T-xxii.

PROGRESS CHECK

Students can assess their learning in this unit by completing the **Progress check**. Please go to the Teacher's Resources on Cambridge One to download this material and for activity suggestions.

Teacher development Reflection

You can answer these questions in a reflection journal or discuss them with your peers.

1. Development Activity 1 is based on the idea that we should first convey the meaning of a word and then try to elicit the word itself from Ss. What do you see as the advantages of this approach? Why not just show Ss the completed family tree from the beginning?
2. As you went through the presentation, were the meanings clear to Ss? How many of the family words were known to Ss, and how many were new? How easy was it to create the family tree on the board? Overall, what advice would you give to a colleague who wants to use this kind of presentation?
3. Development Activity 2 offers three different puzzle activities. Which did you choose? Why? Do you think the other options would have been more, equally, or less effective?
4. In what ways did the activity benefit Ss? Why not just give Ss a list of the twelve months?

Come in

3

Teacher development Introduction

Strategy 3: Building learners' confidence to speak – Meaningful drilling

There are many reasons why drilling new grammar structures and expressions with students can help develop their speaking skills. It helps students to focus on the pronunciation and to remember the form. Sometimes teachers write the complete sentence or question on the board and ask students to repeat it. One problem with this is it doesn't make students think about the language the teacher drills. One way to make drilling more meaningful is by only writing word prompts on the board and drilling from these. The teacher gives an oral model and the students repeat with the prompts as support. This gets students working a little harder and it may help them remember chunks of language.

Sentences (Activity 1): Use sentence drilling to build confidence in Ss. You'll have an opportunity to try this in lesson 3.1.

Mini Dialogue (Activity 2): Keep building Ss' confidence when speaking by scaffolding the drilling, now with a mini dialogue. Try this in lesson 3.3.

You can read more about helping students remember new language on pages 91–92 of *Dialogue Activities* by Nick Bilbrough (Cambridge University Press 2007). Please go to the Teacher's Resources on Cambridge One to download this material.

Introduce the theme of the unit

Books closed. Show or display a photo, or draw a picture of your house; it could be real or imaginary. Tell Ss about the house: **This is my house. It is in [Brazil]. I live here with [my family].**

Unit objectives

Read the unit objectives aloud. Tell Ss to read along. Explain any new vocabulary that Ss may not understand.

Please go to the Teacher's Resources on Cambridge One to download the following photocopiable activities for this unit:

3.1 Grammar: possessive adjectives; possessive *'s* and *s'*

3.2 Grammar: *It is*

3.1 Vocabulary: Rooms in a home

3.2 Vocabulary: Furniture

Unit 3 Speaking: House share (Lesson 3.2)

Start speaking

Read the questions as a class before Ss begin discussing with a partner. Elicit some of their ideas.

Extra activity

Ask the following questions:

Where is your house?

Who is in your house now?

What is in your house? What isn't in your house?



3

Come in

Unit objectives

- talk about your home
- talk about furniture
- offer and accept a drink and snack
- write an email about a home-share
- choose things for a home

Start speaking

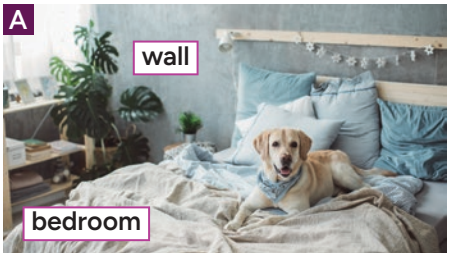
A Look at the photo. Where is this house?

B Who is in the house?

C What is in the house?

3.1 Welcome to my home

Lesson objective
- talk about your home







1 Vocabulary: Rooms in a home

A 3.01 Listen and repeat the words in the photos. Which words are rooms? Which words are things in rooms?

B Pair work Talk to a partner. What's your favorite room in the photos?

C Now do the vocabulary exercises for 3.1 on page 146.

2 Language in context

A 3.02 Alina gives a video tour of her family's home. Listen and read. How many rooms does she talk about?

a six **b** seven **c** eight

B 3.02 Listen again. Answer the questions.

1 What is on the wall?
2 Who is in the kitchen?
3 How many bathrooms are in the apartment?
4 What are the names of the cat and the dog?

C Pair work What are your favorite rooms? Talk to a partner. For ideas, watch Haruno's video.

Hi! Welcome to my new home. I mean, my *family's* new home. We live in an apartment, not a house. OK. First, this is the **living room**, with my mom's favorite **picture** on the **wall**. And this is the **dining area**. It's good for family dinners, or pizza with my friends. And this is the **kitchen**, through the **door**! My mom and her friend are in there now. OK, and this is the **bathroom**, the family bathroom. And here, this is my parents' **bedroom**, with a second bathroom. And this is my bedroom, with two **windows**. Oh! This is Milka. She's our cat. And this is Sergiy's room. He's my brother. Hey! T-Rex is on Sergiy's bed! Bad dog! On the floor! Now! T-Rex is Sergiy's dog. OK, now say "hi" to the camera, T-Rex. Welcome to our apartment!



Real student

What are Haruno's favorite rooms? Are your favorite rooms the same?

Accuracy check

Use *the* when you talk about a specific thing in your home:

the floor in **the** kitchen, **the** window (in my room), **the** picture on **the** wall

3.1 Welcome to my home

Lesson objective
- talk about your home

Introduce the lesson Show or display famous houses from around the world or the town / city / area you are in. You can type *famous houses* into a search engine to find some photos.

- Ask: **Where is it? / What is it? Is it big or small? Is it beautiful or ugly?**
- Suggested buildings: Palacio de la Moneda (Chile) / Palacio de Narino (Bogotá) / Imperial Palace (Beijing) / The White House (Washington DC) / Buckingham Palace (London) / Taj Mahal (Agra, India)

1 Vocabulary: Rooms in a home

A 3.01 **Introduce the task** **Books open. Play the audio as Ss read. Play the audio again, pausing after each word so Ss can repeat. Monitor pronunciation. Elicit answers as a class.**

- Students may find some English sounds difficult to pronounce, for example, the sounds for the letters *th* or *r* at the end of a syllable/word. Monitor, model and drill as needed.

Answers
Rooms: bedroom, bathroom, living room, kitchen, dining area
Things in rooms: wall, door, window, floor, picture

B Pair work **Pre-teach the word *favorite*. Ss share their answers in pairs. Elicit ideas as a class.**

- Some students might want to explain their choice of favorite room in the photos. Encourage them to do so: **My favorite room is the kitchen because it is big and modern.**

Answers
Answers may vary.

C **Direct Ss to page 146 to complete the vocabulary exercises. Teacher's tips for vocabulary exercises are on page T-145.**

2 Language in context

A 3.02 **Books closed. Play the audio, then ask: What rooms do you hear?**

- **Do the task** Books open. Play the audio as Ss read. Play the audio again if necessary. Ss share their answers to 2A in pairs before you elicit the correct answer.

Answers
c eight

B 3.02 **Individual Ss read the questions aloud to the class. Play the audio. In pairs, Ss discuss answers. Elicit Ss' responses.**

Answers
1 A picture / My mom's favorite picture
2 My mom and her friend / Alina's mom and her friend
3 Two
4 The cat is Milka. The dog is T-Rex.

- Prepare Ss to read the **Accuracy check.** Draw a picture or display a photo of a room or ask Ss to look at a photo on page 22. Point to the window and say **the window**. Exaggerate *the*. Repeat with other items in the room.
- Read the **Accuracy check** as a class. Point to the same items and ask Ss what they are. Elicit **the window, the door**. Repeat. Write or display the following sentences and ask Ss to correct them.

1 Are you in the kitchen or a dining room?
2 A window in my bedroom is big.

Answers
1 Are you in the kitchen or the dining room?
2 The window in my bedroom is big.

C Pair work **Review** **Model a discussion with a volunteer. Ask: What is your favorite room? Elicit The [kitchen]. Ss now ask and answer in pairs. Monitor. Listen for use of language you can share as examples later. Give feedback.**

- **Optional activity** Ss watch the video and say whether their favorite rooms are the same as Haruno.

Real student
Hi! I'm Haruno. My favorite rooms in my house are the kitchen, bedroom, and rooftop balcony.

Feedback support Positive feedback will greatly help Ss' motivation. Be specific about positive feedback. Say: **Good pronunciation of [room]**, or **Good – you used [the] in your sentences**.

3 Grammar: Possessive adjectives; possessive *'s* and *s'*

Introduce the task Draw a picture or display a photo of a room in a house. Point to the furniture and say: **This is my [chair]. This my [son's] [TV]. These are my grandparents' [books].** Exaggerate possessive adjectives and the possessive *s*. Show a photo or draw a picture of a different room. Ss exchange similar information about the room. Monitor.

A **Introduce the grammar** **Before Ss circle the answers, explain that they can refer to the examples in the Grammar box.**

Answers
1 possession 2 before 3 singular 4 plural

B **Do the task** **Model the example. Ss complete the sentences individually before sharing their answers with their partner. Make sure Ss read the complete sentence to the class.**

Answers
1 your 2 their 3 John's 4 his 5 Our 6 cat's
7 Their 8 her

C **Direct Ss to page 131 to complete the grammar exercises. Teacher's tips for grammar exercises are on page T-129.**

D **Pair work** **Review** **Allow Ss time to complete the sentences before sharing and comparing their answers in full sentences. Elicit answers.**

- As students compare answers, encourage them to do so in a simple conversation. They can give feedback and short answers, such as: **Uh huh, how do you spell your cat's name?** Or they can share their information: **Your cat's name is Habanero! My dog's name is Max.**

4 Speaking

A **Before Ss begin, draw or display a simple, hand-drawn floor plan of your house on the board.**

- Point to the rooms and say: **This is my [apartment]. This is my [living room]. This is my [brother's room].**
- Allow Ss time to draw a plan of their house or apartment.

Extra activity

Don't hesitate to draw on the board. Ss do not expect your pictures to be good. Pictures are powerful ways of communicating information and activating concepts in Ss' minds.

Mixed ability

Depending on the Ss' mother tongue, they might find the possessive *'s/s'* difficult. Have them write only phrases related to the plan they just drew, e.g., **parents' bedroom, brother's laptop, sister's books ...** and then use them in full sentences in exercise 4B.

B **Group work** **Ss work in groups of three or four. Explain they are going to share their plans by asking each other questions. Monitor as Ss share their information.**

- Circulate as Ss work. Listen for examples of pronunciation or grammar to discuss at the end of the activity. Give feedback.

Teacher development Activity 1

Meaningful drilling: Sentences

Before getting students to do the group work, you can drill example sentences from prompts to give them confidence.

- Show the plan of the home on the board.
- Write the following prompts on the board: **this / apartment / is / door / this / living room / two windows**
- Tell Ss not to look at their book and elicit the following sentences from them: **This is my apartment. This is the door. And this is the living room with two windows.** (The main stresses are underlined.)
- Give a clear oral model of the sentences and ask Ss to repeat together.
- Drill individual Ss and correct any language problems.
- Put Ss in pairs to practice. Monitor and correct.
- Ask Ss to do the Group Work activity and say more example sentences.

3 Grammar: Possessive adjectives; possessive *'s* and *s'*

A Look at the sentences in the Grammar box and the Notice box. Then circle the correct option to complete the rules.

Grammar Possessive adjectives; possessive *'s* and *s'*

Welcome to **my** home.	This is **your** bedroom.
This is **her** bedroom.	This is **his** bedroom.
This is **their** bedroom.	This is my parent**s'** bedroom.
Milka is **our** cat.	T-Rex is Sergiy**'s** dog.

This is my apartment. **Its** windows are old, but **its** doors are new.

! **a noun** = a person or thing, for example, ***Katya*** or ***room***
Singular nouns are 1 thing.
Plural nouns are 2+ things.

1 The *'s* in *Sergiy's room* = **possession** / **is**.
2 Possessive adjectives (for example, *my, our, his* ...) go **before** / **after** a noun.
3 Add *'s* to **singular** / **plural** nouns.
4 Add an apostrophe (') after the *s* of a **singular** / **plural** noun.

B Complete the sentences. Use the possessive form of the word in parentheses ( ).

1 Is ___your___ (you) apartment in the city?
2 It's not _____ (my parents) bedroom.
3 What's _____ (John) last name?
4 Maria is _____ (he) wife.
5 _____ (We) home is in Santiago.
6 The _____ (cat) name is Milka.
7 _____ (They) daughter is a college student.
8 What's _____ (she) email address?

C Now go to page 131. Look at the grammar charts and do the grammar exercises for 3.1.

D **Pair work** Complete the sentences with information about you. Then compare with a partner.

My dog's name is Friday.

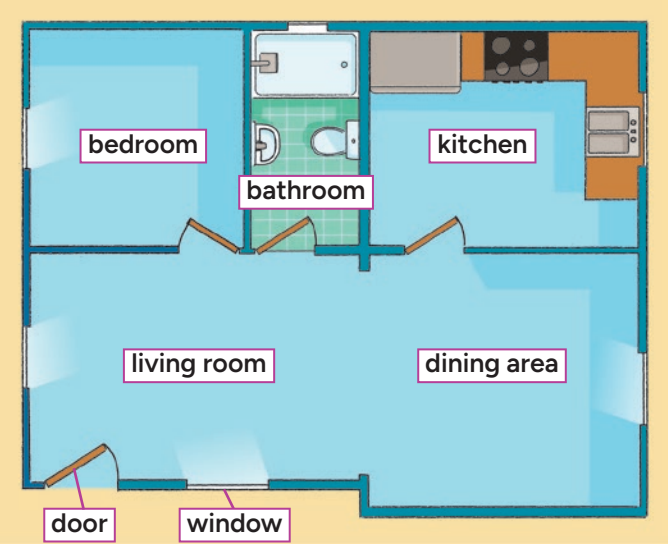
1 _____ name is _____ .
2 _____ last name is _____ .
3 _____ is my best friend. _____ home is in _____ .
4 My _____ home is great. _____ living room is really interesting.
5 _____ is my cousin. The name of _____ company is _____ .

4 Speaking

A Draw a plan of your home, with all the rooms.

B **Group work** Talk about the rooms in your homes.

This is my apartment. This is the door. And this is the living room, with two windows. This is my bedroom.

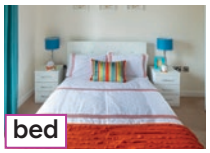


3.2 Is it really a chair?

Lesson objective
- talk about furniture

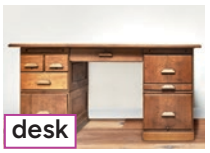
1 Vocabulary: Furniture

A 3.03 Listen and repeat the words. Then complete the chart below. Some furniture is in more than one room.

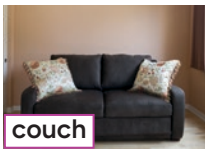

bed


chair


table


desk


bookcase


couch


shower


refrigerator


television/TV


sink


rug


lamp

Bedroom	Living room	Dining area	Kitchen	Bathroom
bed				

B **Pair work** Work with a partner. Say furniture from exercise 1A. Your partner says where it is in his/her home.

A table.

In the kitchen. And in the living room.

C Now do the vocabulary exercises for 3.2 on page 147.

2 Language in context

A **Pair work** Choose words to describe the picture in the article.

big	funny	new	small
boring	great	nice	
cool	interesting	old	

B Read the article. What room/rooms is the furniture for?

1 A is for a _____ .
2 B is for a _____ .
3 C is for a _____ .

C **Pair work** Describe the furniture in one room of your home. Use adjectives from exercise 2A. For ideas, watch Bianca's video.



Real student
Do you and Bianca talk about the same room and furniture?

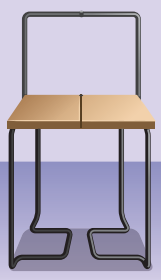
No space? No problem!

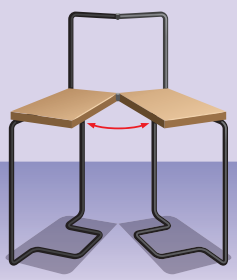
Is your house or apartment small? Is it *really* small?
No space for big furniture? No problem!
It's time for smart furniture ...

A This **desk** isn't just a desk. It's a desk and a **bed**. It's great for college students.

B Is this one **chair**? Or two chairs? It's both! It's one big chair for you, or it's two small chairs for you and a friend.

C Is your living room small? No dining area in your home? This **couch** and **table** are good for a small space. First, it's a nice table for dinner. Then it's a couch!





3.2 Is it really a chair?

Lesson objective
- talk about furniture

Introduce the lesson Display a photo of a living room from your house or from the internet. Point to the furniture and ask Ss: **What is this?** See how many words they know. Repeat with a kitchen, a bedroom, and a bathroom.

1 Vocabulary: Furniture

A 3.03 **Present the vocabulary** **Play the audio, pausing after each word so Ss can repeat.**
- **Do the task.** Ss complete the chart. Review the answers as a whole class.

Answers
Bedroom: bed, desk, bookcase, television/TV, rug, lamp
Living room: chair, table, desk, bookcase, couch, television/TV, rug, lamp
Dining area: chair, table, rug
Kitchen: chair, table, refrigerator, rug, sink
Bathroom: shower, rug, sink

B Pair work **As Ss to share information while you circulate and monitor for pronunciation. Listen for the use of *the* in sentences.**
- Model for students: **In my house/apartment/home, the rug is in the living room.**

C **Direct Ss to page 147 to complete the vocabulary exercises. Teacher's tips for vocabulary exercises are on page T-145.**

2 Language in context

A Pair work **As a class, ask Ss to identify the furniture in the photo. Explain that the illustration is one part of an advertisement for "smart" furniture; the desk / bed couch / table are not shown.**
- Ask volunteers to read the adjectives. Check Ss' understanding.
- First, point to the photos in 1A above. Ask Ss to say what adjectives they think describe those pieces of furniture. Then have Ss focus on the picture in the article and name the adjectives to describe it.

Suggested answers
cool, funny, great, interesting, new

B **Ss complete the task individually before sharing their answers with the class.**

Answers
1 bedroom 2 living room / dining area
3 living room / dining area

C Pair work **Review** **Ss use the words from exercises 1A and 2A to describe furniture in a room in their home. Allow Ss a few minutes to prepare before they start speaking. Monitor and provide feedback at the end of the activity.**
- **Optional activity** Ss watch the video. Ask: **Do you and Bianca talk about the same room and furniture?**

Real student
In my room, I have a bed, a table with a chair, a closet and a bookcase.

SMARTPHONE activity
Go back to the photos you showed or pictures you drew at the beginning of this lesson. Point to some of the furniture and say the names.
- Ask Ss to draw a picture or show a photo on their phone of a room in their house and share similar information. Circulate and monitor as they talk. Listen for pronunciation.

Extra activity
Make furniture anagrams. Ss scramble words and test other Ss.

Give simple spelling tests on paper; for variation, Ss read the words aloud.

Search online for a word search maker to create a furniture vocabulary search game.

3 Grammar: *It is*

Introduce the lesson Write these sentences on the board.

It's new. / It isn't new. / Is it new?

- Explain the terms *affirmative*, *negative*, and *question*, and ask Ss to identify which sentence is which. Use symbols (+) (–) (?) to identify them.
- Ask Ss to write two negative and two affirmative sentences and two questions in pairs.
- Elicit some answers and write them on the board. Correct as needed to make sure all students understand the contraction for *is*.

A **Present the grammar** **Read the Grammar box as a class. Explain that in questions, the verb and pronoun change places. Answer questions.**

- Display one of the rooms from the previous lesson. Check understanding of short answers by pointing to an item and asking: **Is it [a chair]?** Elicit the answers, **Yes, it is.** or **No, it isn't.** Repeat. Then point to an item and prompt Ss to ask a question, e.g., **Is it a couch?**
- Before Ss circle the answers, explain that they can refer to the examples in the **Grammar** box.

Answers
1 thing 2 *Is it … ?*

B **Do the task** **Ss complete the conversation individually before checking their answers with a partner and then the class.**

Answers
1 It's 2 Is it 3 it's not 4 It's 5 it's
a It's b it's not, It's c it's not, It's d Is it

Fast finishers

Ask Ss who finish quickly to check their work for spelling or grammar mistakes or to write two more sentences.

C **Direct Ss to page 131 to complete the grammar exercises. Teacher's tips for grammar exercises are on page T-129.**

D **Pair work** **Before Ss begin, display a picture or photo of a room. Model sample sentences for Ss. The chair is boring. The chair isn't old.**

- Try to pair Ss who are at different ability levels.
- Allow Ss time to write their sentences.
- Ask Ss to check their sentences with their partner.
- Elicit some examples sentences from Ss and write them on the board, correcting as you go.

4 Speaking



A **Review** **Before Ss start, show your own design for a piece of furniture on the board. Draw a table. Say: This is a table. Elicit the question: Is it a table? Respond with Yes, it is. Review the prompts to be sure Ss understand them.**

- Ss work alone. They think of design ideas based on the prompts or their own ideas. They can either draw them or search for photos on their phone. Monitor as Ss work to offer ideas or help.

B **Pair work** **Monitor as Ss discuss their pictures or photos. Listen for errors in grammar and pronunciation.**

- When Ss have finished, ask volunteers to show their ideas to the class. Encourage other Ss to ask questions. Give feedback.

Extra activity

Play grammar tic-tac-toe. Fill the squares with grammar words *is, isn't, are, aren't* and pronouns *he, she, it, we, they*. See the instructions for this game in the Teacher's Resources on Cambridge One.

3 Grammar: *It is*

A Look at the sentences in the Grammar box. Then circle the correct option to complete the rules.

Grammar *It is* statements and *yes/no* questions

It's a desk and a bed.	**Is it** small?
It's not one chair.	Yes, **it is.**
It's two chairs!	No, it **isn't.**

1 Use *It's* and *It's not* for a **person** / **thing**.

2 To make a question with *It is*, say **Is it ... ?** / **It's ... ?**

B Complete the conversation with *it's*, *it's not*, or *is it*.

Jo: This is my new desk.

Eva: Wow! [1] _____ big.

Jo: Yes, and this is my chair.

Eva: [2] _____ new?

Jo: No, [3] _____. [4] _____ old.

Eva: Yeah, but [5] _____ nice.

Jo: Thanks.

C Now go to page 131. Look at the grammar chart and do the grammar exercises for 3.2.

D **Pair work** Write an affirmative (+) and a negative (–) sentence for the rooms and furniture below. Then compare with a partner.

My TV is in my bedroom. It's not new, but it's OK.

1 my TV _____

2 my desk _____

3 my refrigerator _____

4 my bedroom _____

5 my kitchen _____

4 Speaking

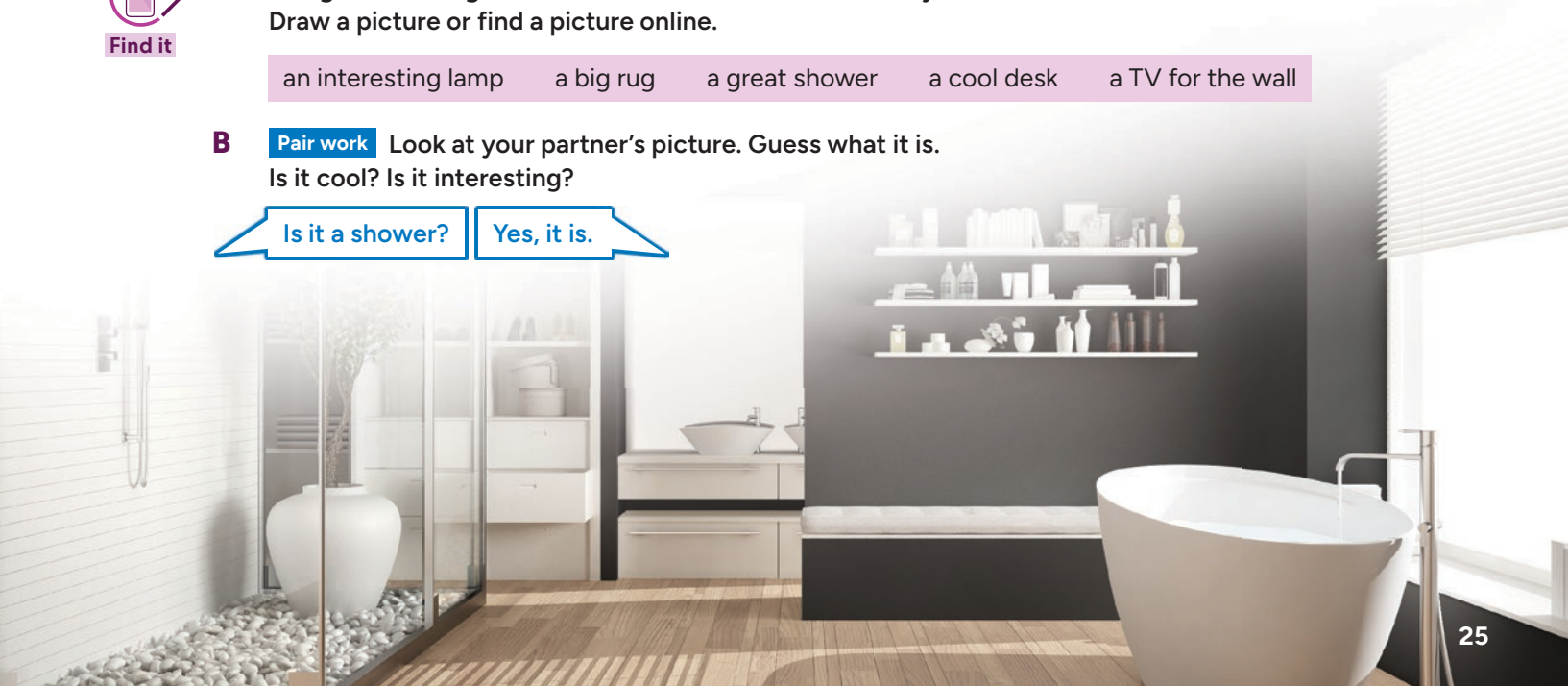
Find it

A Design something for the home. Use the ideas below or your ideas. Draw a picture or find a picture online.

an interesting lamp | a big rug | a great shower | a cool desk | a TV for the wall

B **Pair work** Look at your partner's picture. Guess what it is. Is it cool? Is it interesting?

Is it a shower? Yes, it is.



3.3 Coffee or tea?

Lesson objective
- offer and accept a drink and snack

1 Vocabulary: Drinks and snacks

A 3.04 Listen and repeat the words. Which things are drinks? Which thing is a snack?


coffee


a cookie


milk


sugar


tea

2 Functional language

A 3.05 Adam offers a drink and snack to his friend James. Read and listen. Which drink and snack from exercise 1A does James choose?

Insider English

Use ***sure*** in informal speech to say ***yes***.
Sure. A cookie, please.
Don't say *Sure, please.*

3.05 Audio script

Adam **Coffee or tea**?
James **Coffee, please.**
Adam **With milk?**
James **No, thanks.**
Adam OK … Here you are.
James Thanks. Wow, this is a big cup!
Adam It is! **Sugar**?
James Yes, please.
Adam One? Two?
James In that cup? Six! No. Two, please.
Adam Just two. And …
James Ah! Cookies! Hmm …
Adam They *are* small!
James Next to the big cup, yeah – they're really small! But sure. **A cookie, please.**
Adam Here you are!
James Thank you.

B Complete the chart with expressions in **bold** from the conversation above.

Making offers	Replying to offers
Coffee [1] _____ tea?	Coffee, [3] _____.
[2] _____ milk?	[4] _____, thanks.
Sugar?	[5] _____, please.

3.3 Coffee or tea?

Lesson objective
- offer and accept a drink and snack

Introduce the lesson Write or display **coffee, tea,** and **milk** on the board. Ask: **Coffee, tea, or milk?** Ss respond with the one they want. Ask Ss what other drinks they know and write them on the board. To help Ss, display labeled photos of a few different drinks or allow them to use a dictionary. Once you have a range of drinks on the board, Ss ask their partner what they want by choosing three of the words from the board, e.g., **Coffee, tea, or milk?**

1 Vocabulary: Drinks and snacks

A 3.04 **Introduce the task** **Ask Ss to look at the photos and identify the items. Play the audio, pausing after each word for Ss to repeat. Elicit answers from the class.**

Answers
Drinks: coffee, milk, tea
Snack: a cookie

Extra activity

Draw a two-column chart on the board. Add a happy face to the first column for likes and a sad face to the second one for dislikes. Then ask Ss to copy it in their notebooks. Have students combine words in activity 1A to express their likes or dislikes, and write them in the appropriate column. If necessary, provide an example in each of the columns: **Like: coffee with milk, Dislike: milk with sugar.** Ss can then share their likes and dislikes in small groups.

2 Functional language

A 3.05 **Books closed. Play the audio. Ask: What does James choose?** Elicit answers.

Answer
He wants coffee with sugar but without milk, and a cookie.

- Open books. Play the audio again while Ss read and listen.
- Read the **Insider English** box as a class. To check understanding ask individual Ss: **Coffee?** They respond with **Sure** or **No, thanks**. Try other drinks like **milk** or **tea**.

B **Individually, Ss complete the chart before sharing answers with a partner. Elicit answers and make sure Ss read the whole phrase, not just the word.**

Answers
1 or 2 With 3 please 4 No 5 Yes

Extra activity

Ask Ss to role play the activity with a partner, then change roles. Circulate and listen as Ss read. Next, ask Ss to try the role play in pairs without reading and with their books closed. Finally, ask volunteer Ss to model the role play as a demonstration for the class.

3 Real-world strategy

A 3.06 **Introduce the task** **Read the vocabulary items aloud with Ss. Play the audio. Repeat as necessary.**

Answers
tea, sugar, a cookie

3.06 Audio script

Woman Coffee or tea?
Man Tea, please.
Woman Sugar?
Man Yes, please.
Woman Milk?
Man No, thanks.
Woman OK. And a biscuit?
Man Sorry, I don't understand. What's a ... biscuit?
Woman This is a biscuit.
Man Oh, a cookie.
Woman Yes. In the United States, it's a cookie. Here in Australia, it's a biscuit.
Man OK! So, yes, please.
Woman Here you are.

B 3.06 **Play the audio again. Repeat as necessary. Elicit answers.**

Answers
biscuit; it means "cookie"

C **Do the task** **Read Asking about words you don't understand with Ss. Check understanding. Write more food words that Ss might not know. If they have trouble understanding, show a photo from the internet either on the board or on your phone, or draw a picture. Point to each word and ask Ss to repeat the sentence: Sorry, I don't understand. What's a [word]? Drill Ss on the sentence chorally.**

- Ss answer in pairs before you elicit the answers.

Answers
1 He says, "Sorry, I don't understand."
2 He says, "What's a biscuit?"

4 Pronunciation: Saying /k/ at the start of a word

A 3.07 **Play the audio. Ss repeat the words beginning with /k/. Focus on producing the /k/ clearly.**

- You might want to introduce the concept of *aspiration* here. You do not need to teach the word aspiration, but explain that to pronounce the /k/ sound at the beginning of a word in English, you must let air out at the same time as you say the sound. Ask Ss to place the palm of their hands or a sheet of paper in front of their mouth to check for air.

B 3.08 **Ss work in pairs to say the words.**

- Play the audio. Ss compare ideas in pairs. Check answers.

Answers
1 B 2 A 3 A 4 B 5 A 6 B

C **Pair work** **Ask the class to repeat the words.**

- Ss speak in pairs. Monitor for Ss who do not say the /k/ clearly and provide support. Remind Ss that air must come out of their mouths as they say the /k/ sound. Have partners monitor each other .

5 Speaking

Pair work **Model a sample dialogue with a volunteer. Monitor as Ss role play, checking for pronunciation and assisting where necessary.**

- Give positive feedback where appropriate or wait until the end of the activity.
- Volunteer Ss perform their dialogue for the class.

SMARTPHONE activity

Ask Ss to record their conversation on their phone. Encourage them to listen to their conversation and think about their own pronunciation and notice any grammar errors they made.

Teacher development Activity 2

Meaningful drilling: Mini dialogue

Before Ss create their own dialogues, build one with them as a class. Write the words in parentheses on the board. Work with the class to build the following dialogue. Main stresses are underlined.

A A cookie? (**cookie?**)
B Sorry, I don't understand. What's a cookie? (**not understand / what's ?**)
A This is a cookie. (**this**)
B Yes, please. (**yes**)

- Elicit the first question and answer. Give a clear oral model and drill all Ss.
- In open class, tell pairs of Ss they are A and B. Pairs say the exchange. Do this with different pairs and correct them if necessary.
- Ss practice the exchange in closed pairs.
- Repeat the procedure with the second exchange.
- Ss practice all the dialogue in closed pairs.
- Ss make up their own mini conversations.

3 Real-world strategy

A 3.06 **Listen to a conversation. What does the man want?**

coffee ☐ tea ☐ milk ☐ sugar ☐ a cookie ☐

B 3.06 **Listen again. Circle the word the man doesn't understand. What does it mean?**

biscuit coffee cookie tea

Asking about words you don't understand

To ask about a word, say *Sorry, I don't understand. What's a (word)?*

Sorry, I don't understand. What's a biscuit?



C **Read the information on asking about words you don't understand in the box above. Answer the questions.**

1 What does the man say when he doesn't understand?

2 How does he ask about the word?

4 Pronunciation: Saying /k/ at the start of a word

A 3.07 **Listen and repeat. Focus on the /k/ sound.**

1 **C**offee or tea?
2 This is a big **c**up!
3 A **c**ookie, please.

B 3.08 **Listen. Which speaker (A or B) says the /k/ sound? Write A or B.**

1 coffee ___
2 cookie ___
3 kitchen ___
4 cup ___
5 couch ___
6 cool ___

C Pair work **Work with a partner. Say the words in exercise 4B. Does your partner say the English /k/ sound?**

5 Speaking

Pair work **Work with a partner. One person is A. The other person is B. Then change roles.**

A Offer your partner a drink/snack from exercise 1A.

B Ask about a word: "Sorry, I don't understand. What's (a) … ?"

A Point to a photo of the word on page 26: "This is (a) … ."

B Say, "Yes, please." or "No, thanks."



3.4 Home-share

Lesson objective
- write an email about a home-share

1 Reading

A **Scan** Francisco is a student. He's in Burnaby in Canada for a year. He wants a room in a home-share. Scan the ad. Who is the owner of the house?

B **Read for main ideas** Read the emails. What does Francisco ask questions about?

Home-share in Burnaby

Back to results

One bedroom, with furniture, in a five-bedroom house. Great for a student. Fifteen minutes from Morden College. No pets. From March 1. $750 a month.

Contact: John Redmond at jredmond@bestmail.com



< Inbox

Wednesday, June 7th

Dear Mr. Redmond,

This email is about your home-share in Burnaby. Where is it? Is it big? How many bathrooms are in the house?

Thank you,

Francisco Lopes

< Inbox

Saturday, June 10th

Dear Mr. Redmond,

Thanks for your email. Yes, I'm a student. How many people live in the house? Who are they? How old are they?

Thank you,

Francisco

< Inbox

Friday, June 9th

Dear Mr. Lopes,

The house is on Grafton Street in Burnaby. It's very big, with two bathrooms. One bathroom is next to the kitchen and one bathroom is next to the bedroom in my ad. Are you a student?

Best regards,

John Redmond

< Inbox

Sunday, June 11th

Dear Mr. Lopes,

Four people live in the house now. Two are students. They are 20 and 22 years old. Two are not students. Mr. Johnson is 36 years old, and Mrs. Smith is 71. She is my wife's mother.

Best regards,

John

2 Grammar: Information questions with *be*

A **Pair work** Complete the questions with question words from the emails in exercise 1B. Then find John's answers to the questions. Use the questions and answers to have a conversation with a partner.

1 _____ is it?

2 _____ _____ bathrooms are in the house?

3 _____ _____ people live in the house?

4 _____ are they?

5 _____ _____ are they?

B Now go to page 132. Look at the grammar chart and do the grammar exercises for 3.4.

C **Pair work** **Think critically** Is this a good place for Francisco to live? Why or why not?

3.4 Home-share

Lesson objective
- write an email about a home-share

Introduce the lesson Explain the idea of sharing your home with other people. Ask Ss: **Do you live with friends or family? Is it good?** Elicit ideas.

1 Reading

A **Read the instructions aloud for the class. Make sure they understand the task. Tell Ss that when we look for specific information in a text we *scan* it to find that information. Ask Ss to scan the ad for the name of the owner of the house. Ss share their answers with a partner.**

Answer
John Redmond

B **Allow time for Ss to read individually. Remind them to identify questions by their punctuation. Encourage them to underline the questions in the emails.**

Answers
where it is, if it is big, how many bathrooms are in the house, how many people live there, who they are, how old they are

- Ask one S at a time to read each sentence of the emails. Monitor for pronunciation and check that Ss understand the meaning.
- Additionally, you can ask students to write one to three more questions they would ask if they had seen the ad. Let them share in small groups. Encourage students to correct each other's mistakes respectfully.

2 Grammar: Information questions with *be*

A **Pair work** **In pairs, Ss complete the questions before you elicit the answers as a class. Then Ss find the answers to the questions in the emails.**

Answers
1 Where: Grafton Street in Burnaby
2 How many: two bathrooms
3 How many: four people
4 Who: two students, Mr. Johnson, and Mrs. Smith
5 How old: 20, 22, 36, 71

B **Direct Ss to page 132 to complete the grammar exercises. Teacher's tips for grammar exercises are on page T-129.**

C **Pair work** **Ss discuss the questions in pairs. Elicit ideas and generate class discussion about what characteristics students think a place should have for them to live in it.**

Extra activity

Run a grammar auction. Put Ss into two teams. Give Ss some fake money in the form of playing cards, paper, or tokens. Run an auction. Write some sentences on the board (or dictate the sentences). Half are correct and half have a grammar mistake. Don't tell Ss which ones are which. Ss must bid for and buy the good sentences and reject the bad sentences. When Ss finish, the team with the most correct sentences and the most money wins. Vary the game by getting a S volunteer to run the auction. You can use the following sentences.

Incorrect	Correct
My house very big.	How many bedrooms are in the house?
Is you a student?	The bathroom is next to the bedroom.
I'm isn't a student.	How old is he?

SMARTPHONE activity

Ss use their phones to find a photo of a house or apartment they like. They share the photo with a partner. Ss ask and answer questions about the home, e.g., **Where is it? How many bathrooms are in it?** As Ss discuss, circulate and monitor.

3 Writing

Introduce the task Show three or more photos of bedrooms or living rooms from the internet, a magazine or a newspaper. You could also draw top-down room plans with names on the furniture. Ask Ss: **Which room do you prefer?**

A **Read the instructions aloud with Ss, then allow them time to read the emails individually. Ss share their answers with a partner before you elicit them. If desired, ask Ss to read the emails aloud to practice pronunciation.**

Answers

1 The owner is a woman.
2 Two questions are about the house. Two questions are about the people.
3 A kitchen and a bedroom. The bathroom is in the email but not in the photos.
4 Yes, it is. The house is big. There's a bedroom for Francisco. Three college students live there. They go to the same college and are the same age as Francisco.

B **Ss circle their answers individually before you check as a class.**

Answers

1 one question mark 2 the end

- Direct Ss to the **Register check** box. Make sure Ss understand the difference between *formal* and *informal*. Check concepts by asking: **What words do you use with your teacher?** to elicit: **Dear, Thank you,** and **Best regards**. Ask: **What words do you use with your friends?** Elicit: **Hello, Hi, Thanks,** and **Best**.

C **Write it** **Before Ss start, ask: Which house do you prefer? Elicit the things they want in a house, such as the number of bedrooms, a lawn, a big kitchen, etc. This will give Ss some ideas for what to write about.**

- You can create a list of emergent language on the board: **lawn, garden, balcony, deck, attic, basement,** etc.
- Ss write their emails. Encourage them to use the emails on page 29 to help them. Support Ss by circulating and monitoring their work. Assist Ss with spelling by writing challenging words on the board.

Fast finishers

If some Ss finish quickly, tell them to check their work for mistakes. Circulate and help them identify errors.

D **Pair work** **Read the instructions as a class so that all Ss are clear on the task.**

- Continue to circulate to make sure that Ss understand their classmates' emails. Monitor and offer suggestions and spelling advice. If possible, Ss should correct their emails before giving them back.

E **Pair work** **After Ss read their replies, direct them to tell their partner if the house would be a good place to live. Read Ss' work yourself or ask for volunteers to read both their email and the reply to the class.**

- Allow other Ss to say if the house would be a good place to live.
- These emails might be good to share on your class social media page or on your institution's website. Photograph good examples with your phone.

Homework ideas

Ss write an email about their house or apartment. They say what rooms are in their homes and the people who live there. Ss should write 50 words, either as an actual email that they send to you or on a piece of paper that they turn in. Correct Ss' emails and give feedback. In the next class session, present one or two emails that have strong use of the language covered in this lesson.

Home-share on **Bond Street**

Contact owner





3 Writing

A **Francisco writes to the owner of a second home-share. Read the emails. Answer the questions.**

1 Is the owner a woman or a man?

2 How many questions are about the house? the people?

3 Look at the photos above. Which rooms do you see? Which room is in the email but isn't in the photos?

4 Is it a good place for Francisco? Why or why not?

< Inbox

Dear Mrs. Hyland,

This email is about your home-share in Burnaby. Where is it? How many bedrooms and bathrooms are in it? How many people are in the house? Are they students? I'm a student at Morden College, and I'm 22.

Thank you,

Francisco Lopes

< Inbox

Dear Mr. Lopes,

Thank you for your email. The house is on Bond Street. It's big, with four bedrooms, three bathrooms, and a big kitchen. Three people live in the house now. They are students at Morden College. They are your age – 22.

Best regards,

Emma Hyland

B Writing skills **Circle the question marks (?) in Francisco's email above. Then circle the correct answer in the rules below.**

1 Use **one question mark / two question marks** for each question.

2 The question mark is at **the end / the beginning** of each question.

Write it

C **Write an email to the owner of a home-share. Start with:** ***This email is about ...*** **Ask questions about the house and the people.**

D Pair work **Exchange emails with a partner. Write a reply to your partner. Write about a bad place or a good place.**

E Pair work **Read your partner's reply. Is it a good place or a bad place?**

Register check

Formal, polite emails and informal, friendly emails use different words.

Formal	Informal
Dear	Hello/Hi
Thank you	Thanks
Best regards	Best



3.5 Time to speak

A new home

Lesson objective

- choose things for a home



Hi, I'm Jason. I'm 25 years old. I'm single, and I'm a student. I ♥ soccer and parties. This is my new apartment!



A **Discuss** Talk about Jason's new home with a partner. Say the rooms you see. Is it a good home for him?

B **Prepare** Talk about the things in the photos. Which rooms are good places for them?


A $250


B $480


C $200


D $80


E $40


F $125


G $500


H $330

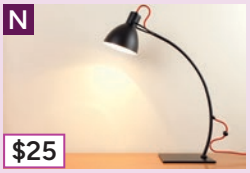

I $80


J $120


K $30


L $75


M $20


N $25


O $10

C **Decide** With a partner, make a list of things to buy for Jason's new home. You have $1,500.

D **Present** Compare your lists. Which list is the class's favorite?

Useful phrases

Discuss

- This is the (kitchen).
- It's good for him. / It's not good for him.

Prepare

- Where's a good place for a (couch)?
- In the living room?

Decide

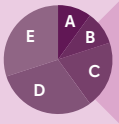
- What's important for Jason?
- This is a big/small (TV).
- It's $250 ($ = dollars).
- It's expensive. ($$$)
- It's cheap. ($)
- What about this (TV)?
- This TV is good for Jason.
- I agree. / I don't agree.
- Good idea!



3.5 Time to speak

A new home

Lesson objective
- choose things for a home



Time on each stage

Introduce the task Tell Ss about you and your family. (You can invent the details.) Say: **I have five children and two dogs**. Draw a picture or show a photo of a house that would not be suitable for you. For this example, show a very small house. Ask Ss: **Is this house good for me?** Elicit answers. Ask: **What house is good for me?** Elicit suggestions.

- Direct Ss to the **Useful phrases** section at the bottom of the page. Remind them that they can use them during the relevant stages of the lesson.

A Discuss Introduce the vocabulary Aim: Discuss information about Jason.

- **Class work** Ask Ss to name the areas in Jason's home. Encourage them to compare it to their own homes and say what is similar and different.
- **Pair work** Ss then work together to complete the activity.

Answers
bathroom, kitchen, bedroom, living room
Yes, it is a good home for him, because it is small and he is single and a student.

B Prepare Do the task Aim: Ss consolidate vocabulary.

- **Pair work** As Ss discuss which rooms would be best for the items, circulate and monitor. Give Ss time to review relevant vocabulary notes or look up words in a dictionary.* Elicit answers.
- **Class work** Ask Ss: **How much is the couch?** Elicit the answer. Check that Ss understand the $ symbol and can say *dollars*.
- **Pair work** In pairs, get Ss to ask and answer: **How much is the [bed]?** Monitor.

C Decide Aim: Ss choose items for Jason's home.

- **Pair work** Ss can use their phones to calculate the amount of money they will spend. Monitor and make a note of the strong aspects of Ss' speaking, for example, good use of unit vocabulary, interesting questions, natural-sounding interactions, etc.* You can use your notes to give feedback at the end of the lesson.

D Present Review Aim: Ss find out what they have in common.

- **Pair work** Ask pairs of Ss to attach their lists to the classroom walls. Ss circulate and look at each one with their partner.
- **Class work** When they have finished, ask Ss to share their findings with the whole class. Ask: **What items are on everyone's list? What items are left out? Which list is your favorite?** Elicit answers.

*These tips can help you to create a safe speaking environment. They can also be used with other speaking activities. For more information, see page T-xxii.

PROGRESS CHECK

Students can assess their learning in this unit by completing the **Progress check**. Please go to the Teacher's Resources on Cambridge One to download this material and for activity suggestions.

Teacher development Reflection

Either answer these questions yourself in a reflection journal or discuss them with your peers.

1. How much more challenging was it for students to repeat from prompts?
2. How easy was the transition for students from this kind of drilling to the freer practice where they talked about their own ideas?
3. What aspects of the language did they find most difficult – the form, the pronunciation? Did you need to do much correction?
4. Which pronunciation features did you focus on most when drilling – sounds, stress, or intonation?
5. Drilling from prompts does make students think a bit harder. Why is this often a good thing?
6. Will you do this kind of drilling with all new language you teach? Why or why not?

Review 1 (Units 1–3)

Introduce the review Before beginning the review, write **Grammar, Vocabulary,** and **Functional language** on the board.

- Set a time limit of two minutes. Ss close their books and work in small groups to remember as much as they can about the grammar, vocabulary, and functional language from Units 1–3. Groups write words, phrases, and example sentences in each category.
- Check answers as a class.

1 Vocabulary

A **Write the following headings on the board: Countries, Nationalities, Jobs, Family, Furniture. Check that Ss understand each category.**

- Ask Ss to do the task individually before they share with a partner. Elicit answers as a class.

Answers

Countries	Nationalities	Jobs	Family	Furniture
Brazil	French	artist	parents	bookcase
Colombia	Honduran	chef	cousin	table
Mexico	Peruvian	server	brother	desk
South Korea	Japanese	hotel clerk	wife	refrigerator

B **In pairs, ask Ss to write one more word under each heading.**

Fast finishers

Fast finishers can write more than one extra word per category.

2 Grammar

A **Write the following sentences on the board. Direct Ss to make each one negative.**

I am Chinese – [I'm not Chinese.]

She is happy – [She isn't happy.]

We are rich – [We aren't rich.]

- Ss do the exercise individually.
- Check answers as a class.

Answers

1 is 2A Are 2B I'm not 3 isn't 4 is 5 aren't 6 A Is 6B it is

B **Draw the following table on the board. Leave out the words in bold. Ask Ss to copy the chart and work in pairs to write the correct missing words. Elicit answers as a class.**

my	mine
you	yours
his	his
her	hers
we	our
they	their

- Ss do the exercise individually before checking with a partner.

Answers

1 My 2 our 3 Vic's 4 My 5 Our 6 her

C **Write five sentences about your own home and family on the board. For example:**

My sister is 29 years old.

There is a refrigerator in my kitchen.

My parents' room is big.

I have a big living room.

My cat's name is Dexter.

- Ask Ss to write five sentences about their own homes and families on a piece of paper. Circulate and monitor as they write. Offer help with spelling and vocabulary as needed.
- Ss share their sentences with a partner. Elicit examples from volunteers to read aloud.

3 Speaking

A Pair work **Read the task aloud to the class. Then think about a famous person the whole class will know. Describe the person using target language from Units 1–3. Ask Ss to guess who the person is.**

- Allow Ss a few minutes to make notes. They may use their phones to research any information they need. If Ss struggle to guess the person, you could write a list of people for them to choose from.
- As Ss describe and guess, circulate and monitor for examples of language usage you can share with Ss at the end of the task.

B **Allow Ss time to write their sentences and help correct them. Ask Ss to share their corrected sentences with the class.**

Review 1 (Units 1–3)

1 Vocabulary

A Write the words in the correct place in the chart.

artist	chef	French	Mexico	server
bookcase	Colombia	Honduran	parents	South Korea
~~Brazil~~	cousin	hotel clerk	Peruvian	table
brother	desk	Japanese	refrigerator	wife

Countries	Nationalities	Jobs	Family	Furniture
Brazil				

B Write <u>one</u> more word for the categories in exercise 1A.

2 Grammar

A Complete the sentences with the words in the box.

're not 's 's Are I'm not Is isn't it is

1 Loretta _____ friendly. She's nice, too.
2 **A** _____ you shy? **B** No, _____ .
3 Donna _____ 14. She's only 13.
4 What _____ your last name?
5 They _____ from Chicago. They're from Dallas.
6 **A** _____ your company in China? **B** Yes, _____ .

B Circle the correct answers.

[1] **My / I** name is Sam, and this is Vic. We're brothers. This is [2] **their / our** apartment. [3] **Vic / Vic's** room is big. [4] **My / His** room is small, but it's OK. It's next to the kitchen! We're in apartment 22B. [5] **We / Our** sister and [6] **her / his** husband are in apartment 23B.

C Write <u>five</u> things about your home and family. Use possessive adjectives and possessive *'s/s'*.

3 Speaking

A **Pair work** Think of a person you <u>and</u> your partner know. Think about the person's job, age, nationality, and other information. Describe the person. Your partner guesses the person. Then change roles.

She's a student. She's 21. She's our friend. She's Chinese. She's very funny.

Is it Lijuan?

B Write two sentences about your partner's person.

4 Functional language

A Circle the correct answers to complete the conversation.

Teacher Welcome to the college language center. What's your name?
Sabrina It's Sabrina Calvo.
Teacher How do you [1] **spell** / **mean** your last name?
Sabrina C-A-L-V-O.
Teacher Thank you. OK. [2] **How** / **When** old are you, and [3] **how's** / **when's** your birthday?
Sabrina I'm [4] **21** / **21st**. My birthday [5] **is** / **are** August 2.
Teacher OK. You're [6] **on** / **in** room 6C. Sorry, I [7] **spell** / **mean** room 6D. It's next to the library.
Sabrina Sorry, I don't [8] **understand** / **mean**. [9] **Where's** / **What's** a library?
Teacher It's a room with books.
Sabrina OK. Thank you.

B Complete the conversation with the words in the box. There is one extra word.

milk	please	tea	thanks	yes

Server Coffee or [1] _____ ?
Ivan Tea, [2] _____ .
Server OK. With [3] _____ ?
Ivan No, [4] _____ .

5 Speaking

A Pair work **Choose one of the situations below. Talk to a partner. Have a conversation.**

1 You are at a hotel. A clerk asks for your personal information. Answer the questions. Look at page 6 for useful language.

Good evening. Welcome to Hotel 24. What's your name?

2 You ask a friend about their family's ages and birthdays. Your friend answers your questions. Look at page 16 for useful language.

Is this your daughter? How old is she?

3 A friend is at your home. Offer him or her a drink and a snack. Look at page 26 for useful language.

Coffee or tea?

B Pair work **Change roles and repeat the situation.**

4 Functional language

A Ask individual Ss the questions from the conversation: **What's your name? How do you spell it? How old are you? When is your birthday?** Elicit answers.

- Ss do the exercise individually.
- Elicit answers from the class.
- Pairs read the conversation together.

Answers
1 spell 2 how 3 when's 4 21 5 is 6 in 7 mean 8 understand 9 What's

B Ss do the exercise individually.

- Check answers as a class.

Answers
1 tea 2 please 3 milk 4 thanks

5 Speaking

A Pair work **Read each situation aloud. Encourage volunteers to read the example sentences after the descriptions.**

- Ss choose one of the three situations and prepare a conversation. They should make notes, but not write the full conversation. For extra support, refer Ss to the functional language lessons from Units 1–3.
- Monitor as pairs role play their conversations. Listen for examples of language usage and provide feedback to Ss.

B Pair work **Pairs change roles and repeat their conversations.**

- Choose pairs to perform their conversations for the class. If possible, choose a pair for each of the three situations.

I love it

4

Teacher development Introduction

Strategy 1: Classroom management – Opening and closing lessons

In this unit, we'll focus on **opening and closing lessons** and establishing good habits for these stages. Clearly, it's better both for teachers and students if classes start on time; one way to encourage this is by **starting with conversation** – chatting with the first few students to arrive. That conversation can help teachers naturally review language from previous lessons, or introduce the lesson topic or language point. It's also better if the end of lessons can be productive rather than rushed, so **ending with review** is something that teachers should do regularly.

Starting with conversation (Activity 1): Encourage Ss to arrive on time by using conversation to introduce new language items. Try this before **START SPEAKING**.

Ending with review (Activity 2): Ss are involved in preparing review activities. Try this after lesson 4.2.

To find out more, read chapters 7.1 and 7.9 from *Classroom Management Techniques* by Jim Scrivener. Please go to the Teacher's Resources on Cambridge One to download this material.

Introduce the theme of the unit

- Ask Ss: **What technology is in your bag?** Elicit their answers and write the items on the board, such as **a phone, laptop, tablet**, etc.
- Write on the board: **I like ...** and **I love ...** and draw emojis or pictures to illustrate these verbs.
- Encourage Ss to say what they like and love. This can be things, places, or people.

Unit objectives

Read the unit objectives aloud. Tell Ss to listen and read along. Explain any vocabulary that Ss might not understand, such as any technology vocabulary.

Please go to the Teacher's Resources on Cambridge One to download the following photocopiable activities for this unit:

4.1 Grammar: Simple present statements with *I, you, we*

4.2 Grammar: Simple present *yes/no* questions with *I, you, we*

4.1 Vocabulary: Technology

4.2 Vocabulary: Using technology

Unit 4 Speaking: The digi-challenge (Lesson 4.2)

Start speaking

A **Ss ask and answer the questions in pairs.**

B **Ask for volunteers to tell the class about things they like or love.**

- **Optional activity** Ss watch the video and identify the things that Yuri loves. Then they say whether they like or love the same things.

Real student

Hello! I'm Yuri Takamatsu. I love my family.

Teacher development Activity 1

Starting with conversation

The way teachers start a lesson is very important. It's an opportunity to talk to students in a natural way, and find out more about them. During the conversation, the teacher can also either *review* vocabulary and grammar items from previous lessons, or *introduce* them. This approach discourages other students from being late, when they realize they are missing a useful stage of the lesson.

- Start chatting with the first Ss to arrive.
- Move the conversation on by showing Ss your phone; e.g.,

  T **I like my* phone, but it's old.* And it's big. Can I see your phone?**
  Ss **(showing phones) Here.**
  T **Do you like your phone?**
  S **Yes, it's good / it's small.**
  T **I want to buy one like that. Is it expensive?**
  S **Not expensive. Cheap.**
- Write two or three sentences from the conversation on the board.
- Proceed with **START SPEAKING**.

*Review of *my* and *It's + adj* from Unit 3.



4

I love it

Unit objectives

- talk about your favorite things
- say how you use technology
- talk about how you communicate
- write product reviews
- talk about your favorite music

Start speaking

A Look at the people in the photo. Where are they? Why are they there?

B Talk about things you like 😊 and love ❤️. For ideas, watch Yuri's video.



Real student

What does Yuri like and love?

4.1 Favorite things

Lesson objective
- talk about your favorite things











! A **laptop** is a **computer**.

1 Vocabulary: Technology

A 4.01 Look at the photos above. Listen and repeat the words.

B Pair work Look at the photos again. Which things do you like? Which things don't you like? Tell a partner.

I like this. I don't like this.

C Now do the vocabulary exercises for 4.1 on page 147.

2 Language in context

A Read the posts. What things from exercise 1A do the people talk about? What things from the posts aren't in the photos above?



Kaylee I buy a lot of bottles of water. It's really bad for the Earth. 🌎😞 Please help me!

Myles I have one water bottle. I use it again and again.

Kaylee I'm at the park a lot. I need a lot of water.

TiaT I have one water bottle, too, and a cool app! It's Find It Fill It. It's on my laptop, phone, and smartwatch. I want water for my water bottle. A map is on the app. A map for water! 🗺️💧

Myles Cool! I want the app for my smartwatch.

Kaylee I don't have a smartwatch. I want the Find It Fill It app for my tablet and phone. I love this idea! Thanks! ❤️ It's good for the Earth. 🙂

B Read the posts again. Then look at the chart. Check (✓) the correct answers.

	Kaylee	Myles	TiaT
1 I have one water bottle.			
2 I have an app for water.			
3 I want an app for water.			
4 I have a smartwatch.			

4.1 Favorite things

Lesson objective
- talk about your favorite things

Introduce the lesson Books closed. Tell Ss the title of the lesson is "Favorite things." Check understanding, and then ask Ss to discuss their favorite things with a partner. They can use the phrases **I like ...** and **I love ...** from the unit opener. Elicit some ideas and write them on the board. Write words like **family** and **friends** on one side of the board, and other words like **house**, **phone**, **car**, and **money** on the other side. Check that Ss understand all the words, then elicit how the two groups are different.

1 Vocabulary: Technology

A 4.01 **Introduce the vocabulary** **Play the audio as Ss read. Play the audio again. Pause after each word and Ss repeat together. Help Ss with any pronunciation difficulties.**

B **Pair work** **Model examples of the sentences you want Ss to say, e.g., I like my phone. I don't like my watch – it's old! Ss work in pairs. Monitor and check for pronunciation.**
- You may want to write on the board: **I like / I don't like** and keep tally to make sure Ss practice both structures equally.

Vocabulary support Explain that we often use *love* to refer to things as well as people. This is an informal way of speaking. e.g., **I love Chinese food.** To make the distinction between *like* and *love* clearer, you can act this out by exaggerating the way you speak.

Grammar support Many languages simply use *no* before a verb to form the negative. In English, use *don't* before verbs and *not* with the verb *to be*. Check and correct Ss who say *I no like ...* or *I not like ...*

C **Direct Ss to page 147 to complete the vocabulary exercises. Teacher's tips for vocabulary exercises are on page T-145.**

Homework ideas

Have Ss look up more technology words at home and create a Technology glossary of their own in their notebooks. Technology can be anything from Wi-Fi to a blender.

Extra activity

Play board scrabble with technology words. See the instructions for this game in the Teacher's Resources on Cambridge One.

2 Language in context

A **Read the instructions and posts aloud with the class. Explain words that Ss do not know, e.g., *want* and *have*. Then ask Ss to read the posts again with one S reading a sentence before you move to the next.**
- Monitor for pronunciation and answer any questions about meaning.
- Ss discuss the questions in pairs before you elicit answers.

Answers
The people talk about an app, a laptop, a phone, a smartwatch and a tablet.
A water bottle and a map are not in the photos in 1A.

B **Ss check the correct answers in the table individually, then check their answers with a partner. Elicit answers.**

Answers
1 Myles, TiaT 2 TiaT 3 Myles, Kaylee 4 TiaT, Myles

Extra activity

To practice pronunciation and fluency, have Ss read the posts as a dialogue in groups of three. Monitor the pronunciation of technology words and key verbs like *want* and *have*. Make pronunciation notes, and drill more difficult words as a class.

3 Grammar: Simple present statements with *I, you, we*

Introduce the grammar Write on the board: **I love my phone**. Ask Ss to make it negative. Elicit: **I don't love my phone**. Say other sentences and ask them to form the negative. Make the sentences relevant to your Ss if possible. Use only *I, you,* and *we*. For example: **I like soccer. / You love your TV. / We have a desk. / I want a drink**.

A **Present the grammar** **Before Ss circle the answers, explain that they can refer to the explanations in the Grammar box.**

- Ask volunteers to read the example sentences in the simple present aloud. Ss can check with a partner before you elicit their answers.

Answers

1 generally true 2 *I, you,* or *we* 3 negative
4 the same

B **Ss complete the sentences individually before checking answers as a class.**

Answers

1 love 2 don't like 3 have 4 don't want
5 don't have 6 want

C Pair work **Ss write their affirmative or negative sentences individually before sharing with a partner. Ask volunteers to tell you sentences about themselves.**

D **Direct Ss to page 133 to complete the grammar exercises. Teacher's tips for grammar exercises are on page T-129.**

- Students may want to create their own sentences about themselves. Ask less confident Ss to go back to Exercise 3B and use the sentences there for inspiration: **I don't have a smartwatch, but I have a tablet. I don't have 85 apps on my phone**. This way, they can still practice the vocabulary in a context that is meaningful to them.

Mixed abilities

Have Ss practice simple sentences. On the board, write incomplete sentences:

I love ...
I don't love ...
I have ...
I don't have ...
I want ...
I don't want ...

Have them use the vocabulary in the unit to complete the sentences for themselves in preparation for the Speaking activity.

4 Speaking

Pair work **Read the directions aloud for Ss. Model the example conversation with a volunteer. Monitor as they talk, listening for language usage, such as pronunciation or grammar, that you can give feedback on at the end of the activity.**

- When Ss have finished, elicit the things they both *like, love,* or *have*. See if there is something everyone in the class likes or loves. Write on the board: **We love ... We like ...** and **We have ....** and complete as a whole class. Repeat for *don't like* and *don't have*.
- **Optional activity** Ss watch the video and identify the things that Jirapat has. Then they say whether they have the same things. You may want to explain the meaning of *many*.

Real student

Hi! My name is Jim. I have a laptop and a tablet. And I would like to have a smartwatch.

3 Grammar: Simple present statements with *I*, *you*, *we*

A **Look at the sentences in the Grammar box. Then circle the correct option to complete the rules.**

Grammar Simple present statements with *I*, *you*, *we*

I **love** this idea.	I **don't love** it.
I **have** a water bottle.	I **don't have** a smartwatch.
You **want** this app.	You **don't want** a new tablet.
We **love** the Earth.	We **don't love** our phones.

1 Use the simple present for things that are **generally true** / **finished**.
2 Use **I, you, or we** / **I'm, you're, or we're** with present simple verbs.
3 Use *don't* in **affirmative (+)** / **negative (–)** simple present statements.
4 Simple present verbs have **the same** / **different** spelling after *I*, *you*, and *we*.

B **Complete the sentences with the words in the box.**

don't have | don't like | don't want | have | love | want

1 My new smartwatch is cool. I _____ it!
2 I _____ my earphones. They aren't very good.
3 You _____ 85 apps on your phone!
4 I don't like tablets. I don't have a tablet, and I _____ a tablet.
5 We _____ games on our phones. We don't like them.
6 Our laptops are really old. We _____ new laptops.

C **Pair work** **Complete the sentences. Make them true for you. Then compare with a partner.**

1 I _____ a smartwatch.
2 I _____ my phone.
3 I _____ games on my phone.
4 I _____ tablets.
5 I _____ a new computer.

D **Now go to page 133. Look at the grammar chart and do the grammar exercises for 4.1.**

4 Speaking

Pair work **What technology do you have? What do you love? What don't you like? Tell your partner. For ideas, watch Jirapat's video.**

I like iPhones. I want a ...

I have a good app. It's KickMap. I love it.



Real student
Do you have the same things as Jirapat?



4.2 My phone is my world

Lesson objective
- say how you use technology

1 Language in context

A 4.02 Read and listen. Liam asks Ava about her phone. Circle the things Ava talks about.

family friends her laptop her phone school work

4.02 Audio script

Liam I like your phone.
Ava Thanks! I love my phone. It's my world! I use it for everything!
Liam Really? What do you do on your phone? Do you **call friends**?
Ava Yes, I do. And we **leave voice messages**. I **chat with friends**, and we **send messages**, too.
Liam Do you **send emails**?
Ava No, I don't. I **read emails** for work. I don't send them.
Liam What else? Do you **listen to music** on your phone?
Ava Yes, I do. I **listen to podcasts**, too, and I **watch videos**. I also **use social media** – I **post photos**, **leave comments** ...
Liam Wow! Your phone really is your world!
Ava How about you?
Liam I **call family** and send messages to my friends. That's about it.

Insider English

Say ***What else?*** to ask for more information about a topic.

What else? Do you listen to music on your phone?

Use ***That's about it*** to say you don't do anything more.

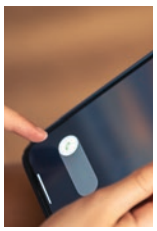
I call family and send messages to my friends. **That's about it.**

2 Vocabulary: Using technology

A Look at the chart. Which verbs are not in the conversation in exercise 1A?

verbs + nouns		
buy apps / games / music / movies	**listen to** music / podcasts	**send** emails / (text) messages
call friends / family	**play** games	**use** apps / social media / technology
chat with friends / family	**post** photos / comments	**watch** movies / videos / TV
leave voice messages / comments	**read** emails / messages	
... on the internet	... on my computer / laptop	... on my phone / tablet ... on my smartwatch

B 4.03 Look at the photos. Listen and repeat. Then say three things you do.

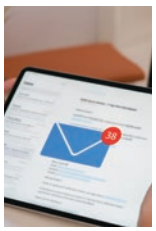

I call family on my phone.

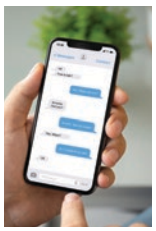

I listen to music on my phone.


I chat with friends on the internet.


I use apps on my phone and tablet.


I play games on my computer.


I read emails on my tablet.


I send messages on my phone.


I post photos on the internet.

C Now do the vocabulary exercises for 4.2 on page 148.

4.2 My phone is my world

Lesson objective
- say how you use technology

Introduce the lesson Explain the phrase *my phone is my world* means *my phone is very important to me.*

- Ask Ss to rank the following items in order of importance (1–5) with 1 = very important and 5 = not very important:
  laptop / phone / tablet / TV / computer
- Ask Ss to share their answers, then generate some discussion as a class around their ideas.

1 Language in context

A 4.02 **Introduce the task** **Before you play the audio, explain the new vocabulary. Tell Ss that the conversation has many new words. Tell them to listen only for the gist and the things Ava talks about.**

- Play the audio while Ss read. Ss circle the things / people, then check with a partner. Play the audio again as needed.

Answers
friends, her phone, work

Pronunciation support You may want to direct Ss' attention to how the sound for the letter *e* changes when it is followed by the letter *r*: *her laptop, her phone.*

Extra activity

Ask Ss to role play the dialogue with a partner. Monitor. Ss change roles. Get Ss to try to remember the dialogue with their books closed while they do the role play again.

2 Vocabulary: Using technology

A **Read the instructions aloud for the class. Ask a volunteer to read the first phrase. Ask: Is this in the conversation? to elicit yes or no. Ask Ss to work together, taking turns reading each sentence aloud and deciding if it is in the conversation or not.**

Answers
buy, play, and use

- Draw Ss' attention to the **Insider English** box and the phrase *what else?* Check for understanding.

B 4.03 **Review** **Play the audio as Ss read. Play again, pausing after each sentence so the class can repeat. Monitor for pronunciation. Ss tell their partner three things they do.**

- In pairs, ask Ss to say the things from the exercise that they do, for example, I send messages on my phone and I chat with friends on the internet. At this point, let Ss just choose the sentences from the exercise without any changes and report to their partners.

C **Direct Ss to page 148 to complete the vocabulary exercises. Teacher's tips for vocabulary exercises are on page T-145.**

Extra activity

Play tic-tac-toe with simple verbs such as *call, chat, use, play, read, send, post, watch.* In two teams, Ss make sentences. Demonstrate with one or two example sentences, e.g., **I play games on my phone.**

3 Grammar: Simple present *yes/no* questions with *I, you, we*

A **Before Ss circle the answers, explain that they can refer to the explanations in the Grammar box.**

- **Present the grammar** Read the **Grammar** box aloud. Check Ss' understanding by asking quick questions to elicit the answer: **Yes, I do** or **No, I don't**. Ask: **Do you use social media?** Elicit answers. Ask questions with other verbs, e.g., **Do you like your phone? Do you live in [London]? Do you want a drink? etc.**

Answers
1 Do 2 don't

Grammar support In this section, you are looking for grammatical accuracy, so it's acceptable to correct Ss when they make mistakes. If Ss make mistakes, tell them in a supportive way and allow them time to correct themselves.

Do you like movies?
Yes, I like.
[repeat with questioning intonation: **I like?** Pause.]
Yes, I do.

B **Read the instructions aloud. To make sure Ss know what to do, ask a volunteer to complete the first question. Ss check their answers in pairs before you elicit them from the class.**

Answers
1 Do you listen to music on your computer?
2 Do you play games on your phone?
3 Do you and your friends send messages to your teachers?
4 Do you post comments on social media?
5 Do you watch videos on your laptop?

C **Pair work** **Monitor for pronunciation and any grammatical errors as Ss ask and answer the questions in exercise B. Provide feedback when they finish. Ask volunteers to share their answers with the class. Do all the Ss have the same answer to one of the questions?**

D **Direct Ss to page 133 to complete the grammar exercises. Teacher's tips for grammar exercises are on page T-129.**

4 Speaking

A **Ss discuss the questions in pairs before you elicit ideas.**

B **Pair work** **Ask Ss to read the model conversation before you start. Make sure they understand all the words. Refer them to the questions in exercise 3B of the Grammar section, which will help them.**

- As Ss discuss, circulate and monitor their progress. Listen for examples of language usage to give feedback on at the end of the activity.
- When Ss finish, ask volunteers to demonstrate their conversation for the class.
- Give feedback.

Extra activity

Do a class survey. In pairs, Ss draw up a list of technology questions using *Do you … ?* For example:

Do you have a laptop?
Do you buy music on the internet?
Do you play video games?
Do you use Instagram?

- Circulate and check the questions before Ss go around the classroom asking and answering the technology questions with their classmates. Monitor for grammar and pronunciation.

Teacher development Activity 2

Ending with review

Make review a habit for most lessons, with students taking responsibility for it.

- Before the lesson, cut up 20 strips of paper and find a small box.
- At the end of the lesson, demonstrate a review task:
  - **T** Tell me one new word or phrase from today.
  - **S** *Voice message.*
  - **T** What verb do I need?
  - **S** *Leave.*
  - **T** So on this strip of paper – I write *leave a voice message*. Another word or phrase?
  - **S** *Refrigerator.*
  - **T** How many syllables does refrigerator have?
  - **Ss** Five.
  - **T** Where's the stress?
  - **Ss** re-FRIG-er-a-tor.
  - **T** So, I write *a refrigerator* on the strip – and mark the stress.
- In groups, Ss choose and write words/phrases from the lesson on paper strips.
- Put the strips in the box. In future lessons, Ss use these to review or test each other.
- Repeat the procedure by writing new vocabulary on strips in future lessons.

3 Grammar: Simple present *yes/no* questions with *I*, *you*, *we*

A Look at the sentences in the Grammar box. Then circle the correct option to complete the rules.

Grammar Simple present *yes/no* questions with *I, you, we*

Do I **post** good photos?	Yes, you **do**. / No, you **don't**.
Do you **call** friends?	Yes, I **do**. / No, I **don't**.
Do you **send** emails?	Yes, I **do**. / No, I **don't**.
Do you and your friends **chat** online?	Yes, we **do.** / No, we **don't**.

1 To make simple present questions, use **Do** / **Are** + the subject (for example, *I*, *you*, or *we*) + a verb.

2 To make negative short answers, use **do** / **don't**.

B Complete the *yes/no* questions. Use the words in parentheses ( ).

1 _____ on your computer? (you, listen to music)

2 _____ on your phone? (you, play games)

3 _____ to your teachers? (you and your friends, send messages)

4 _____ on social media? (you, post comments)

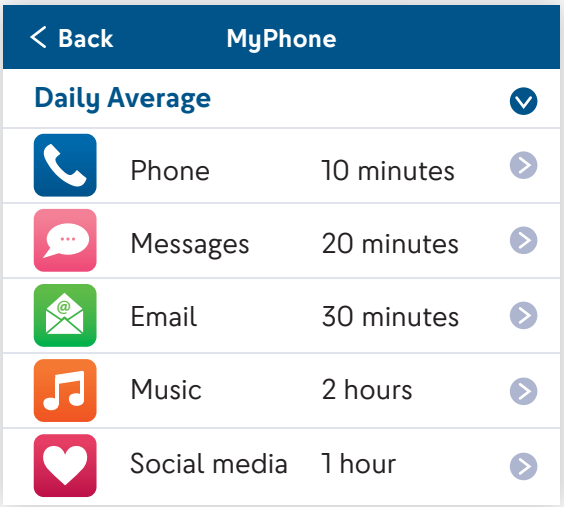
5 _____ on your laptop? (you, watch videos)

C **Pair work** Ask and answer the questions so they are true for you. Say, "Yes, I do." or "No, I don't."

D Now go to page 133. Look at the grammar chart and do the grammar exercises for 4.2.

4 Speaking

A Look at the activities on the phone. Do you use your phone for these activities? What else do you do on your phone and the internet? Make a list.



B **Pair work** Talk about your activities. Ask and answer questions with a partner. Use the conversation on page 36 to help you.

Do you watch movies on your phone?

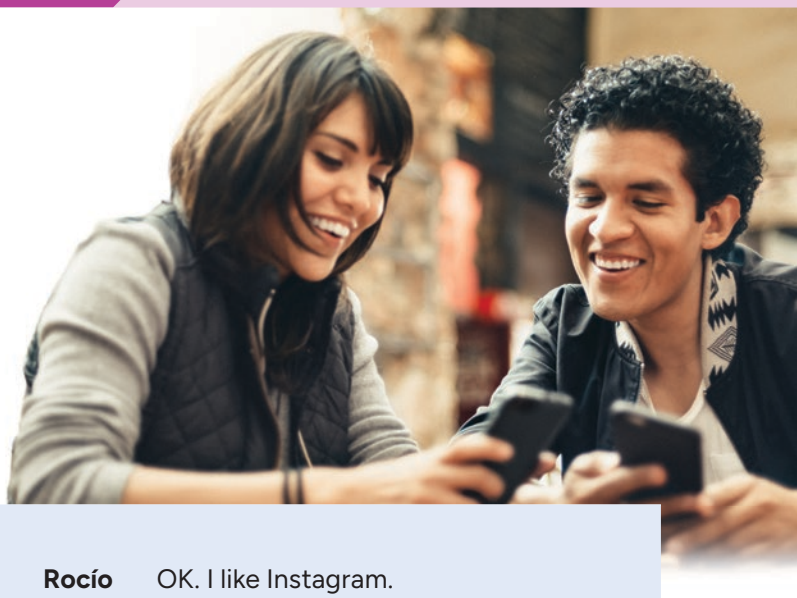
No, I don't. I watch short videos on my phone, and I listen to music. Do you watch videos on your phone?

Yes, I do. And I buy apps and games.



4.3 What about you?

Lesson objective
- talk about how you communicate



1 Functional language

A **Pair work** How do you communicate with family and friends? Check (✓) the things you use. Then compare with your partner.

☐ cards	☐ email	☐ letters
☐ phone	☐ social media	☐ video chat

B 4.04 Rocío, a college student in Los Angeles, talks to her new friend Jeff. Read and listen. How do they communicate with family and friends?

4.04 Audio script

Jeff So, you're from Chile. Does your family live in Chile, too?

Rocío Yes, but LA is my home now! I use technology to chat with my family. I call my parents on my phone, and I send messages to my brothers. It's really nice.

Jeff Right. **What about email?**

Rocío Yeah. I send emails to my friends in Chile. **How about you?**

Jeff I like email, but I use Facebook, too.

Rocío OK. I like Instagram.

Jeff Oh, yeah? **Do you post photos?**

Rocío Yes, photos of LA. My family and friends really like them. **Do you post photos, too?**

Jeff No, but I post comments on other people's photos.

Rocío Nice comments?

Jeff Yes, of course!



C Complete the chart with expressions in **bold** from the conversation above.

Asking about a new topic	Asking for a response
1 _____ email?	3 _____ post photos,
2 _____ post photos?	4 _____ ?
Do you send cards / use social media?	5 _____ about you?
	What about you?
	And you?

D 4.05 **Pair work** Put the conversations in the correct order. Listen and check. Then practice with a partner.

1
- ___ Yes, I do. Do you use it, too?
- ___ Yes, it is. I really like it.
- 1 Do you use Instagram?
- ___ No. Is it interesting?

2
- ___ No, but I send birthday messages.
- ___ Yes, to my family and friends. What about you?
- ___ Hmm … birthday messages are OK, but I like cards.
- 1 Do you send birthday cards to your family?

4.3 What about you?

Lesson objective
- talk about how you communicate

Introduce the lesson Dictate these sentences and ask one or two volunteers to write them on the board.

Who do you talk to?

How do you talk to them?

- Explain the meaning of *who* and *how*. Ss discuss the questions with each other.
- Monitor and listen to them speaking. You might like to answer these questions yourself before you elicit ideas from the class.

1 Functional language

A Pair work **Read the vocabulary words before Ss discuss the options to make sure they understand. Monitor as Ss discuss. Elicit answers.**

B 4.04 **Do the task** **Play the audio as Ss read and listen. Elicit the answer. Check for any words Ss would like explained.**
- Play the audio again, pausing after each line. Ask Ss to repeat either individually or as a whole class. Monitor for pronunciation.

Answer
Rocío: phone, email, Instagram
Jeff: email, Facebook

C **Allow Ss some time to complete the activity in pairs. Elicit answers.**

Answers
What about email? Do you post photos, too?
Do you post photos? How about you?

Fast finishers

Have fast finishers create a short dialogue at any time during Lesson 4.3 and following the model in 1B. They should talk about how they use or do not use technology to talk to family or friends who are away or live abroad.

D 4.05 Pair work **Review** **Model the first part of the conversation with a volunteer to make sure Ss know what to do. Ss complete the task individually before checking with a partner.**
- Play the audio and ask Ss to check. Ss role play the conversation with their partner. Circulate and monitor for pronunciation.
- Ask volunteers to demonstrate for the class.
- Give feedback.

Answers
Conversation 1
2 Yes, I do. Do you use it, too?
4 Yes, it is. I really like it.
1 Do you use Instagram?
3 No. Is it interesting?
Conversation 2
3 No, but I send birthday messages.
2 Yes, to my family and friends. What about you?
4 Hmm … birthday messages are OK, but I like cards.
1 Do you send birthday cards to your family?

Extra activity

Ask Ss to create similar dialogues about different websites or apps they use. These could be Facebook, Instagram, Snapchat, WhatsApp, or other applications they use. Ss can write these down or simply say them. Ss can make a list in their notebooks by going back to the vocabulary in section 4.2, Exercises 1A and 2A. Again, encourage Ss to use brand names so that any lack of vocabulary does not stop conversation. Monitor for grammar and pronunciation. To reinforce accuracy, Ss could record the dialogues on their phones and play them back to listen.

2 Real-world strategy

A **Introduce the task** **Read the dialogue with a volunteer. Elicit answers.**

Answer
Rocío says, "OK."

Vocabulary support Explain that body language is an important tool in communication. Nodding, smiling, and frowning are all important non-verbal forms of communication. Explain that *yeah* is informal, but totally acceptable. Also, tell Ss that all of the **Real-world strategy** phrases have similar meanings and can be used in the same way.

B 4.06 **Play the audio. Play again if Ss require it. Elicit answer.**

Answer
phone (parents), email (son and daughter)

4.06 Audio script

Woman Do you talk to your family on the phone?
Man Well, I talk to my parents on the phone. They're 81 years old.
Woman OK.
Man So they don't like computers. They like the phone.
Woman Yeah.
Man But I send emails to my son and daughter.
Woman Right.

C 4.06 **Play the audio again. Elicit answers.**

Answers
She says: "OK," "Yeah," and "Right."

D **Pair work** **Review** **Put Ss into pairs and assign each one to be either Student A or Student B. Ask Student As to turn to page 156 and Student Bs to turn to page 159.**

- Read the instructions aloud and then allow Ss time to read through the chart. Check understanding. Ask one of the Students As: **What topic will you ask about?** Elicit something like **Do you have a laptop?** Write this on the board. Elicit an answer, e.g., **Yes, of course.** Ask a Student B: **What will you ask about?** Elicit something like **Do you send emails?** Write this on the board and elicit an answer. Explain that Ss can use any of the questions or answers from page 39 to help them.
- Circulate and monitor as Ss do the task.
- When complete, ask volunteers to demonstrate their dialogue in front of the class. Give positive feedback.

3 Pronunciation: Saying stressed words

A 4.07 **Play the audio. Ss discuss the questions in pairs. Check answers. It may be useful to remind Ss that they learned about stress in Unit 2 and how it is used to distinguish between similar-sounding words (*thir*teen-*thir*ty). Here, stress shows the important words (often the nouns, verbs, and adjectives) in a question or sentence.**

Answers
1 What about email?
2 How about you?
3 Do you post photos?
These words are stressed because they are the focus of the question.

B 4.08 **Ss guess the stressed words before comparing with a partner.**

- Play the audio and have Ss check their answers. Then check as a class.

Answers
A Do you use Facebook?
B Yeah. How about you?
A Me, too. I post photos and comments.
B Do you post videos?
A No. But I send videos on WhatsApp.
B Do you use video chat?
A Yeah, video chat is great.

C **Pair work** **Play the audio again. Have the whole class repeat each line.**

- Put Ss into pairs to speak. Ask Ss to monitor each other and check if their partners use stressed words.

4 Speaking

A **Review** **Read the question aloud. Give Ss two or three minutes to write a list. Encourage Ss to use brand names so they can talk about what they actually like.**

B **Pair work** **Have Ss practice the model sentences with a volunteer. Then tell Ss to talk to their partner about how they communicate. Encourage them to ask questions and to show they are listening.**

- Circulate and monitor as they talk.

Extra activity

After activity 4B, Ss have a circle discussion on the various topics. For details on how to run a circle discussion, see the instructions in the Teacher's Resources on Cambridge One.

2 Real-world strategy

Showing you are listening

To show you are listening, say *Right*, *Yeah*, or *OK*.

Jeff I use Facebook, too.

Rocío OK. I like Instagram.



A Read about how to show you are listening in the box above. What does Rocío say?

B 4.06 Listen to a conversation. How does the man communicate with his family?

C 4.06 Listen again. What does the woman say to show she's listening?

D Pair work Student A: Go to page 156. Student B: Go to page 159. Follow the instructions.

3 Pronunciation: Saying stressed words

A 4.07 Listen and repeat the questions. Which words are stressed? Why are they stressed?

1 What about email? **2** How about you? **3** Do you post photos?

B 4.08 Listen and underline the stressed words in the questions.

A Do you use Facebook? (1 word)
B Yeah. How about you? (1 word)
A Me, too. I post photos and comments.
B Do you post videos? (2 words)
A No, but I send videos on WhatsApp.
B Do you use video chat? (2 words)
A Yeah, video chat is great.

C Pair work Practice the conversation in exercise 3B. Does your partner use stressed words?

4 Speaking

A Think about ways to communicate with people. Which ways do you use? Write a list.

B Pair work Talk to a partner about how you communicate.
Ask questions to start a new topic. Show you are listening.

I use WhatsApp a lot. It's great.

Yeah! Me, too. And I also like Zoom. What about you?



4.4 Great! Five stars

Lesson objective
- write product reviews

1 Listening

A **Pair work** Read the definition of "product review." Then answer the questions with a partner.

1 Do you buy things on the internet?
2 Do you look at or write product reviews?

Glossary
product review *(n)* people's opinions and comments about things they buy

B 4.09 **Listen for gist** Listen to product reviews from three online reviewers. Match the reviews (1, 2, and 3) to the products below.

an app ___ a TV ___ a tablet ___

C 4.09 **Listen for main ideas** Listen again. How many stars do you think the reviewers give? Circle your answer. Then compare with a partner.

Review one:	Review two:	Review three:
★☆☆☆☆ / ★★★★☆	★★★☆☆ / ★★★★★	★☆☆☆☆ / ★★★☆☆

D **Pair work** **Think critically** Talk to a partner. Which review is useful to you?

2 Grammar: *a/an*; adjectives before nouns

A Look at the sentences in the Grammar box. Then circle the correct option to complete the rules.

Grammar *a/an;* adjectives before nouns

a/an	no *a/an*
You take **a photo**.	You take **photos**. (plural noun)
You have **a new phone**.	We have **new phones**. (adjective + plural noun)
A tablet is expensive.	**This tablet** is expensive. (*this* + noun)
I have **an uncle**.	I have **two uncles**. (number + noun)
We live in **a house**.	**Our house** is small. (possessive adjective + noun)

1 Use *a* or *an* with a **singular** / **plural** noun.
2 Use **a** / **an** before most vowel sounds (a, e, i, o, u).
3 Use **a** / **an** before a consonant sound (b, c, d, ...).
4 **Use** / **Don't use** *a* or *an* with plural nouns.

Accuracy check
Don't use ***a/an*** with a plural noun.
We have ~~a computers~~ at work. ✗
We have computers at work. ✓

B Use the words to make sentences. Check your accuracy. Then tell a partner if the sentences are true for you.

1 a / phone / I / new / want _____.
2 two / we / in / TVs / our house / have _____.
3 class / really / this / interesting / is _____.
4 an / I / have / iPad _____.
5 tablet / use / I / don't / a _____.

C Now go to page 134. Look at the grammar chart and do the grammar exercises for 4.4.

4.4 Great! Five Stars

Lesson objective
- write product reviews

Introduce the lesson If possible, show a product review on a website like Amazon or another online retailer. Explain *review*. Ask Ss: **How many stars?**

- If possible, show a product with a good rating. Ask: **Is this a good product?** to elicit **Yes, it is**. Show a photo of a badly rated product and ask: **Is this good?** to elicit **No, it isn't**.

1 Listening

A Pair work **Introduce the task** Ask a volunteer to read the definition for the class. Ss discuss the questions in pairs before you elicit interesting answers.

Answers
Answers may vary.

B 4.09 **Do the task** Explain the task and read the items with Ss. Play all three parts of the audio before you elicit the answers. Here, Ss listen for gist, not details. Elicit the answers and ask Ss to explain clues that helped them identify the product.

Answers
an app: 3, a TV: 1, a tablet: 2

4.09 Audio script

1 I have two TVs. This one is in my bedroom, on my desk. I like it because it's small. I don't like big TVs. Also, it's not expensive. $99 is a good price. It's cheap, but it's nice.
2 I love games, and this tablet is great for games. It's really fast, and it has a nice design. It's $625. Not cheap. But it's expensive because it's a great product. I love it.
3 This is an app for photos. You take a photo. Then you change it with the app, but it's difficult, and the photos aren't good. A bad app? Yes! Sorry, but I don't like it.

C 4.09 **Play the audio. Ask Ss to check their answers with a partner. Repeat the audio again, pausing after each section to elicit the answer from Ss.**

Answers
Review one: four stars, Review two: five stars, Review three: one star

D Pair work **Review** Circulate and monitor as Ss discuss the question. When eliciting answers, ask: **Why is the review useful?**

2 Grammar: *a/an*; adjectives before nouns

A **Introduce the grammar** Check that Ss understand *plural / singular*, *vowel / consonant*, and *noun / adjective / possessive*. Elicit examples and write them on the board.

- Before Ss circle the answers, explain that they can refer to the examples in the **Grammar** box.
- **Present the grammar** Ask volunteers to read each pair of sentences in the box. Ss circle the correct answers in pairs before you elicit answers.

Answers
1 singular 2 an 3 a 4 Don't use

B **Do the task** Ss complete the task individually before sharing their answers with a partner and then the class.

Answers
1 I want a new phone.
2 We have two TVs in our house.
3 This class is really interesting.
4 I have an iPad.
5 I don't use a tablet.

- Read the **Accuracy check** box as a class together. Write or display the following sentences on the board.
  1 **I have a pets.**
  2 **There are a laptops in our school.**
  3 **Does your phone have an apps?**
- Ask Ss to correct the sentences in pairs before you elicit the answers as a class.

Answers
1 I have pets.
2 There are laptops in our school.
3 Does your phone have apps?

Vocabulary support Count nouns are nouns that can be made plural by adding an *s*, such as *games*, *tablets*, or *TVs*.

C **Direct Ss to page 134 to complete the grammar exercises. Teacher's tips for grammar exercises are on page T-129.**

3 Pronunciation: Listening for the end of a sentence

A 4.10 **Encourage Ss to read the sentences and predict what they will hear.**

- Explain that the arrows on the sentences indicate the intonation of the sentence: rising or falling. Play the audio and check answers as a whole class. Explain that we often know a sentence is finished when the speaker's voice goes down. If the speaker's voice goes up, it usually means that they are not finished speaking yet.

Answers

1 A 2 B

2B is finished: This tablet is great for games.

B 4.11 **Encourage Ss to read the sentences and predict what they will hear.**

- Play the audio and check answers as a whole class. You may want to tell Ss that they need to draw two arrows in each sentence, one at the end of the first clause, and one at the end of the sentence.

Answers

1 I like it because it's small.

2 It's cheap, but it's nice.

3 It's really fast and it has a nice design.

4 It's expensive because it's a great product.

4 Writing

Introduce the topic Write the last product you bought on the board giving rating from one to five stars and explaining why. On paper, Ss write the name of the last thing they bought online and rate it. Collect papers. Choose a random paper. Search an online store (that allows reviews) and display the item. Compare ratings. Ask who bought the item and why they gave the rating they did.

A Pair work **Introduce the task** **Ss read the reviews first. Explain any unfamiliar words. Ss answer the questions in pairs. Elicit answers.**

Answers

earphones, shampoo bar; other answers will vary

B **Do the task** **Ss scan for specific detail and complete the chart. When finished, Ss share their answers in pairs or groups. Elicit answers.**

Answers

	Earphones	Shampoo bar
Title	Cheap earphones!	Soap for your hair
Number of stars	two	four
Price ($)	$29.99	$15.00
Good or bad product?	Bad	Good

C **Ss recall the item they wrote about in Introduce the topic or choose another item. They search for it on their phones and look at the reviews. Ss share the information with a partner. Ask a few Ss to share their answers.**

D **Do the task** **Allow Ss time to find the words in the text. Ask a volunteer to read them aloud. Ss complete the rules in pairs before you elicit the answers.**

Answers

1 different 2 give a reason

E **Introduce the task** **Ss discuss the products they will review.**

- Read the **Register check** aloud. Explain that exclamation points (!) are used in informal writing. Volunteers read the example sentences aloud. Monitor intonation.
- **Do the task** Give Ss time to write. Encourage them to refer to the reviews in exercise 4A to help them. Correct Ss' work before the next section.

F Pair work **Review** **While Ss talk, circulate and monitor. Ask Ss to move around the class and share their reviews with other partners.**

- When Ss finish, volunteers read their product reviews aloud. You can share these on your class's social media page.

3 Pronunciation: Listening for the end of a sentence

A 4.10 **Listen. Which sentence do you hear: A or B? Which speaker is finished?**

1 **A** I love games. ↗
B I love games. ↘

2 **A** This tablet is great for games. ↗
B This tablet is great for games. ↘

B 4.11 **Listen. Draw one ↗ and one ↘ for each sentence.**

1 I like it because it's small.
2 It's cheap, but it's nice.
3 It's really fast, and it has a nice design.
4 It's expensive because it's a great product.

4 Writing

A Pair work **Read the product reviews. What are the products? Do you like them? Do you want them?**

Cheap earphones!

By Fatima Khan ★★☆☆☆



The earphones are really small. I listen to music on my phone with the earphones. They are $29.99. They're cheap, but they aren't good. The sound is bad, and they aren't comfortable.

Glossary
comfortable (*adj*) nice to wear

Soap for your hair!

By Dan Lee

I use shampoo. Is it in a bottle? No! I have this shampoo bar for my hair. It's $15.00. It's expensive, but it's nice. I like it because it's good for the Earth!

★★★★★



B **Read the reviews again. Complete the chart.**

	Earphones	Shampoo bar
Title	Cheap earphones!	
Number of stars		
Price ($)		
Good or bad product?		

Find it

C **Choose a product you know or find a product on the internet. Find the information in exercise 4B.**

D Writing skills **Circle the words *but* and *because* in the reviews above. Then circle the correct answer in the rules.**

1 Use *but* to add an idea that is **the same / different**.
2 Use *because* to **give a reason / ask a question**.

Write it

E **Write reviews for a good product and a bad product. Use the products below or your own ideas. Write a title, number of stars, and the price.**

an app a camera a desk a game a lamp a tablet a watch

F Pair work **Read a partner's reviews. Do you like their products? Do you want them?**

Register check

In informal writing, use exclamation points (!) after funny sentences or after words and sentences with a strong feeling, for example, with *love*, *like*, or *don't like*.

Is it in a bottle? No!
I like it because it's good for the Earth!



4.5 Time to speak
Playlists

Lesson objective
- talk about your favorite music

A Read the message. What is the message about?

B 4.12 Use words from the message to complete the definitions (1–5). Then listen and check.

1 A playlist is a list of your favorite s_____ .
2 People in a b_____ play music or sing.
3 A s_____ is a person in a band. He or she sings the words in a song.
4 F_____ music is music that everyone knows.
5 P_____ music is music that everyone likes.

C **Prepare** Talk to a partner. Say the name of one singer, one band, and one song you like.

D **Discuss** Tell your partner about your favorite music. Make a list of singers, bands, and songs you both like.

E **Agree** Find singers, bands, and songs that are on your list and on other people's lists. Which music is famous? Which music is popular?

F **Decide** Imagine you're going to the party in the message. Talk to people in your group. Find songs that everyone likes. Then choose ten songs for the party playlist.



Party music

Hi, friends! The big party is on Saturday night. Yes!

We want GREAT music on the party playlist. Please send me the names of **songs** you love. And send the name of the **singer** or **band**.

We want ideas from our friends – **famous** music, **popular** music, new music, old music … It's *your* party!



Useful phrases

Discuss
- This song is my favorite.
- Me, too!
- I don't like this song.

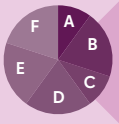
Agree
- What music do you have on your list?
- I have (song/singer/band) on my list.
- Let's have this song on the list.
- I don't want this song on the list.
- What do you think?

Decide
- Do we want (song/singer/band) or (song/singer/band)?
- Here are our ten songs for the party playlist.



4.5 Time to speak
Playlists

Lesson objective
- talk about your favorite music



Time on each stage

Introduce the lesson Ask: **What's your favorite song?** and **What music do you like?** Ss share answers in pairs before you elicit ideas as a class.

- Direct Ss to the **Useful phrases** section at the bottom of the page. Remind them that they can use them during the relevant stages of the lesson.

A Do the task **Aim: Ss read a short message and discuss the meaning.**

- **Individually** Ss read to understand the main idea and answer the question.
- **Pair work** Ss share ideas before you elicit answers as a class.

Answers
The message is about a party on Saturday night. It asks people to send the names of their favorite songs.

B 4.12 **Aim: Ss listen and complete the definitions.**

- **Pair work** Ss complete the task together.
- **Individually** Ss listen and check their answers. Ask Ss to read the complete sentences when you elicit answers. Correct pronunciation.

Answers
1 songs 2 band 3 singer 4 Famous 5 Popular

C Prepare **Aim: Ss share songs they like.**

Give Ss some ideas by telling them about a singer or song you like.

- **Pair work** Ask Ss to write the names of their partner's favorite singer, song, and band on a small piece of paper. Ss fold the paper and you collect them.
- **Class work** Open one piece of paper at random and play some of the music from YouTube or your phone.

D Discuss **Aim: Ss share musical tastes.**

- **Pair work** Circulate and monitor as Ss discuss music.
- **Extra speaking practice*** Ss work in pairs before repeating the task in groups of four.

E Agree **Aim: Ss find out what they have in common.**

- **Group work** Pairs circulate and share their ideas with other pairs. When Ss speak, focus on their performance, rather than their accuracy.* Give them feedback based on how well they completed the task.

F Decide Review **Aim: Ss decide on songs that they like best.**

- **Group work** Ss share and choose their songs in small groups. Circulate and monitor, listening for language usage you can give feedback on at the end of the activity.* Ask Ss to write their list of songs on a piece of paper, which you collect.
- **Class work** Share Ss' lists on social media or display them on the classroom wall. If there is one song that everyone likes, consider playing the video online.

Review Elicit Ss' favorite songs in English. Make sure most Ss like the song and that the lyrics are simple. For the next session, find the lyrics online and make a worksheet for Ss to use while they listen to the song. This could be a gap fill or just lyrics they can read. Play the song for Ss. As a variation, Ss make a lyrics worksheet for their classmates.

*These tips can help you to create a safe speaking environment. They can also be used with other speaking activities. For more information, see page T-xxii.

PROGRESS CHECK

Students can assess their learning in this unit by completing the **Progress check**. Please go to the Teacher's Resources on Cambridge One to download this material and for activity suggestions.

Teacher development Reflection

Answer these questions yourself in a reflection journal or discuss them with your peers.

1 What personal information did you learn about your students by chatting with them before the lesson? How can you use some of this information in future lessons?

2 What adjectives from Unit 3 did students use to describe their phones? When you wrote the sentences from your conversation on the board, did late students try to copy them down?

3 A colleague says, "My class is supposed to start at 9 a.m., but some students don't show up until 9:05. I just sit there and look at my notes. I feel so uncomfortable." What advice would you give your colleague?

4 What other things could students add to their strips of paper? For example, if they write a verb, they can also indicate any necessary preposition, e.g., listen *to* music or the radio.

5 Some teachers regularly close lessons by summarizing what they did. What are the advantages of doing this? How can you involve students in the summary process?

Mondays and fun days

5

Teacher development Introduction

Strategy 2: Teaching vocabulary – Recording and memorizing vocabulary

After we've presented new vocabulary, we need to help Ss to record and memorize it for future use.

Spidergrams (Activity 1): This is a way of recording vocabulary which Ss can continue to use independently beyond the classroom. You will have the opportunity to demonstrate this in lesson 5.1.

Disappearing drill (Activity 2): A repetition activity for the whole class with an added element of memory challenge keeps Ss engaged and entertained. You can try this in lesson 5.2.

To find out more about ways of helping Ss to record and memorize vocabulary, read Chapter 6 of Ruth Gairns and Stuart Redman, *Working with Words*, pp. 86–100. Please go to the Teacher's Resources on Cambridge One to download this material.

Introduce the theme of the unit

Elicit the days of the week from Ss and write them on the board in random order. Then ask: **What do you do on Monday? On Tuesday?**, etc. Briefly discuss routine activities and write these on the board. Allow Ss to use a dictionary if they wish.

In pairs, ask Ss to copy the days and the activities on pieces of paper or index cards, then put the days in the correct order along with their related activities based on what it is true for them. When Ss have finished, draw a calendar on the board and ask a volunteer to write the days in the correct order. Have other volunteers fill in their routine activities and tell them to the class. Pairs in their seats can then talk about how their own routine is similar or different from the ones their classmates talked about.

Unit objectives

Read the unit objectives aloud. Tell Ss to listen and read along. Explain any vocabulary that Ss might not understand, such as *routine, weekend, agree, common*, and *report*.

Vocabulary support In this unit, a *report* is information about a person's routine. It's not an academic or work-based report.

Please go to the Teacher's Resources on Cambridge One to download the following photocopiable activities for this unit:

5.1 Grammar: Simple present statements: *he/she/they*

5.2 Grammar: Questions in the simple present

5.1 Vocabulary: Days and times of day; everyday activities

5.2 Vocabulary: Telling the time

Unit 5 Speaking: Ask me about … me (Lesson 5.2)

Start speaking

Ss answer the questions in pairs. Circulate and monitor, listening for good answers to the questions to share when the activity is over. Elicit answers.

A **Ss describe the people and the place first, then answer the questions in pairs.**

B **Ask for volunteers to tell the class if the people in the photo are happy and if it is a fun day for them.**

C **Have students brainstorm what a fun day is. Write what they say on the board.**

- **Optional activity** Ss watch the video and identify the things that make a fun day for Joao. Ss make notes or write them down to report back to the class or a partner later. Then have Ss make a list of at least five things that make a fun day for them. Have them share the things in small groups.

Real student

Hi. I'm Joao Victor. A fun day for me is playing video games and going to Japanese restaurant with my wife, Samantha.



5

Mondays and fun days

Unit objectives

- talk about weekday and weekend activities
- tell the time and talk about your routines
- show you agree and have things in common
- write a report about your activities
- compare different work weeks

Start speaking

A Look at the photo and describe the people. Who are they? Where are they?

B Are they happy? Is it a fun day?

C For you, what is a fun day? Watch Joao's video.



Real student

What is a fun day for Joao? Are you the same?

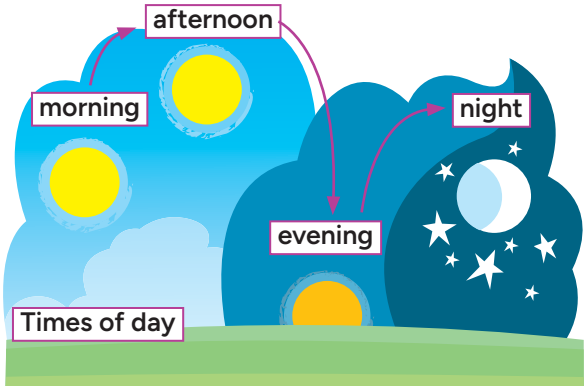
5.1 Play or fast-forward?

Lesson objective
- talk about weekday and weekend activities

1 Vocabulary: Days and times of day; everyday activities (1)

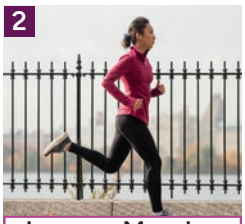
A 5.01 Listen and repeat. What's your favorite day? What's your favorite time of day?

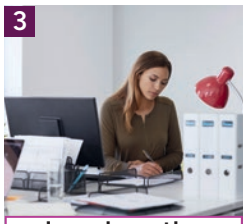
weekdays					weekend	
Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday



B 5.02 Listen and repeat the sentences.


1 I go out in the evening.


2 I run on Monday and Friday.


3 I work on the weekend.


4 I study in the morning.


5 I don't play soccer.

C Pair work Which sentences in exercise 1B are true for you? Tell your partner. Then say two more true sentences about your activities.

D Now do the vocabulary exercises for 5.1 on page 148.

Glossary
after (*adv*) happening later than something
before (*adv*) happening earlier than something
every (*det*) 100% (of days/evenings)
way of life (*phrase*) how you live your life

2 Language in context

A Read the article. Who are Sam and Justine? What activities does Sam do on weekdays?

Play or fast-forward?

By Matt Newman

Weekdays = **work** or **study**. **Weekends** = fun. Right? Not for my brother, Sam! For Sam, *every* day is a fun day! He works from **Monday morning** to **Friday afternoon**, but he usually **runs** in the morning before work. On Monday and **Thursday**, he **plays soccer** after work, and he **goes out** with friends on **Wednesday**. He doesn't go out *every* evening – on **Tuesdays** he stays home and watches TV. His way of life is ▶ "play now."

My sister, Justine, is very different. She has fun, but not every day. From Monday to Friday, she works. She doesn't have time for sports, and she hardly ever goes out! It's OK because Justine has free time on the weekend. She chats with family in the afternoon and then goes out with friends at night. Her way of life is work, work, work, and ▶▶ "fast-forward to the weekend."

Sam and Justine are both happy people, but their ways of life are *very* different. What about you? What's *your* way of life?

5.1 Play or fast-forward?

Lesson objective
- talk about weekday and weekend activities

Introduce the lesson Write **morning, afternoon, evening, night** on the board. Ask Ss to tell their partner something about each part of the day, e.g., **In the morning, I eat breakfast with my family.** Elicit answers.

1 Vocabulary: Days and times of day; everyday activities (1)

A 5.01 **Introduce the task** Play the audio through once. Play the audio again, pausing after each word so that Ss can repeat. Ask individual Ss to read the words aloud without the audio. Then have Ss answer the questions in pairs.

B 5.02 Have Ss look at the photos. Play the audio once through as Ss read and listen. Play it again, pausing so that Ss can repeat after each sentence. Correct their pronunciation when needed.

Vocabulary support Remind Ss that there are three main prepositions for time.

on = days

in = morning, afternoon, evening

at = night and times *(7 o'clock)*.

Extra activity

Repeat the days of the week as a whole class. Individual Ss say the days of the week in succession; each S says a different day. After Sunday, go back to Monday. Start again if a S says the wrong day. Go around the class without Ss making any mistakes.

C Pair work Ss decide which sentences are true. Ss share ideas with a partner. Elicit answers.
- Review the sentences with Ss and check their understanding of *go out*. Say: **When I go out, I meet a friend. We have coffee. What do you do?**
- Ask Ss to say two more sentences that are true for them. They share these with a partner before you elicit some examples and write them on the board.

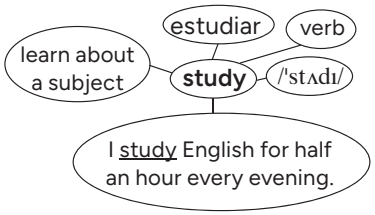
D Direct Ss to page 148 to complete the vocabulary exercises. Teacher's tips for vocabulary exercises are on page T-145.

Teacher development Activity 1

Spidergrams

Making spidergrams helps Ss to make connections and remember new words – and provides a useful record for Ss to study at home.

- On the board, show Ss how they can make a spidergram with different kinds of information about an important word, e.g., **spelling, pronunciation, word class, meaning, translation, and example sentence**.



- Ss choose a word from exercise 1 and make their own spidergram. Ss improvise, e.g., they can show meaning with a picture or write a rough pronunciation in their own native language.
- Ss show their spidergrams in small groups.
- Encourage Ss to use spidergrams to record important vocabulary in the future. Discuss the benefits of recording vocabulary in this way.

2 Language in context

Introduce the task Draw the following icons on the board. Elicit what they mean from Ss: **rewind**, **play**, **fast forward**, and **pause**. Ask: **Where can you see these icons?**



A Do the task Ss read the article with the focus questions in mind: **Who are Sam and Justine? What activities does Sam do on weekdays?**
- Allow Ss time to finish reading the text before you elicit the answers. Ask Ss for any unfamiliar words, and draw their attention to the **Glossary**.
- If Ss have difficulty, read the article with them. Elicit who Sam and Justine are.

Answers

Sam is Matt's brother and Justine is his sister.
Sam usually runs in the morning before work. On Monday and Thursday, he plays soccer after work, and he goes out with friends on Wednesday. On Tuesdays, he stays home and watches TV.

B **Ask Ss to discuss the answers to the questions in pairs. Encourage them to support their answers with examples from the reading.**

Answers
Sam: Play now
Justine: Fast-forward to the weekend

C **Pair work** **Do the task** **Ss discuss the question in pairs or small groups.**
- Encourage Ss to explain their answers with as many examples as possible.

3 Grammar: simple present statements with *he, she, they*

Introduce the grammar Show a photo of a person – it could be a member of your family or a photo from the internet. Tell Ss a few affirmative and negative sentences about him or her to model the grammar in this unit, e.g., **He works in Tokyo. He doesn't speak Spanish.**

Ask a volunteer to tell the class about a person. Write the examples on the board. As you write, circle **He** and underline **works**. Then underline **doesn't**.

A **Present the grammar** **Before Ss circle the answers in pairs, explain that they can refer to the examples in the Grammar box. Elicit answers as a class.**
- Ask volunteers to read through the **Grammar** box aloud, noticing the personal pronoun, the *-s* at the end of the verb, and the word *doesn't*.

Extra activity

Direct Ss to the **Notice** box. Have them flip through the unit's pages to brainstorm verbs. Write them on the board as they say them. Then, as a class, classify them following the categories in the **Notice** box: Ending *-ch, -sh, -s, -o, -x*; Ending other letters; and Ending consonant + *y*. Finally, have Ss create a table in their notebooks where they not only classify the verbs, but also write the third person singular.

Answers
1 she
2 has
3 doesn't

Grammar support Highlight the *s* used in most verbs with *he / she / it* in the present tense. Explain that we don't use the *s* when the verb is negative. When the verb is negative, we use *doesn't* and a verb without *s*. You can say *doesn't* already has an *s*, so we don't need the *s* in the verb anymore. This might help students remember the rule more easily.

Extra activity

Say affirmative sentences, personal to Ss. Ss reply back with the negative, e.g., **He drinks coffee.** to elicit **He doesn't drink coffee.** (Make sure Ss don't say *He doesn't drinks coffee.*) Make sure Ss understand that in this context *drink* is a verb.
- More sentences to try: **He works in [London]. / She lives in [Mexico]. / We like [soccer]. / They speak [Spanish].**

B **Ss complete the sentences independently before sharing their answers. Ss read the full sentence aloud when you elicit answers.**

Answers
1 play 2 doesn't 3 have 4 plays 5 has 6 don't

C **Direct Ss to the Adverbs of frequency chart. Go back to the photo you showed in the introduction. Make some sentences about him/her to explain the adverbs, e.g., He always goes to work.**
- Ss complete the sentences in pairs.
- Ss read the complete sentence.
- In pairs, elicit answers. Ss share sentences that are true for them.

Answers
1 often 2 always 3 always 4 sometimes 5 never 6 usually

D **Direct Ss to page 134 to complete the grammar exercises. Teacher's tips for grammar exercises are on page T-129.**

Grammar support Adverbs of frequency usually come before the main verb in a sentence, except with the verb *to be*.
I never play soccer. / I always speak English. / She is always home on Sunday.

- To practice this, write some sentences on the board and ask Ss to add an adverb of frequency in the right place to make a true sentence about themselves. Here are some sentences you could use.

I go to work. / My classmates talk in class. / My family eats cookies. / They are late for school. / He is at home early in the morning.

4 Speaking

A **Do the task** **Ask Ss to think of three to five friends or family members. Ss write their lists.**

B **Pair work** **Review** **Ss tell their partner about their friends and family and their way of life.**
- Give feedback on the use of language you heard.

B What's Sam's way of life: "play now" or "fast-forward"? What's Justine's way of life?

C Pair work What's your way of life: "play now" or "fast-forward to the weekend"? Tell your partner.

3 Grammar: Simple present statements with *he, she, they*

A Look at the sentences in the Grammar box. Then circle the correct option to complete the rules.

Grammar Simple present statements with *he, she, they*

Affirmative	Negative
Sam **works** Monday to Friday.	He **doesn't work** on the weekend.
She **chats** with family in the afternoon.	She **doesn't chat** with friends at work.
Justine **has** free time on the weekend.	She **doesn't have** free time on Monday.
They **work** in the morning and afternoon.	They **don't work** at night.
They **have** fun in the evening.	They **don't have** fun at work.

1 In affirmative statements with *he* and **she** / **they**, most simple present verbs end in *-s*.
2 The verb *have* is irregular. In affirmative statements with *he* and *she*, use **have** / **has**.
3 To make negative statements with *he* and *she*, use **don't** / **doesn't** + verb.

B Complete the sentences with the words in the box.

doesn't don't has have play plays

1 My friends _____ video games every weekday evening.
2 On weekdays, my sister _____ go out in the evening.
3 Every day, my sister and her husband _____ tea in the morning.
4 My cousin _____ soccer on his college team, but not in every game.
5 My mom _____ a tablet, but she doesn't use it.
6 My grandparents _____ work, so from Monday to Friday they're at home.

! **Spelling of *-s* endings**

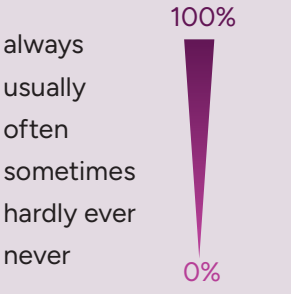
For verbs ending *-ch*, *-sh*, *-s*, *-o*, *-x*, add *-es*, e.g., wat**ch** – watch**es.**

For verbs ending consonant + *-y*, change the *-y* to *-ies*, e.g., stud**y** – stud**ies.**

C Look at the sentences in exercise 3B and the adverbs of frequency chart. Circle the correct answers. Then tell a partner if any are true for you.

1 My friends **often** / **hardly ever** / **never** play video games.
2 On weekdays, my sister is **always** / **sometimes** / **never** at home in the evening.
3 My sister and her husband **always / hardly ever** / **never** drink tea in the morning.
4 My cousin **always** / **sometimes** / **never** plays in his college soccer games.
5 My mom **always** / **often** / **never** uses her tablet.
6 My grandparents are **usually** / **hardly ever** / **never** at home on weekdays.

Adverbs of frequency



D Now go to page 134. Look at the grammar chart and do the grammar exercises for 5.1.

4 Speaking

A Look at the activities in exercise 1B on page 44. What activities do your family or friends do? When do they do them? Write a list. Use adverbs of frequency.

B Pair work Talk to a partner about your family and friends' activities. Who is "play now"? Who is "fast-forward"?

My sister is "play now." She often goes out in the evening ...

5.2 Listen to your body clock

Lesson objective
- tell the time and talk about your routines

1 Vocabulary: Telling the time; everyday activities (2)

A 5.03 **Pair work** Listen and repeat the times. Then point to a picture and ask, "What time is it?" Your partner says the time.



It's eight **o'clock**.



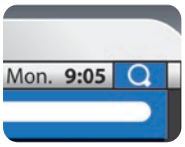
It's five-fifteen.
It's **(a) quarter after** five.



It's three-thirty.



It's ten forty-five.
It's **(a) quarter to** eleven.



It's nine-oh-five.
It's five **after** nine.



It's six-fifty.
It's ten **to** seven.



It's **12:00 p.m. /** It's **noon**.
It's **12:00 a.m. /** It's **midnight**.

> ***a.m.*** = before 12 noon
> ***p.m.*** = after 12 noon
> ***to*** = before

B **Pair work** Look at the words in **bold** in the audio script below. Which activities do people usually do in the morning? Which activities do they do in the evening or at night? Make a list. Compare your ideas with a partner.

C Now do the vocabulary exercises for 5.2 on page 149.

2 Language in context

A 5.04 Read and listen. Alex talks to his doctor. What is Alex's problem? What is your "body clock"?

Glossary
late (*adj*) toward the end of the morning or evening
routine (*n*) the things you do every day at the same time
tired (*adj*) sleepy

5.04 Audio script

Alex I'm always so tired.
Doctor Tell me about your routine, Alex. What time do you **get up**?
Alex On weekdays, I usually get up at 7:45, and I go to class at 8:30.
Doctor Do you **eat breakfast**?
Alex No, I don't. But I **drink coffee**.
Doctor When do you eat?
Alex At noon. Then I **go to class** again in the afternoon. I usually **have dinner** at 9:00. My parents don't like that.
Doctor Well, it is very late. Do they have dinner before you?
Alex Yes, they do. Usually at 6:00.
Doctor Does your mom make dinner for you?
Alex No, she doesn't. I make it.
Doctor OK. What do you do on weekends?
Alex On Friday and Saturday, I go out with friends. I usually **go to bed** at 2:00 or 3:00 a.m. And on Sunday, I get up really late and watch TV.
Doctor Alex, it's time to listen to your body clock!

B 5.04 **Pair work** Listen again. Write notes about Alex's routine. Compare with a partner.

C **Pair work** Is your routine the same as or different from Alex's? Tell your partner. For ideas, watch Kerem's video.



Real student
Is your routine different from Kerem's or the same?

5.2 Listen to your body clock

Lesson objective
- tell the time and talk about your routines

Introduce the lesson Draw a big circular clock on the board. Ask Ss to copy. Write the words for each number around it. Write **o'clock** at the top. Draw hands on the clock so it is one o'clock. Elicit **one o'clock, two o'clock,** etc. as you point to different numbers.

- Direct Ss to the **Notice** box. Explain that *noon* is 12 o'clock in the afternoon and *midnight* is twelve o'clock at night. Review the meaning of *a.m.* and *p.m.* Teach the meaning of ***to*** as *before* when telling the time.

1 Vocabulary: Telling the time; everyday activities (2)

A 1.51 **Pair work** **Do the task** **Play the audio, pausing after each sentence so that Ss can repeat together. Play again, pausing after each sentence and having an individual S repeat.**
- Remind Ss about *a.m.* and *p.m.*
- Check their understanding of *quarter to X, noon,* and *midnight.*
- Model the speaking. Point to a photo and ask: **What time is it?** Have a volunteer tell you the time. Then ask Ss to work in pairs to continue the task.

B **Pair work** **Get Ss working individually to write their lists. At this point, ask students to only write the times of day and the activities, not full sentences. Ss share in pairs.**

C **Direct Ss to page 149 to complete the first vocabulary exercises. Teacher's tips for vocabulary exercises are on page T-145.**

Teacher development Activity 2

Disappearing drill

A traditional drill asks Ss to repeat target vocabulary many times to help memorization, develop confidence, and improve pronunciation. This activity adds an element of memory challenge to the traditional drill, making it fun and helping maintain Ss' interest.

- Draw six to eight large circles on the board and write a time in each. Use a simple format, e.g., **8:30**.
- Point randomly at different circles and have Ss say the times together. Make sure they use full sentences, e.g., **It's eight thirty!** Continue pointing and drilling.
- After a while, erase one of the times so that only the empty circle is left. Continue the drill, including the empty circle. Now Ss have to remember what time was written there.
- Gradually erase more times as the drill proceeds. See if Ss can continue until all the times have disappeared and there are only empty circles on the board!

2 Language in context

Present the vocabulary Write **routine** on the board. Elicit the meaning. Tell Ss your routine. Use **get up, eat breakfast, have dinner,** and **go to bed**.

Vocabulary support *Body clock* is the biological clock inside your body that wakes you up in the morning and makes you feel tired at night.

- Ask Ss to share the times that they do these things with the class. Ask: **When do you eat breakfast?**

A 5.04 **Read the instructions aloud. Ask Ss to guess what a body clock is.**
- Read the **Glossary** together as a class before playing the audio.
- Play the audio as Ss listen and read.
- Ask Ss to compare their answer about Alex with a partner. Elicit as a class.

Answers
Alex is always tired.
Your body clock is your body's natural need to sleep, eat, etc. at particular times.

B 5.04 **Pair work** **Do the task** **Tell Ss they should only take notes, not write full sentences. Model some notes on the board: get up - 7:45.**
- Play the audio. Allow time for Ss to write their notes before they compare them with a partner.
- Elicit answers from the class and write them on the board. Ss should only write notes, but they should report full sentences orally. Remind Ss of the third person -s as needed.

Answers
Alex gets up at 7:45. He doesn't eat breakfast. He drinks coffee. He goes to class at 8:30. He eats at noon. He goes to class in the afternoon. He usually has dinner at 9:00 p.m. On Friday and Saturday, he goes out with friends. He usually goes to bed at 2:00 or 3:00 a.m. on Friday and Saturday. On Sunday, he gets up really late and watches TV.

C **Pair work** **Ss compare their routines to Alex's. They say what is similar and what is different.**

Real student

Hello. My name is Kerem. I get up at 7 o'clock. I go to the school at 9 o'clock. I have dinner at 6:30. Then I go to the bed 11 in weekdays.

3 Grammar: Questions in the simple present

Introduce the task Write: **Do you get up early?** Elicit **Yes, I do.** or **No, I don't.** Write: **What time do you get up?** to elicit an answer. Ask Ss to explain the difference. Elicit that questions that start with *do/does* are *yes/no* questions, and questions that start with question words such as *what, why,* and *where* are questions that require more information in the answer.

A **Before Ss circle the answers, explain that they can refer to the examples in the Grammar box.**

Answers
1 *do* 2 *does* 3 person or thing + verb 4 before

- **Present the grammar** Ask volunteers to read the **Grammar** box. Check Ss understand how to use concept questions; ask individual Ss both *yes/no* questions and information questions. Make the questions relevant to Ss if possible, e.g., **Do you watch TV in the evening?** and **What do you watch?** Ask each S a question.

B **Pair work** **Ss complete the sentences individually before checking their answers with the class.**
- Ss role play the conversations. Monitor and check for pronunciation.

Answers
Conversation 1
A What time do you go to work?
B I go to work at 7:00.
A Wow! When do you go to bed? ("What time" is also acceptable.)
B I usually go to bed after midnight. I'm always tired!
Conversation 2
A Do they play soccer?
B Yes, they do. What about you?
A No, I don't.
Conversation 3
A Does Martin have a new job?
B Yes, he does.
A Where does he work?
B He works in an office.

C **Direct Ss to page 135 to complete the grammar exercises. Teacher's tips for grammar exercises are on page T-129.**

D **Allow Ss time to write the questions. Check for grammar and spelling.**
- Read the **Accuracy check** aloud. Ask Ss to correct the following sentences individually before checking with a partner.
  1 When they study?
  2 Where Manuel work?
  3 What time you have dinner?

Answers
1 When do they study?
2 Where does Manuel work?
3 What time do you have dinner?

E **Pair work** **Circulate and monitor as Ss ask each other questions and answer them. Listen for language usage and provide feedback at the end of the task.**
- Ask volunteers to present their questions and answers to the class.
- Ask students what new information they learned about their classmates.

4 Speaking

A **Review** **Before Ss discuss the questions, read the examples and talk about your and your own family's routines. Monitor as Ss talk.**
- Make sure Ss practice both their own and their family's routines. That way, they will get to practice verbs with *he/she* and verbs with *I/they*.

B **Pair work** **After Ss speak with a partner, ask them to circulate around the class to discuss the questions with three or four other Ss.**
- Monitor and listen to Ss as they talk. Listen for language usage that you can give feedback on when the activity is over. Make sure Ss ask questions with both *do* and *does*.
- When finished, ask how many Ss listen to their body clock.
- Give feedback.

Extra activity

Do a class survey. Ss write down four *yes/no* questions and four information questions. Check that their questions are grammatically correct. Ask them to go around the room asking three other Ss for their answers. Monitor and check for pronunciation.

Homework ideas

Ask Ss to write about their routines and a family member's routines. Encourage them to include the times for each activity.

3 Grammar: Questions in the simple present

A Look at the sentences in the Grammar box. Then circle the correct option to complete the rules.

Grammar Questions in the simple present

yes/no questions	Information questions
Do I **have** class today?	**How do** I **get** to class?
Do you **go out** with friends?	**What time do** you **go out** with friends?
Does he **go** to classes every day?	**When does** he **go** to classes?
Does it **have** good apps?	**What does** it **do**?
Do they **have** dinner before you?	**Where do** they **eat** dinner?

1 With the pronouns *I*, *you*, *we*, and *they*, use **do** / **does**.
2 With the pronouns *he*, *she*, and *it*, use **do** / **does**.
3 In *yes/no* questions, the word order is *do* or *does* + **person or thing + verb** / **verb + person or thing**.
4 In information questions, put the question word(s) (for example, *Where* or *What time*) **before** / **after** *do* or *does*.

B **Pair work** Complete the conversations. Use the audio script on page 46 to help you. Then practice them with a partner.

1 **A** _____ _____ do you go to work?
B I _____ to work at 7:00.
A Wow! _____ do you go to bed?
B I usually go to bed after midnight. I'm always tired!

2 **A** _____ they play soccer?
B _____, they do. What about you?
A No, I _____ .

3 **A** _____ Martin have a new job?
B Yes, he _____ .
A _____ does he work?
B He _____ in an office.

C Now go to page 135. Look at the grammar charts and do the grammar exercises for 5.2.

D Write <u>three</u> questions about your partner's routine. Use the words in the box to start your questions. Then check your accuracy.

Do ... ? What time ... ? Where ... ?
What ... ? When ... ?

Accuracy check

Use ***do*** or ***does*** with information questions in the simple present.

Where Margaret work? ✗
Where does Margaret work? ✓

E **Pair work** Ask and answer the questions from exercise 3D with a partner.

4 Speaking

A Think about your routines and your family's routines. What do you do? When do you do it?

B **Pair work** Ask your partner about their routines and their family's routines. Do they listen to their body clock?

When do you get up?

I usually get up at 7:30, but my sister gets up at 5:00!



5.3 That's right!

Lesson objective
- show you agree and have things in common

1 Functional language

A 5.05 The men are at work. Read and listen to their conversation. What do both the men do?

5.05 Audio script

A Do you always run at lunchtime?
B Yeah, I usually run for about 30 minutes.
A That's cool. It's good to go out.
B **I agree.** And what about you? Do you run?
A Hardly ever. Well, I play basketball.
B So you run a lot!
A **That's true.** But I don't have the ball a lot! I'm not very good.
B **Me, neither.** But basketball is fun.
A **Yeah, I know.**
B I play with friends.
A **Me, too.** Hey, we have a game on Thursday after work. Play with us!
B Thursday. Um … yeah, OK.
A Great! Now I'm not the only bad player.
B Very funny!



B Complete the chart with expressions in **bold** from the conversations above.

Showing you agree	Showing you have things in common
I [1] _____ .	[4] _____ , neither. (–)
That's [2] _____ . / That's right.	Me, [5] _____ . (+)
[3] _____ , I know.	

C Choose the correct answers to complete the conversations. Then practice with a partner.

1 **A** I play basketball on the weekend.
B **Me, too** / **Me, neither**. I play on Sunday.
2 **A** Soccer is great.
B I **agree** / **right**. Do you play?
3 **A** This game is boring.
B **Yeah, I know** / **Me, neither**. The team isn't very good.
4 **A** I don't get up late on Saturday.
B **Me, too** / **Me, neither**. I get up at eight.



5.3 That's right!

Lesson objective
- show you agree and have things in common

Introduce the lesson Write or dictate the following activities or other activities that might be relevant to your Ss:

work / watch TV / hang out with my friends / play sports / use the internet / go to a club / drive in the city, etc.

- Ask Ss to rank the activities 1–5 with 1 being their favorite activity. Ss then work together and ask if they like or don't like these things. They ask: **Do you like… ?** and say: **Yes, I do.** or **No, I don't.**

1 Functional language

A 5.05 **Play the audio while Ss read. Play it again if necessary.**
- Pause after each sentence and have Ss repeat together.

Answers
They both play basketball.

B **Do the task** **Ss complete the chart in pairs before you check as a class. Check Ss' understanding of short concept questions by saying: I think soccer is fun.** and point to a S. He or she responds: **Me, too.** Say: **I don't like coffee.** Elicit: **Me, neither.** Make the sentences relevant to Ss.

Answers
1 agree 2 true 3 Yeah 4 Me 5 too

Extra activity

Ss work in pairs. Each S writes six sentences, three affirmative and three negative, in the simple present tense. Then they read them, pausing after each one for their partner to say **Me, too.** or **Me, neither.** If time allows, they can repeat with a different partner.

C **Review** **Ss complete the activity individually before checking their answers in pairs and then sharing with the class. Finally, ask students to practice with a partner.**

Answers
1 Me, too.
2 I agree.
3 Yeah, I know.
4 Me, neither.

Extra activity

Ask Ss to make two lists: **Things I like** and **Things I don't like**. Ss complete the lists with five items; they could be food, sports, music, activities, etc. Ss then share their list with a partner, talking about things they agree with and the things they have in common.

2 Real-world strategy

Introduce the lesson Elicit a list of adverbs of frequency from Ss and write them on the board. Dictate two questions: **How often do you get up early? How often do you go to bed late?** Ask Ss to write their responses and check their own spelling before they share their answers with a partner. Monitor as they talk.

A Introduce the task **After reading the explanation and examples in the box, elicit answers as a class.**

Answers
B runs a lot. A doesn't run a lot.

B 5.06 **Play the audio as many times as Ss want. Ask Ss to check with a partner before you elicit answers as a class.**

Answer
The woman

5.06 Audio script

Man You run, right?
Woman Yeah, every morning.
Man So do you get up early?
Woman Usually.
Man On weekends, too?
Woman That's right.
Man No way!
Woman Do you get up early on weekends?
Man Never!

C 5.06 **Play the audio again, pausing at sections if necessary so Ss can follow. Ss complete the task individually.**

Answers
The man says *Never*. The woman says *Usually*.

Extra activity

Check Ss' understanding by asking them individual questions like **Do you get up early?** to elicit **always, never,** etc. Make the questions relevant to your learners.

D Pair work **Review** **Put Ss into pairs and assign each one to be either Student A or Student B. Ask Student As to turn to page 157 and Student Bs to turn to page 159.**

- Read through the instructions in part 1 aloud and check understanding.
- Allow Ss time to fill out the sentences alone using the adverbs. Circulate and monitor if needed.
- Bring the class together. Ask volunteers to read the speech bubbles aloud. Write **hotel clerk** on the board and point to yourself to show this is your job. Ask Ss to ask you similar questions as a model for the activity. Answer using adverbs.
- Ss do the task. Monitor as Ss complete the task.

3 Pronunciation: Saying syllables in words

A 5.07 **Introduce the task** **Explain the meaning of *syllable*. Choose a S with a two- or three-syllable name. Write it on the board. Then say it aloud and show the syllables on your fingers.**

- Play the audio. Ss check answers in pairs, then share as a whole class.

Answers
1 1 2 3 3 2

B 5.08 **Ss guess the answers.**

- Play the audio and have Ss repeat as a whole class. Check answers.

Answers
1 2 2 2 3 3 4 1 5 1 6 2

C **Refer Ss to page 48. Elicit an example, e.g., lunchtime = 2 syllables.**

- Make sure Ss know that in English, syllables are counted using pronunciation, not spelling. The word *lunchtime* is a good example, as some Ss might see the word and think it has three syllables based on the vowel letters. Emphasize that they should say the words aloud and listen carefully.
- Ss work alone and compare with partners. Check answers.

Suggested answers
1 one syllable: lunch, cool, true, ball, good, play, friends
2 two syllables: lunchtime, ever, minute, neither, Thursday, player, very, funny, boring, early

4 Speaking

A **Monitor and circulate as Ss make their lists. Spell any words Ss need on the board so everyone can see them.**

Mixed ability

Have Ss make their lists in pairs. Pair Ss who are at different ability levels so they can help each other with the vocabulary.

B Pair work **Circulate and monitor as Ss discuss. Ask Ss to share their answers with other classmates.**

- Listen for language usage, such as grammar and pronunciation, that you can give feedback on when the activity is over.
- When Ss finish, elicit what they have in common and write it on the board.
- Give feedback.

2 Real-world strategy

Short answers with adverbs of frequency

People sometimes answer questions with adverbs of frequency, not complete sentences.

A Do you always run at lunch?

B Usually. And what about you? Do you run?

A Hardly ever.

A Read about short answers with adverbs of frequency in the box above. Who runs a lot: A or B? Who doesn't run a lot?

B 5.06 Listen to a conversation. Who gets up early on the weekend: the man, the woman, or both of them?

C 5.06 Listen again. What one-word answer does the man say? What one-word answer does the woman say?

D Pair work Student A: Go to page 157. Student B: Go to page 159. Follow the instructions.

3 Pronunciation: Saying syllables in words

A 5.07 Listen. How many syllables do you hear? Write 1, 2, or 3.

1 run ___ 2 basketball ___ 3 soccer ___

B 5.08 Say the words. How many syllables are there? Write 1, 2, or 3. Listen and check.

1 weekend ___ 3 usually ___ 5 sport ___

2 Wednesday ___ 4 chat ___ 6 morning ___

C Look at the audio script on page 48. Find more examples of words with one or two syllables.

4 Speaking

A Write a list of things you do often. Write how you feel about the activities.

chat with friends online – fun

watch TV – interesting

B Pair work Tell your partner what you do and how you feel about the activities. Your partner says when he/she agrees and when you have things in common. Then change roles and repeat.

On weekdays, I watch TV in the evening.

Me, too.

It's usually interesting.

Yeah, I know.



5.4 A happy life

Lesson objective
- write a report about your activities

1 Reading

A **Skim** Look at the picture and the title. What is the magazine article about?

Work, Rest, and Play = The WRAP test

Doctors always say, for a happy life, **work**, **rest**, and **play**! OK, but it isn't always easy. What about your life? Do you **work**, **rest**, and **play**? Do you **work**, **rest**, and **play**? Or do you **work**, **rest**, and **play**?



Look at Cheryl.

She's very busy. She's a salesperson. She works at a store Monday to Friday from 10:00 a.m. to 5:30 p.m. She has a French class in the evening on Tuesdays and Thursdays. After class, she listens to music or watches TV. Then she does her homework. On the weekend, she has free time. She plays soccer with her friends. She often goes out with her sister on Saturday night. On Sunday, she studies French for her class. Then she sometimes plays the guitar.

What is Cheryl's WRAP? What about you? To find out, take the WRAP test ...

B **Read for details** Read the article again. Complete the chart with the correct verbs.

Work	Rest	Play
works at a store	_____ music	_____ soccer
_____ a French class	_____ TV	_____ with her sister
_____ her homework		_____ the guitar
_____ French		

C **Pair work** **Think critically** Which WRAP result is true for Cheryl?

1 **work**, **rest**, and **play** 2 **work**, **rest**, and **play** 3 **work**, **rest**, and **play**

5.4 A happy life

Lesson objective
- write a report about your activities

Introduce the lesson Write **work, rest**, and **play** on the board. Tell Ss about the things you do in your own life to work, rest, and play. Show relevant photos on your phone. Now ask Ss to tell each other what they do to work, rest, and play. Monitor their conversations. Then elicit Ss' ideas.

1 Reading

A **Introduce the task** **Ask Ss to look at the picture and the title only and answer the question.**
- Ask students to read the text quickly and say what they think it is about.
- Ask individual Ss to read a sentence of the text aloud. In this way, several Ss get reading practice and the class won't lose focus while listening to just one person.
- Check that Ss understand all of the words in the reading and allow them to translate if necessary.
- Direct Ss' attention to the picture of Cheryl. Call on a volunteer to describe what they see. Lead a class discussion about how the picture relates to the article.

Answer
The article is about work, rest, and play.

Vocabulary support Reading a text quickly to get an overall idea of what it is about is called *skimming*. Reading and looking for a specific piece of information is called *reading for detail*. Explain to Ss that exercise A is a *skimming* task and exercise B is a *reading for detail* task.

B **Introduce the task** Review verbs as a part of speech in English. Ask: **How do we know if a word is a verb? (It describes action.)**
- Ss scan the text for information to complete the chart individually. Then they share their answers with a partner. Ask Ss to read the whole sentences when you elicit the answers. Monitor for pronunciation.

Answers
Work: works at a store, has a French class, does her homework, studies French
Rest: listens to music, watches TV
Play: plays soccer, goes out with her sister, plays the guitar

C **Pair work** **Monitor as Ss discuss the question. Encourage them to come to an agreement with their partner before you elicit answers from the whole class.**

Answer
2 work, rest, and play

Extra activity

Direct Ss to page 46 to review telling the time. Draw or show clocks displaying various times and elicit the correct times. Write: **What time do you … ?** on the board as a stem. Expand by asking: **What time do you have English class?** Elicit answers from the class.
- Ss work in pairs with one partner acting as Cheryl. They ask and answers questions about her day, e.g., **What time do you work at the store? I work at the store from 10:00 a.m. to 5:30 p.m.** Ss draw from the reading to ask and answer questions. When they have finished, encourage them to ask and answer personal questions about their own lives with each other using **What time do you … ?** Monitor as they talk. Elicit examples from the class when they finish.

2 Writing

Introduce the task Tell Ss what you do every day. Use the sentences in the WRAP report as a model. Show photos or draw any pictures to help explain your story. Ask Ss: **Are you the same as me?** Elicit their ideas.

A **Read the text together as a class. Ss answer the questions in pairs.**

- Direct Ss to the **Register check** box. Ask volunteers to read the text aloud. Monitor for pronunciation. Check Ss' understanding by asking them questions, which they answer with the time followed by *in the morning, in the afternoon,* or *at night.*

  What time do you [start work]?

  What time do you [have dinner]?

Answers
He teaches, watches TV, and plays basketball on weekdays. He studies English and reads books on the weekend.

B **Pre-teach the word *heading* by showing an online or print newspaper and pointing to the headline. If Ss ask, note that headings are a kind of title, but that titles name things (e.g., books, movies, reports) and headings do not. Ss think about the answers alone before you elicit them aloud.**

Answers
Students circle the headings: Rest, Play, My WRAP result
What do they show? c – the different topics in the report

C **Ss answer in pairs before checking back with the rest of the class.**

Answers
b Andre's activities

D **Ask Ss to talk to a partner, explaining the things they do to work, rest, and play. Talking in pairs may give Ss more ideas to write about. They can use vocabulary from this unit to help them.**

- Circulate as Ss write, discussing their ideas with them.

E **Do the task** **As Ss write, circulate and monitor their work. Ss can use the WRAP report in exercise 2A to help them as well as the one on page 50.**

- Write any words Ss may need help spelling on the board so everyone can see them.

F **Pair work** **Review** **If possible, mark Ss' texts before they share them with a partner and discuss their WRAP results.**

- Have Ss create the WRAP results for their partners. They should follow the model on page 50 – using different sizes for the words *work*, *rest,* and *play*. Ss show the results to their partners to see if they agree.

G **Group work** **As groups talk, monitor for pronunciation and grammar. When Ss finish, bring them back together and discuss their ideas. Find out which WRAP result is the most common.**

FAST FINISHERS

Write **always, usually, sometimes, never** on the board as column headings. Ask Ss to copy these in their notebooks and then write two sentences in each column using the appropriate adverb.

always	usually	sometimes	never
	I usually play soccer on Friday.		

Remind Ss that adverbs of frequency usually go before the main verb and after the verb *to be*.

2 Writing

A Read Andre's WRAP report. What does he do on weekdays? What does he do on the weekend?

My WRAP report

By Andre Costa

Heading



Work

1 I'm a teacher. I work Monday to Friday from 8:00 a.m. to 3:00 p.m.
2 I teach music classes after school on Wednesdays.
3 I study English on Saturday mornings.

Rest

1 I watch TV before bed Monday to Thursday.
2 I read books on the weekend.

Play

1 I play basketball after work on Thursdays.

My WRAP result

I work, rest, and play.

Glossary

from 8:00 a.m. to 3:00 p.m. = 8:00 a.m. ➔ 3:00 p.m. (7 hours)

Register check

Write ***a.m.*** **and** ***p.m.*** **after times.**

I work Monday to Friday from 8:00 a.m. to 3:00 p.m.

Say ***in the morning, in the afternoon,*** **or** ***at night*** **after times.**

Andre says, "I sometimes go to bed at 1:30 in the morning."

B Writing skills Look at the heading "Work." Circle the other headings in the report. What do they show?

a days and times in the report
b different sports in each part of the report
c the different topics in the report

C Look at the numbered lists in the report above. What do the lists show?

a Andre's test results (= answers)
b Andre's activities
c Andre's classes

D Write notes in the chart below with your information. Use the chart in exercise 1B on page 50 as an example.

Work	Rest	Play

Write it

E Write your WRAP report. Use headings and numbered lists. Include activities, times, and days.

F Pair work Work with a partner. Read your partner's report. What's his/her WRAP result?

G Group work Compare reports in your group. Tell the group about your partner.

Sora works at a restaurant on the weekend. She ...



5.5 Time to speak

Life = 5 + 2

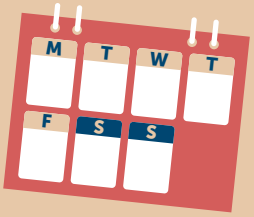
Lesson objective

- compare different work weeks



A **Prepare** Read the magazine article about different work weeks. Which week is your favorite: A, B, or C? Tell your partner.

End of the **two-day weekend?**



For a lot of people, life = 5 + 2. They work 5 days and have 2 days for the weekend. But is this good? Imagine:

Week **A**	We work 4 long days (10 hours) and have 3 days for the weekend.
Week **B**	We work 6 short days (6½ hours) and have 1 day for the weekend.
Week **C**	We work 7 very short days (5½ hours) and don't have a weekend.

B **Discuss** Imagine you have a "week A" life. Talk to a partner. Describe your routine. What do you do, and when do you do it? Then talk about week B and week C.

C **Decide** Which week is good for your body clock: A, B, C, or "5 + 2"? Why?

D **Agree** Tell the class which week is your favorite. Which week does everyone like? Which week does no one like?

Useful phrases

Prepare

- Which week is your favorite?
- Week … is my favorite.

Discuss

- I have a week A/B/C life.
- I get up / have breakfast at …
- I work from … to …
- Before/After work, I …
- I have free time from … to …

Decide

- Week … is good for me because …
- I like / don't like week … because …
- I want free time on the weekend / in the evening.
- I like long/short work days.

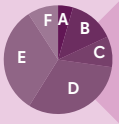


5.5 Time to speak

Life = 5 + 2

Lesson objective

- compare different work weeks



Time on each stage

Introduce the task Display a photo of a country village or farm. Ask Ss about what it's like to work there. Ask: **Do people work a lot here? How often do they work?** Elicit answers. Now show Ss a photo of a busy city. Ask the same questions. Teach and write the word **compare** on the board. Ask Ss to compare the two photos and places.

- Direct Ss to the **Useful phrases** section at the bottom of the page. Remind them that they can use them during the relevant stages of the lesson.

A Prepare **Do the task** **Aim: Ss read about different types of weeks.**

Explain that = is a symbol that means *equals* and + is a symbol that means *plus*. Ask Ss where else they have seen these symbols.

- **Class work** Ask Ss: **What does the title mean?** Read the text together. Explain any words Ss may find difficult.
- **Pair work** Monitor as Ss discuss the question before you elicit their ideas.

B Discuss **Aim: Ss discuss different routines.**

- **Pair work** Allow Ss time to discuss all three types of week. Tell them to compare their routines for each week.
- **Pair work** Ask Ss to consider if their discussion of the routines changes their answer in exercise A. Circulate and monitor Ss as they discuss.

C Decide **Aim: Ss choose the best week.**

- **Pair work** Give Ss a time limit to make a decision, say two minutes.

D Agree **Aim: Ss share their choices with the rest of the class.**

- **Individually** Before Ss share their ideas, tell them to practice what they are going to say in their own language.* They should make notes and do the task again in English.
- **Class work** Ask individual Ss to explain to the rest of the class which kind of week they like and why. Have a class vote on which week Ss like best. Show the poll results in a pie chart on the board with numbers or percentages.

Review Use reformulation to correct errors. See page T-xxii for details.*

*These tips can help you to create a safe speaking environment. They can also be used with other speaking activities. For more information, see page T-xxii.

PROGRESS CHECK

Students can assess their learning in this unit by completing the **Progress check**. Please go to the Teacher's Resources on Cambridge One to download this material and for activity suggestions.

Teacher development Reflection

You can answer these questions in a reflection journal or discuss them with your peers.

1. Development Activity 1 shows Ss a new way of recording vocabulary. How do your Ss usually record vocabulary? What are the advantages of the spidergram format? Are there any disadvantages?
2. How did your Ss cope with these aspects of the spidergrams: showing meaning, showing pronunciation, identifying word class (noun, verb, etc.), translation, and creating example sentences? What kind of help did you need to provide in each case?
3. Development Activity 2 is a traditional choral drill with an added element of a memory challenge. Did your Ss enjoy the activity? Did they manage to continue until all the circles were empty? Why or why not?
4. Aside from helping Ss with memorization, what are the advantages of drilling new words, expressions, or structures?

Zoom in, zoom out

6

Teacher development Introduction

Strategy 3: Building learners' confidence to speak – Planning

When we speak in our first language, we typically think about what we want to say and how we want to say it. We can usually do this very quickly. However, when we speak in a foreign language, it takes more time to do this. Sometimes teachers forget that students need time to think about the content and the language they will need to speak, especially lower-level students. With many speaking activities, it helps students if you give them some time to plan their ideas and the language that is necessary. This means that speaking activities will often begin with a minute of silence while students do this and make notes if necessary.

Planning language (Activity 1): Ss make notes and study the language they have planned before using it. You'll have an opportunity to try this in lesson 6.2.

Planning content (Activity 2): Ss plan, compare ideas, and look up new vocabulary before their speaking practice. Try this in lesson 6.3.

You can read more about planning speaking on pages 6 and 7 of Philip Kerr's article *How much time should we give to speaking practice?*

Please go to the Teacher's Resources on Cambridge One to download this material.

Introduce the theme of the unit

Talk to Ss about where you come from or a place that you know well. Show photographs of buildings or landmarks. Tell Ss about your favorite place in the town/city. Answer any questions Ss have about where you come from.

Unit objectives

Read the unit objectives aloud. Tell Ss to listen and read along. Explain any new vocabulary Ss may not understand, such as *nature, directions,* and *neighborhood.*

Please go to the Teacher's Resources on Cambridge One to download the following photocopiable activities for this unit:

6.1 Grammar: *there's,, there are, a/an, a lot of, some, no*

6.2 Grammar: Count and non-count nouns

6.1 Vocabulary: Places in cities

6.2 Vocabulary: Nature

Unit 6 Speaking: Location tic-tac-toe (Lesson 6.2)

Start speaking

A **In pairs, Ss say what they see in the photo. Elicit ideas as a class.**

- Optional activity Ss watch Haruno's video and identify the things she mentions. They say if they see the same things in the photo.

Real student

I can see the dark blue sea, white boats, high mountains, blue sky, many clouds, and a lot of buildings.

B **In pairs, Ss discuss why they want or do not want to go to the place in the photo.**

C **Ss answer in pairs. Elicit ideas.**



6

Zoom in, zoom out

Unit objectives

- talk about places in the city
- talk about nature in your area
- ask for and give directions
- write a fact sheet about a place in nature
- plan a new neighborhood for a city

Start speaking

A Say things you see in the photo. For ideas, watch Haruno's video.

B Do you want to go here? Why or why not?

C Do you like cities? Do you like places in nature? Which is your favorite?



Real student

Do you see the same things as Haruno?

6.1 Good places

Lesson objective
- talk about places in the city

1 Language in context

A 6.01 Lucas and Robert are in New York City. Read and listen to their conversation. Where is Lucas from? Where is Robert from? What does Lucas want to do on Saturday?

B 6.01 Read and listen again. Are the sentences true or false?

1 Lucas has a lot of time in New York City.

2 There is no restaurant in the hotel.

Glossary
neighborhood (*n*) an area of a city

6.01 Audio script

Lucas I'm here, in New York City, for a week. And then I go home to Paris on Sunday.

Robert So you don't have a lot of time to see my great city.

Lucas No, I don't. There's no free time this week – it's work, work, work! But I have some time on Saturday.

Robert OK. There are a lot of places to see and things to do on the weekend. Where is your **hotel**?

Lucas It's near Central Park.

Robert No way! Central Park is great. There are some interesting museums near the **park**. Oh, and there's a **zoo** in the park!

Lucas Cool! What about places to eat? There's no **restaurant** in my hotel.

Robert Hmm ... for breakfast, there's a nice **café** near here. And there are a lot of great restaurants in this neighborhood, too.

Lucas Great. Do you know some good **stores**? I don't have a lot of free time, but ...

Robert Oh, yeah. There are a lot of great stores in New York. So ... no museum, no park, no zoo – just shopping?

Lucas Yes!

Insider English

Use ***No way!*** to show surprise.
No way! Central Park is great.

2 Vocabulary: Places in cities

A 6.02 Listen and repeat the words.


bookstore


café


college


hospital


hotel


mall


movie theater


museum


park


restaurant


school


store


supermarket


zoo

B Now do the vocabulary exercises for 6.1 on page 149.

C Pair work Which three places in cities do you both like? Which three don't you like?

6.1 Good places

Lesson objective
- talk about places in the city

Introduce the lesson Display photos of well-known places from the town you are in. Elicit the names of these places from Ss. Ask: **What's your favorite place in this town? What places don't you like?** Ask Ss to suggest more photos and show them to the class.

1 Language in context

A 6.01 **Introduce the task** **Play the audio while Ss read. Direct them to the Glossary box. Ask Ss to identify any other words they don't understand, then explain them.**
- Ss discuss the questions in pairs before sharing their answers with the class.

Answers
Lucas is from Paris. Robert is from New York City.
Lucas wants to go shopping on Saturday.

B 6.01 **Play the audio again. Ask Ss to answer the question individually before sharing their answers with a partner. Elicit answers.**

Answers
1 False 2 True

- Read the **Insider English** box. Check understanding by telling individual Ss: **I live on a boat.** Elicit **No way!** Ask Ss to write or say a sentence that can't be true and that also elicits **No way!**

Extra activity

In preparation for the vocabulary exercise, have Ss read the conversation in 1B individually and circle the words for different places in a city.

2 Vocabulary: Places in cities

A 6.02 **Play the audio while Ss read. Pause after each word and ask individual Ss to repeat.**
- In pairs, Ss say which places their city has and which it doesn't have. This will help them practice the simple present that was introduced in Unit 5.

Pronunciation support Ss might find it difficult to produce the initial sound of the word **zoo**. Write **supermarket** and **zoo** on the board. Explain that the /z/ sound is similar to the buzzing noise a bee makes: /zzz/. Practice sounds /s/ and /z/ as a whole class.

B **Direct Ss to page 149 to complete the vocabulary exercises. Teacher's tips for vocabulary exercises are on page T-145.**

C Pair work **Read the instructions aloud for Ss. Ask them to discuss the questions in pairs.**
- Encourage students to say sentences with *like* and *don't like* for their partners to say *Me, too.* or *Me, neither*. This review will help them see which places they both like and which they don't like.

Homework ideas

Have Ss look up more places in their city or town (or a well-known city) and make a list, e.g., **factory, police station, fire station**. If necessary, let them use a dictionary.

3 Grammar: *There's, There are; a/an, a lot of, some, no*

Introduce the grammar Think about the city you and your Ss are most familiar with. Write sentences about the city using *there is …* and *there are …*, e.g., **There is a [museum]. There are some [parks]**. Underline the **is a** in the first sentence and the **are some** in the second sentence. Ask Ss: **When do we use is and are?** Explain: **one thing = is / two or more things = are**. Also underline the *s* on the end of the noun in the second sentence and ask **Why do we use *s* here?** Elicit: ***s* makes a noun plural**.

A **Before Ss circle the answers in pairs, explain that they can refer to the examples in the Grammar box. Elicit answers from individual Ss.**

Answers
1 singular 2 plural 3 no 4 some

- **Present the grammar** Ask different volunteers to read through the sentences in the **Grammar** box aloud. Monitor pronunciation and explain any vocabulary Ss need. As a class, have Ss take the sentences in the **Grammar** box and replace the complements to form new sentences following the models, e.g., **There's no library in my neighborhood. There's a mall next to my apartment. There are some trees in the park. There are a lot of good restaurants here**. Ss can give the sentences as a class, or you can divide the class in groups for them to write the sentences and then report back to the class.

Grammar support To illustrate *no, a, some,* and *a lot of*, draw a box on the board. Put a dot in the middle, say **a**. Now add three more dots, say **some**. Add many more dots and say **a lot of**. Erase the dots and say **no**.

B **Ask Ss to circle the correct answers individually before they check with a partner. When eliciting answers, ask Ss to read the full sentence aloud.**

Answers
1 There are 2 There's 3 some 4 a 5 a lot of 6 no

C **Direct Ss to page 136 to complete the grammar exercises. Teacher's tips for grammar exercises are on page T-129.**

D **Remind Ss of the introduction task. Allow them time to write their sentences. Spell any words that Ss need on the board so everyone can see and use them. Circulate around the class providing help.**

- Ask volunteer Ss to read the **Accuracy check** box aloud. Write, dictate, or display the following sentences and ask Ss to correct them.
  1 There is some parks near my home.
  2 There are a lot of store in the city.
  3 There is a lot of cafés next to the park.

Answers
1 There are some parks near my home.
2 There are a lot of stores in the city.
3 There are a lot of cafés next to the park.

- Ask Ss to check for mistakes in the sentences they wrote. Elicit some example sentences and write these on the board.

E **Pair work** **Ask Ss to share their sentences with a partner. Elicit some examples from volunteers and write them on the board.**

4 Speaking

A **Pair work** **Model the sample sentences by asking a volunteer to read them aloud. Ask: What is there in your neighborhood? Elicit some answers.**

- As Ss talk, circulate and monitor for grammar and pronunciation. Wait until the end of the activity before you give any feedback.
- Elicit ideas from the whole class when they finish.
- Give feedback.

3 Grammar: *There's, There are; a/an, a lot of, some, no*

A Look at the sentences in the Grammar box. Then circle the correct option to complete the rules.

Grammar *There's (= There is), There are; a/an, a lot of, some, no*

There's no free time this week.
There's a zoo in the park.
There's a nice café near here.

There are some interesting museums near the park.
There are a lot of good places to see on the weekend.

no = zero
a/an = one
some = a small number
a lot of = a large number

1 Use *There's* with **singular** / **plural** nouns.
2 Use *There are* with **singular** / **plural** nouns.
3 Use **an** / **no** in negative sentences.
4 Use **no** / **some** when you don't know how many things there are.

B Circle the correct words to complete the sentences.

1 **There's** / **There are** a lot of stores in the mall.
2 **There's** / **There are** a supermarket near the college.
3 There are **a** / **some** good cafés on Boston Road.
4 There's **a** / **a lot of** big hospital in the city.
5 There are **a lot of** / **no** stores, so it's great for shopping.
6 In my city, there are **a** / **no** zoos.

C Now go to page 136. Look at the grammar chart and do the grammar exercises for 6.1.

D Write sentences about your city. Use *there is/there are*; *a/an*, *a lot of*, *some*, and *no*. Then check your accuracy.

There's _____ .
There's _____ .
There are _____ .
There are _____ .
There's/There are no _____ .

Accuracy check

Use ***there are***, not ***there is***, before ***a lot of*** and ***some*** + plural noun.

There ~~is~~ some museums in this city. ✗
There are some museums in this city. ✓

E **Pair work** Compare your sentences with a partner.

4 Speaking

Pair work Talk about the things in your neighborhood. Then compare with a partner. What's the same? What's different?

There are some good restaurants near my home.

Same! And there's a movie theater near my home.

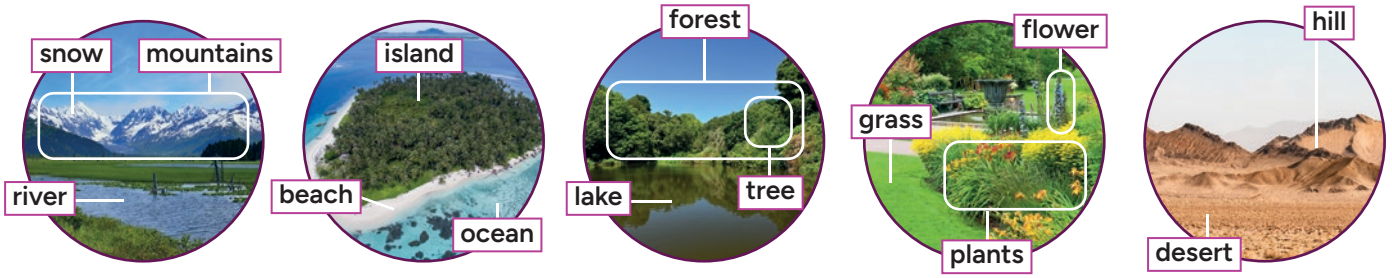


6.2 City life, wild life

Lesson objective
- talk about nature in your area

1 Vocabulary: Nature

A 6.03 Listen and repeat the words. Which photo is your favorite? Which words describe water?



B Cross out the word that does not belong.

1	lake	~~flower~~	ocean	**3**	river	desert	lake	**5**	forest	ocean	trees
2	plants	trees	snow	**4**	grass	beach	ocean	**6**	mountain	hill	island

C Now do the vocabulary exercises for 6.2 on page 150.

2 Language in context

A Read the article. Choose a good title.

1 What's your favorite city? **2** Are you close to nature? **3** Do you like nature?

B Pair work Take the test. Then compare your answers with a partner.

Do I like nature? Sure. We all love flowers and trees. But I live in a big city, so I don't live close to nature … Or do I? What about you?

Take the test. For each sentence, circle all the answers that are true for you.

	In your neighborhood	In your city (e.g., in a park)	1–3 hours from your city	Not near your city
There's a lot of grass.	A	B	C	D
There are a lot of flowers.	A	B	C	D
There are some trees.	A	B	C	D
There's a river.	A	B	C	D
There's a lake.	A	B	C	D
There's a forest.	A	B	C	D
There are some mountains and hills.	A	B	C	D
There's a beach.	A	B	C	D
There's an ocean.	A	B	C	D
There are a lot of plants.	A	B	C	D

A = 3 points B = 2 points C = 1 point D = 0 points

Are you close to nature?

45–60 points
Nature is everywhere!

30–44 points
There's a lot of nature near you.

15–29 points
There's some nature near you.

1–14 points
There isn't a lot of nature near you.

0 points
You only see nature on TV!

C Pair work Give examples of nature in your city. For ideas, watch Kerem's video.



Real student
Are your answers the same as Kerem's?

6.2 City life, wild life

Lesson objective
- talk about nature in your area

Introduce the lesson Show a picture or display a photo of a place in nature. This could even be a photograph that you've taken. Ask Ss to write down five things they can see in the photo to find out what vocabulary they already know. Write the items on the board. Look for words from the next exercise.

1 Vocabulary: Nature

A 6.03 **Present the vocabulary** **Play the audio, pausing after each word so Ss can repeat.**
- Play audio again. Ask individual Ss to say the words aloud. Monitor for pronunciation.
- Ss give their answers to the class.

Answers
Words that describe water: river, ocean, lake.

B **Ss work in pairs to choose the word that does not belong. When you elicit the answers from the class, ask Ss to explain why the word does not belong.**

Answers
1 flower 2 snow 3 desert 4 grass 5 ocean
6 island

C **Direct Ss to page 150 to complete the vocabulary exercises. Teacher's tips for vocabulary exercises are on page T-145.**

2 Language in context

A **Ask volunteers to read the titles aloud. Monitor for pronunciation. Ss read the article individually before deciding on a title with a partner, giving reasons for their choice. Take a class vote to see which is the best.**

Vocabulary support *Close to nature* means being in close proximity to natural things such as mountains, forests, and animals.

B Pair work **Ss take the test individually, add up their scores, and read the results. Then ask Ss to compare their answers with a partner, noting which ones are the same and which are different.**
- If possible, try to pair students who live far away. This way the results will hopefully be different.

C Pair work **Review** **Ss work together to list examples of nature in their city.**
- **Optional activity** Ss watch Kerem's video and identify the things he mentions. They say if they have the same things in their neighborhood/city/country.

Real student

Hello. My name is Kerem. In my city, there is a lake. And there is a big park and a lot of trees.

SMARTPHONE activity

Ask Ss to share their own nature photos with a partner. They look for places from exercise 1A. Then Ss present their nature photos to the class.

Extra activity

Play nature vocabulary bingo with the words from exercise 1A.

3 Grammar: Count and non-count nouns

Introduce the lesson Write or dictate eight to ten nouns and ask Ss to write them in the plural. Use words that Ss have seen in the book so far, e.g., **book / car / shop / house / tea / coffee / sugar**.

- Elicit answers if possible. Explain that there are two types of nouns: count and non-count. This lesson presents one kind of non-count: mass or collective nouns that cannot be easily counted (e.g., **sugar** and **coffee**, which have too many grains to count).

A **Introduce the grammar** **Before Ss circle the answers, explain that they can refer to the examples in the Grammar box.**

Answers

1 count
2 don't count
3 There are
4 There's

- **Present the grammar** Read the **Grammar** box as a class. Individual Ss read each sentence aloud. Check for understanding by saying sentences with a *beep* sound in the middle. Ss replace the *beep* with a word. Do this orally. Use examples from the **Grammar** box, e.g., **There are [beep] islands near here. (Answer = no) There are [beep] plants (Answer = some).** Use sentences that are relevant to your learners.

Grammar support Count nouns are things we can count and can be made plural by adding *s* or *es* at the end. For example, *a flower, five flowers,* etc. Non-count nouns are things that we can't count, and therefore they don't have a plural form, e.g., *water, grass, tea.*

Extra activity

Display or write a collection of words from exercise 1A on the board. Give Ss a time limit, about a minute, to identify and write target words. One minute for singular nouns, then elicit answers. One minute for plural nouns, elicit answers. One minute to identify and write down the non-count nouns, elicit answers.

B **Direct Ss to page 136 to complete the grammar exercises. Teacher's tips for grammar exercises are on page T-129.**

C **Do the task** **Ss complete the sentences individually before checking their answers with a partner, and then the class.**

Answers

1 trees 2 ocean 3 nature 4 restaurants 5 grass 6 hotels

D **Pair work** **Review** **Model the first sentence by changing it on the board to make it true for you. Ss do the task individually before sharing their ideas with a partner.**

4 Speaking

A **Before Ss begin, display a photo of a place that you know well. To provide a model for Ss, use *there is* and *there are* to describe the scene. Answer any questions Ss may have.**

- Ss choose a place and spend a few minutes thinking about the nature there. They can use their phone to look for photos.
- Ask Ss to write down as many words as they can to describe the place before they share their ideas with a partner. They can classify their words into columns: **No, Some, A lot of.**
- Help students with emergent language, like **waterfalls, jungle, sand dunes, canyon**, etc.

B **Pair work** **Ss now share their ideas (and photos) with a partner. Ss should describe the place as best they can using the target language.**

- Circulate and monitor, listening for good examples of English to share with Ss at the end of the activity.

Teacher development Activity 1

Planning language

When students plan language, it helps them recall language from the lesson and perhaps add one or two new words to their speaking activity.

- With books closed, give instructions for 4A and ask Ss to think of a city.
- Tell them to think about what this place looks like and make sure they know the words for most of the things in nature.
- Ask Ss to write down all the words from 6.2 they can use to describe the city.
- Give them about a minute to find the two or three new words on their phone. Monitor and help with pronunciation.
- Also ask Ss to find photos to show the meaning of the new words to their partner.
- Tell Ss they have 30 seconds to study all the vocabulary they have planned.
- Tell them to try to do the activity without looking too much at their vocabulary lists.

3 Grammar: Count and non-count nouns

A Look at the sentences in the Grammar box. Then circle the correct answers.

Grammar Count and non-count nouns

Count nouns		Non-count nouns
Singular	**Plural**	**No singular or plural form**
There's a **beach** in my city.	There are two **beaches** in my city.	There's a lot of **water** in the ocean.
There's an **island** near here.	There are no **islands** near here.	There's some **snow** on the hills.
There's no **plant** in that pot.	There are some **plants**.	There's no **grass** here.
	There are a lot of **flowers**.	

1 *Beach, island, plant*, and *flower* are all count nouns. We **count** / **don't count** them.
2 *Grass, snow,* and *water* are all non-count nouns. We **count** / **don't count** them.
3 **Count** / **Non-count** nouns have singular and plural forms.
4 Use **There's** / **There are** with plural count nouns.
5 Use **There's** / **There are** with singular count nouns and non-count nouns.

B Now go to page 136. Look at the grammar chart and do the grammar exercises for 6.2.

C Complete the sentences with the correct form of the nouns in parentheses ( ).

1 There are no trees (tree) in my neighborhood.
2 There's an _____ (ocean) three hours from my city.
3 There's a lot of _____ (nature) in this city.
4 There are some _____ (restaurant) on my street.
5 There is no _____ (grass) near my house.
6 There are a lot of _____ (hotel) in my city.

D Pair work Change the sentences in exercise 3C so they're true for you and your city. Compare your sentences with a partner.

There are some trees in my neighborhood.

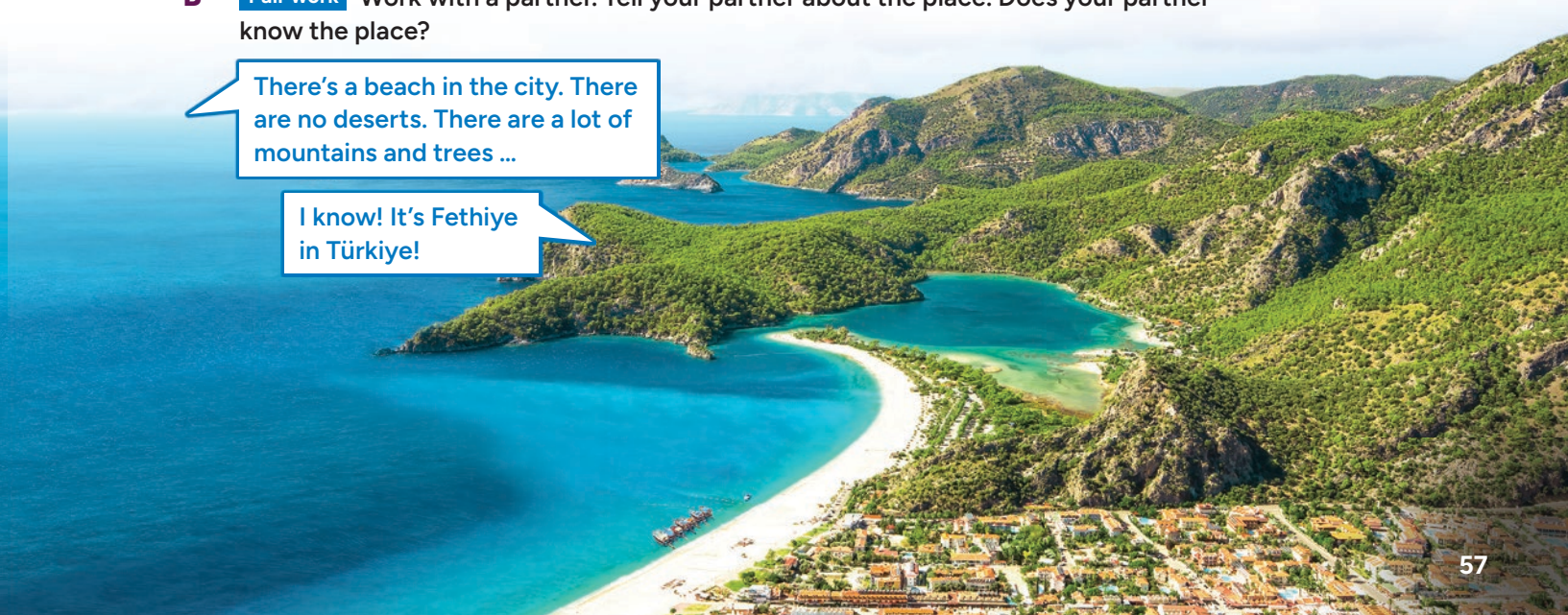
4 Speaking

A Choose a city in your country or in a different country. Think about the nature there.

B Pair work Work with a partner. Tell your partner about the place. Does your partner know the place?

There's a beach in the city. There are no deserts. There are a lot of mountains and trees ...

I know! It's Fethiye in Türkiye!



6.3 Is it near here?

Lesson objective
- ask for and give directions



1 Functional language

A Look at the photos. The woman is in Quito, Ecuador. What places do you see on the map on her phone?

B 6.04 Read and listen. The woman asks two people for directions. What places does she ask about?

6.04 Audio script

1
A Excuse me. Do you speak English?
B Yes, I do.
A Oh, good! **Where's** Garcia Moreno Street? **Is it near here**?
B Yes, it is. Uh … turn left here. **Go one block**, and then **turn right**. **That's** Garcia Moreno Street.
A OK, great! Thanks.

2
A Excuse me. **Is this** Garcia Moreno Street?
B Yes, it is.
A Where's the City Museum?
B **It's that way. Go straight. It's on the left.** Or come with me! It's on my way to the supermarket.



C Complete the chart with expressions in **bold** from the conversations above.

Asking for directions	Giving directions
Where am I? / Where are we?	Turn left. / [4] _____ .
I don't understand the map.	[5] _____ way.
[1] _____ Garcia Moreno Street?	Go one [6] _____ . / Go [7] _____ .
Is it [2] _____ ?	It's on the right. / [8] _____ .
Excuse me. Is [3] _____ Garcia Moreno Street?	It's over there. / It's here!
	[9] _____ Garcia Moreno Street.
	Look on your phone. Zoom in / zoom out. It's here.

D 6.05 **Pair work** **Complete the conversations. Then listen and check. Practice with a partner.**

1 **A** Excuse me. **It's** / **Where's** Central Station?
B Go one **way** / **block**. It's on the left.

2 **A** **Is this** / **Is it** San Gabriel Street?
B No. **Turn** / **It's** right. That's San Gabriel Street.

3 **A** Is the language center **go straight** / **near here**?
B Yes. It's over **there** / **go one block**.

6.3 Is it near here?

Lesson objective
- ask for and give directions

Introduce the lesson Display a map application on the board or on your phone. If possible, show your local area. Look for a landmark. Ask and write on the board: **Where is [landmark]?** Elicit and write **go left, go right**, and **go straight** on the board.

- Try again with a different landmark. Explain that we often use gestures to talk about directions, usually a finger pointing in the right direction.

1 Functional language

A **Introduce the task** **Ss answer the question in pairs about the photo.**

Suggested answers
café, mall/stores, museum, supermarket, hotel, bus station/bus stops, restaurant

B 6.04 **Play the audio as Ss read. Pause after Conversation 1 for Ss to write the answer. Continue to play the audio. Ss share their answers after they have read and listened to Conversation 2.**

Answers
She asks about Garcia Moreno Street and the City Museum.

- Play the audio again, pause after each line and have Ss repeat either individually or as a group.
- Ss role play the conversations, then repeat and switch roles. Monitor and check for pronunciation.

C **Ss complete the chart individually before they share their answers with a partner. Elicit answers. Make sure Ss read the whole sentence.**

Answers
1 Where's 2 near here 3 this 4 Turn right 5 It's that 6 block 7 straight 8 It's on the left 9 That's

D 6.05 Pair work **Ss work in pairs to complete the conversations. Play the audio when Ss have finished so they can check their answers.**
- Ask Ss to practice the sentences with a partner. Monitor for pronunciation.

Answers
1 **A** Excuse me. Where's Central Station?
B Go one block. It's on the left.
2 A Is this San Gabriel Street?
B No. Turn right. That's San Gabriel Street.
3 **A** Is the language center near here?
B Yes. It's over there.

Extra activity

With the help of Ss, list some local landmarks or places of interest near your class. Ss work in pairs and ask: **Where is [landmark]?** Their partner then uses the language from the chart to give directions.

- Vary this task by having Ss use a map application on their phone. They can give directions for any city in the world.

2 Real-world strategy

A 6.06 **Books closed. Play audio. Ss listen and make notes of any streets or places heard. Books open. Ss listen again and share answers with a partner.**

Answers
He wants to go to the City Hotel.

6.06 Audio script

Man Excuse me. Is the City Hotel near here?
Woman Yes. Turn left here. Go straight. It's on the right.
Man So, turn left here. Go straight. It's on the right.
Woman Yes.

B 6.06 **Read the sentences with Ss to make sure they understand. Play the audio again. Ss share their answers with a partner.**

Answers
2 He repeats the woman's words.

C 6.07 **Do the task** **Direct Ss to Checking Information. Read the explanation and the conversation with a volunteer.**

- Model the strategy. Tell a volunteer: **It's on the left.** and have them say: **So, it's on the left.** Practice with other volunteers using different phrases.
- Put Ss in pairs. Play the audio, pausing after each phrase so Ss can repeat the information back to their partner. Monitor for pronunciation.

6.07 Audio script

1 Turn right here. Then turn right again.
2 Go one block. Then turn left.
3 Go straight. Turn left. Then turn right.
4 Go three blocks. It's on the left.

D **Pair work** **Review** **In pairs, assign Ss to be Student A or Student B. Student As turn to page 157 and Student Bs to page 159.**

- First, Ss memorize some directions that you say aloud and then repeat them back to you, e.g., **Go straight. Turn right. It's over there.** Ss repeat the directions back to you.
- Read the instructions aloud and check understanding. Ss read their directions slowly for their partners.
- As Ss do the task, circulate and monitor.

3 Pronunciation: saying /ɪr/ and /er/ sounds

A 6.08 **Play the audio. Have Ss repeat, paying attention to the vowel sounds.**

B 6.09 **Check that Ss understand the activity. First, Ss read the words and guess the answers, then compare with a partner. Ss try saying the words aloud.**

- Play the audio. Check answers as a whole class.

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

C 6.10 **Pair work** **Play the audio. Pause it after each line and ask the class to repeat.**

- Ss practice in pairs. Monitor and provide feedback.

4 Speaking

A **Pair work** **Ss put the conversation in order individually before sharing their answers with a partner. As Ss role play, monitor for pronunciation.**

Answers
A Excuse me. Where's the Park Hotel?
B It's that way. Go straight. Then turn left. It's on the left.
A So, go straight. Then turn left. It's on the left.
B Yes.

B **Read both the situations as a class to check for meaning. Allow Ss time to think about the situation they have chosen and to prepare for the role play in the next activity.**

Find it

C **Pair work** **Ss now work in pairs and role play the situation.**

- Circulate and monitor for pronunciation.
- When finished, ask volunteers to perform their situation for the class. Give praise.

Teacher development Activity 2

Planning content

For speaking activities where students have a role or a specific point of view, they need time to plan their ideas as much as the language. Note that in this activity, students get extra speaking practice planning what they will say.

- Put Ss in pairs, but ask them to work alone to think about and decide which two people are easy to talk about. Allow up to two minutes for this.
- Ask the two Ss to talk to compare their ideas, then they decide which person they will be.
- Ss make notes together on the things their person wants in the new neighborhood – just words, not sentences.
- Tell them they can look up only two or three new words.
- In pairs, Ss practice their presentation using the pronoun *we*.
- Ss present their ideas to the whole class.

2 Real-world strategy

A 6.06 **Listen to a conversation. Where does the man want to go?**

B 6.06 **Listen again. The man wants to check the information. What does he do?**

1 He asks the woman to repeat her words.

2 He repeats the woman's words.

Checking information

To check you understand, say *So*, ... and repeat the information.

A It's that way. Turn left here. Go one block, and then turn right.

B So, turn left here. Go one block, and then turn right.



C 6.07 **Read about checking information in the box above. Then listen to the directions. Check the information.**

1 Turn right here. Then turn right again.

So, turn right here. Then turn right again.

D **Pair work** **Student A: Go to page 157. Student B: Go to page 159. Follow the instructions.**

3 Pronunciation: Saying /ɪr/ and /er/ sounds

A 6.08 **Listen and repeat. Focus on the sound of the letters in bold.**

/ɪr/ Is it n**ear** h**ere**? /er/ Wh**ere** is th**eir** house?

B 6.09 **Listen. Write A for words with /ɪr/. Write B for words with /er/.**

1 clear	___	3 chair	___	5 there	___	7 year	___
2 they're	___	4 earphones	___	6 parent	___	8 square	___

C 6.10 **Pair work** **Listen to the conversations. Then practice with a partner.**

1 **A** Wh**ere**'s Bl**air** Street?

B It's n**ear** h**ere**. Go to the town sq**uare** and then turn right.

2 **A** Wh**ere** are your **pa**rents?

B Th**ey're** over th**ere**, on the ch**airs**.

4 Speaking

A **Pair work** **Put the conversation in order. Then practice it with a partner.**

___ So, go straight. Then turn left. It's on the left.

___ Yes.

___ Excuse me. Where's the Park Hotel?

___ It's that way. Go straight. Then turn left. It's on the left.

B **Work alone. Choose <u>one</u> of the situations below.**

1 Imagine you are at the City Museum in Quito, Ecuador. Look at the map on the cell phone on page 58. Choose a place to go.

2 Imagine you are in another city. You can go online and find a map of the city. Choose where you are and a place to go.

Find it

C **Pair work** **Ask a partner for directions. You can use your phone to help you. Then change roles.**



6.4 A forest in the city

Lesson objective
- write a fact sheet about a place in nature



1 Listening

A Look at the photos. Where is the woman? What do you see?

B 6.11 Listen for details Listen to the podcast *Walk with Yasmin.* Where is the forest?

C 6.11 Listen for examples Listen again. Check (✓) the words Yasmin says.

Forest	☐ animals	☐ grass	☐ an ocean	☐ a river
	☐ flowers	☐ a mountain	☐ plants	☐ trees
City	☐ hospitals	☐ museums	☐ restaurants	☐ stores
	☐ hotels	☐ people	☐ schools	☐ zoos

2 Pronunciation: Listening for important words

A 6.12 Read the sentences below. Focus on the underlined words. Then listen. Which sentence do you hear, A or B?

A There are some tall trees and a lot of big plants here.

B There are some tall trees and a lot of big plants here.

B 6.13 Underline the important words in each sentence. Listen and check.

1 There's a river near me. (1 word)
2 There are a lot of interesting animals here. (3 words)
3 I'm on a mountain in a forest. (2 words)
4 There's an ocean and some beautiful beaches. (3 words)

6.4 A forest in the city

Lesson objective
- write a fact sheet about a place in nature

Introduce the lesson Display a photo of a place you know well. It could be a city or a natural place you have visited. Use simple language to describe the place to Ss. Use the phrases *There is / are …* and *It has …* Write five simple sentences about the place on the board. One sentence is false and the other four are true. Ss guess which sentence is false.

1 Listening

A **Ss discuss the questions together. Elicit answers when finished. Encourage students to guess where in the world these photos were taken.**

Suggested answers
She is in a national park or forest. There are trees, rocks, mountains, a beach, water and a city or town.

B 6.11 **Do the task** **Read the instructions with Ss to check for understanding. Play the audio as Ss listen. Ss share their answers.**

Answer
Rio de Janeiro

6.11 Audio script

Welcome to "Walk with Yasmin." Where am I today? Well, there are some tall trees and a lot of big plants here. And do you hear the water? There's a river near me, too. And listen! There are a lot of interesting animals here. But I'm not in a zoo. I'm on a mountain in a forest. But trees and animals aren't the only things near me. There's an ocean and some beautiful beaches. And there are people, too. More than six million people! And a lot of buildings – hotels, stores, and restaurants. So where am I? This is Tijuca Forest, in the big, busy city of Rio de Janeiro.

C 6.11 **Review** **Ss look over the word lists to check for understanding. Play the audio again. Ss check answers in pairs.**

Answers
Forest: animals, a mountain, an ocean, a river, plants, trees
City: hotels, people, restaurants, stores

2 Pronunciation: Listening for important words

A 6.12 **In pairs, Ss read the sentences and predict the answers.**
- Play the audio and check answers.
- Explain that important words, for example nouns and verbs, are usually more stressed than other parts of speech.

Answer
Sentence B

Pronunciation support Sentence stress or intonation is usually difficult for Ss. Practice with them by saying the sentences in chunks and having Ss repeat after you with the correct stress: **There are some tall trees / and a lot of big plants here.**

B 6.13 **Ss read the sentences, check understanding, and predict which words will be stressed. Have them compare answers in pairs.**
- Play the audio. Check answers.

Answers
1 There's a river near me.
2 There are a lot of interesting animals here.
3 I'm on a mountain in a forest.
4 There's an ocean and some beautiful beaches.

3 Writing

A **Introduce the task** **Read the instructions aloud to Ss. Allow time for them to read the fact sheet individually. Ss share their answers with a partner before you elicit them and write them on the board. Make sure Ss understand what a fact is *(something that exists and can be proven as true).***

Answers
plants, trees, rivers, waterfalls, interesting animals and birds, mountains, a special train

B **Pair work** **Ss answer the question in pairs before checking as a class.**

Suggested answer
The language in the fact sheet is more formal, so the full forms are used.

Extra activity

Write some contractions on the board and ask Ss to write out their long forms. Here are some contractions you could use.

there's – there is / it's – it has or it is / I'm – I am / he's – he is / we're – we are / they're – they are

C **Introduce the task** **Ss discuss with a partner what an *opinion* is. Then ask the whole class what is meant by an *opinion adjective* and elicit some examples, e.g., funny, interesting.**

- Repeat with size adjectives and elicit examples, e.g., **large**, **short**, etc. Direct Ss to do the task in pairs before you elicit the answers.

Answers
opinion adjectives: interesting, nice
size adjective: big

D **Ss work individually and circle the correct answers. Check as a class.**

- Write or display more sentences on the board. Try to make them personal to your Ss or area. Ss put the expressions in parentheses at the end in the correct position, e.g., **There are [a lot of] great places in my country. (a lot of) I come from a [great] small village. (great)**

Answers
1 before 2 before

- Draw Ss attention to the **Register check**. Ask a volunteer to read through the explanation.
- Ss write and share sentences with opinion and size adjectives. They can use the vocabulary in 6.4 and talk about their own city or neighborhood.

E **Discuss the places that Ss could write about. It could be a place they have been or a place they would like to go.**

Find it

- Give Ss time to discuss their ideas with a partner. They can use their phone to find any information they may need.

F **As Ss write, circulate, and monitor. Offer to spell any challenging words on the board so that everyone can see them.**

- If possible, correct Ss' fact sheets individually. Ask Ss to share their fact sheets with classmates.
- As a whole class, ask a volunteer to present their fact sheet to the class. You or the volunteer can read their work aloud. Encourage questions from the rest of the class.

3 Writing

A Read the fact sheet. What is in Tijuca Forest?



B Pair work Think critically There are no contractions in the fact sheet (for example, *It's, There's*). Why not?

C Read the sentences from the fact sheet. Underline two opinion adjectives and one size adjective.

It has a lot of interesting animals and birds.

It is a nice, big forest.

Register check

Really and ***very*** make adjectives stronger. Use ***very*** in writing. ***Really*** is common in speaking.

Tijuca Forest is **very** important to Rio de Janeiro.

D Writing skills Read the rules below. Circle *before* or *after*. Use the sentences in exercise 3C to help you.

1 *Some, a lot of,* and *no* go **before** / **after** opinion adjectives (for example, *good, nice, interesting*).

2 Opinion adjectives usually go **before** / **after** size adjectives (for example, *big, small, tall*).

Find it

E Choose a natural area to write about. You can go online to find facts about where it is, how big it is, what nature is there, and who goes to it. Use *very*. Do not use contractions. Remember to write adjectives in the correct order.

Write it

F Write a fact sheet about a place in nature. Write five or six sentences. Use the fact sheet in exercise 3A as an example.



6.5 Time to speak

A good place to live

Lesson objective

- plan a new neighborhood for a city

A **Prepare** Talk to a partner. What do you see in the photos?

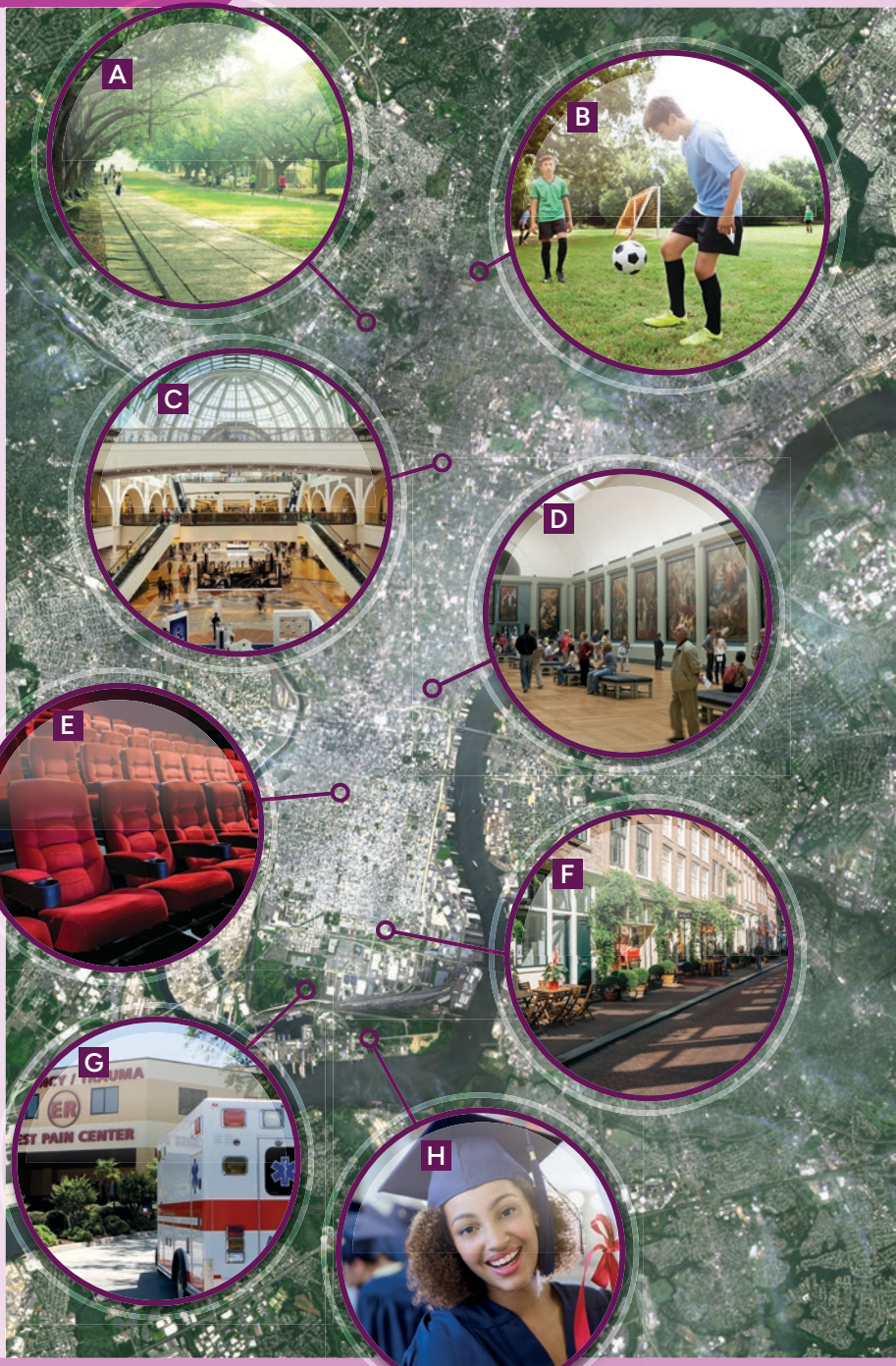
B **Discuss** Which places in the photos are important to have near your home? Write numbers 1–8 next to the photos.

1 = very important ➔ 8 = not very important

C **Discuss** Imagine that city planners want ideas for a new neighborhood in your city. Work with a partner. Choose <u>one</u> person from the list below. What does your person want in the new neighborhood? Write notes.

- You have young children and nature is important to you.
- You are over 60 and you don't work.
- You are a young person in your first apartment.
- You are a college student and care about helping the Earth.

D **Present** Present your ideas for the new neighborhood to the class. Which things does everyone think are important in a city?



Useful phrases

Discuss

- I have children. A school is really important.
- What about … ? Me, too. I agree. / I disagree.
- I think … is good for the neighborhood.
- I want … for the neighborhood.
- I like / don't like …
- I think … are very important / not very important.

Present

- We want …
- Everyone in the class likes …

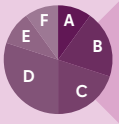


6.5 Time to speak

A good place to live

Lesson objective

- plan a new neighborhood for a city



Time on each stage

Introduce the task Show a photo of a city or a town you all know on a map app. Ask, dictate, or write on the board **What is important in a city?** Elicit ideas and write them on the board, e.g., **school, hospitals,** etc.

- Direct Ss to the **Useful phrases** section at the bottom of the page. Remind them that they can use them during the relevant stages of the lesson.

A **Prepare** **Aim: Introduce the vocabulary needed for the task.**

- **Pair work** Allow Ss time to discuss the photos together before they share their ideas with the class.

Suggested answers

A a park B a soccer field C a mall D an art museum
E a movie theatre F a restaurant G a hospital
H a student (university)

B **Discuss** **Aim: Ss decide what's most important for a city to have.**

- **Individually** Set a time limit for Ss to rank the photos alone, say two minutes.
- **Pair work** Ss share their answers. Encourage Ss to give reasons.
- **Class work** Elicit some answers from individual Ss.

C **Discuss** **Aim: Ss write a wish list for a neighborhood.**

- **Pair work** As Ss discuss, circulate and monitor. Keep Ss on task by offering suggestions or ideas. Monitor and make a note of the strong contributions of each pair, for example good use of unit vocabulary, interesting questions, natural-sounding interactions, etc.
- You can use your notes to give feedback at the end of the lesson.

D **Present** **Aim: Ss share their ideas with the whole class.**

- **Pair work** Before Ss begin, encourage them to rehearse what they are going to say in their heads and make notes. Give Ss time to plan what they are going to say.
- They can do the task twice; once with notes and once without.
- **Class work** Ask pairs to present their ideas to the other Ss. Get them to stand in front of the class as they talk and share their ideas about what each person wants in the neighborhood. Monitor and make note of the strong contributions of each pair.

Review **Feedback for speaking activities*** Give the class positive feedback based on the notes you made earlier in the activity. Use reformulation to correct errors. See page T-xxii for details.

*These tips can help you to create a safe speaking environment. They can also be used with other speaking activities. For more information, see page T-xxii.

PROGRESS CHECK

Students can assess their learning in this unit by completing the **Progress check**. Please go to the Teacher's Resources on Cambridge One to download this material and for activity suggestions.

Teacher development Reflection

Either answer these questions yourself in a reflection journal or discuss them with your peers.

1. What differences did you note between planned and unplanned speaking activities in this unit?
2. How comfortable were students during the silent planning time before speaking? How comfortable were you?
3. What do you need to do to make sure that students only make notes and not write complete sentences that they read aloud?
4. Did students need more time to plan language or more time to plan ideas? Why do you think this was the case?
5. How much *new* language do you think students should plan (compared to what you have already taught them)?
6. What extra things can *you* do to help students plan content? (For example, give them headings or categories.)

Review 2 (Units 4–6)

Introduce the review Before beginning the review, write **Grammar, Vocabulary**, and **Functional language** on the board.

- Set a time limit of two minutes. Ss close their books and work in small groups to remember as much as they can about the grammar, vocabulary, and functional language from Units 4–6. Groups write words, phrases, and example sentences in each category.
- Check answers as a class.

1 Vocabulary

A **Write the following words on the board: father, brother, aunt, son. Ask Ss: Which word does not belong? (aunt – because the other relatives are male).**

- Tell Ss to do the task individually before they share with a partner. Elicit answers as a class.

Answers

1 song, d. nature 2 hill, e. things we do
3 camera, b. music 4 hotel, f. days and times of day
5 morning, a. technology 6 run, c. places in cities

B **Ss work individually to complete the exercise before they check with a partner. Then check answers as a class.**

Answers

1 song = b. music, *suggested:* popular music
2 hill = d. nature, *suggested:* desert
3 camera = a. technology, *suggested:* tablet
4 hotel = c. places in cities, *suggested:* zoo
5 morning = f. days and times of day, *suggested:* weekend 6 run = e. things we do, *suggested:* study

2 Grammar

A **Write the following affirmative sentences on the board and ask volunteers to say the negative and question forms. Write their sentences on the board and point out corrections, if necessary. Highlight the use of do/don't/does/doesn't.**

affirmative	negative	question
I like soccer.	(I don't like soccer.)	(Do you like soccer?)
She has a dog.	(She doesn't have a dog.)	(Does she have a dog?)

- Ss do the exercise individually before you check answers as a class.

Answers

1 Do / play / play 2 do / eat / eat 3 Does / work / works 4 Do / like / don't like 5 do / watch / don't / watch 6 Do / have / doesn't have

B **Pair work** **Model some simple questions and write them on the board. Do you like pizza? (Yes, I do.) Do you have a sister? (No, I don't.) Do you and your family go to the movies on Saturdays? Yes, we do.**

- Monitor as Ss ask and answer questions.
- When Ss finish, elicit examples of questions and write them on the board.

C **Write My sister lives / live in New York on the board. Direct Ss to choose the correct answer (lives).**

- Ss complete the exercise individually before checking with a partner. Elicit answers.

Answers

1 work 2 some 3 There are 4 there's 5 often 6 have

3 Speaking

A **Pair work** **Read the task aloud to the class. Model the example sentences with a S volunteer. Then think about a place the whole class will know. Say a few simple sentences using target language from Units 4–6. When you finish, ask Ss to guess what the place is.**

- Allow Ss a few minutes to make notes. They may use their phones to search for any information they might need. If Ss struggle to think of places, you could write a list for them to choose from on the board. e.g., **kitchen**, **garden**, **office**, **school**, **swimming pool**, **park**, etc.
- As Ss describe their places and guess, circulate and monitor for examples of language usage you can share with Ss at the end of the task.

B **Allow Ss time to write their sentences and help correct them. Ask Ss to share their corrected sentences with the class.**

Review 2 (Units 4–6)

1 Vocabulary

A Look at the groups of words in 1–6. In each group, circle the word that does not belong. Then match the groups with the categories (a–f).

1	grass	mountain	river	song	tree	___	**a**	technology
2	call friends	get up	hill	play soccer	work	___	**b**	music
3	earphones	band	camera	playlist	singer	___	**c**	places in cities
4	afternoon	hotel	Monday	morning	night	___	**d**	nature
5	app	laptop	morning	phone	tablet	___	**e**	things we do
6	café	hospital	restaurant	run	store	___	**f**	days and times of day

B Match each word you circled in 1–6 to a different category (a–f). Then add <u>one</u> extra word to the categories.

2 Grammar

A Make questions and answers. Use the words in parentheses ( ) and *do/does/don't/doesn't*.

1 **A** _____ you _____ video games?
B Yes, I sometimes _____ games on my phone. (play)

2 **A** Where _____ you _____ at lunchtime?
B I usually _____ at home. (eat)

3 **A** _____ your grandfather _____ ?
B Yes, he _____ at the hospital. (work)

4 **A** _____ you and your family _____ soccer?
B No, we _____ it. (like)

5 **A** What _____ your parents _____ on TV?
B Not a lot! They _____ usually _____ TV. (watch)

6 **A** _____ your children _____ phones?
B My daughter has a phone, but my son _____ one. (have)

B **Pair work** Ask and answer <u>five</u> questions about things you and your family do.

C Circle the correct answers.

I [1] **work** / **works** in a hotel. It's an expensive hotel with [2] **a** / **some** really nice rooms. It's next to a big park. [3] **There's** / **There are** a lot of trees, and [4] **there's** / **there are** a lake, too. It's really nice in the park, so I [5] **often** / **never** go at lunchtime, and I [6] **have** / **has** lunch near the lake.

D Write a description of a nice place. Write how often you go there.

3 Speaking

A **Pair work** Talk about a place. Describe it or say what you do there. Your partner guesses the place. Then change roles.

There's a couch, and there are some chairs. I often watch TV in the evening.

It's your living room.

B Write three sentences to describe a place from exercise 3A. Then compare with a partner.

4 Functional language

A Circle the correct answers.

Felix Your photos are great.

Maya Thanks. My phone has a good camera.

Felix [1] **See** / **So**, all the photos are from the camera on your phone.

Maya Yes, that's [2] **fine** / **right**. I always use the camera on my phone.

Felix [3] **Hey.** / **Yeah**.

Maya [4] **What** / **Where** about you?

Felix I always use my phone, too. I don't have a different camera.

Maya [5] **Me,** / **My** neither. I don't want a different camera. They're really big …

Felix Yeah, I [6] **know** / **do**. And they're expensive.

Maya [7] **That's** / **There's** true.

B Complete the conversation with the words in the box. There are <u>two</u> extra words.

turn	way	to	me	you	near

A Excuse [1] _____ . Where's the zoo?

B The zoo?

A Yes. Is it [2] _____ here?

B Yes. It's that [3] _____ . Go one block, and then [4] _____ left.

5 Speaking

A **Pair work** Choose <u>one</u> of the conversations below. Ask and answer the questions with a partner.

1 What technology do you have? How often do you use it?

I have a laptop, a phone, and a TV. I use my laptop every day. I send emails, and I …

2 What do you do on weekdays? When do you do fun things?

On weekdays, I go to work. I get up at 7:00 a.m., and then I …

3 What's a good place to go to in or near your city? Where is it?

There's a new Chinese restaurant near here. It's really good.

Yeah. Where is it?

B **Pair work** Change roles and repeat the conversation.

4 Functional language

A Write **Me, too; Me, neither;** and **Yeah, that's right** on the board. Ask Ss to use these sentences to respond to your statements. Say: **I like coffee. (Me, too.) I don't like salad. (Me, neither.) London is in the UK. (Yeah, that's right.)**

- Ss do the exercise individually.
- Elicit answers from the class.
- Pairs read the conversations together. Monitor for pronunciation.

Answers

1 So 2 right 3 Yeah 4 What 5 Me 6 know 7 That's

B **Ss do the exercise individually.**

- Check answers as a class.
- Pairs read the conversation together.

Answers

1 me 2 near 3 way 4 turn

5 Speaking

A **Pair work** **Read each situation aloud. Encourage volunteers to read the example sentences after the descriptions.**

- Ss choose one of the three situations and prepare a conversation. They should make notes, but not write the full conversation. For extra support, refer Ss to the functional language lessons from Units 4–6.
- Monitor as pairs have their conversations. Listen for examples of language usage and provide feedback to Ss.

B **Pair work** **Pairs change roles and repeat their conversations.**

- Choose pairs to perform their conversations for the class. If possible, choose a pair for each of the three situations.

Now is good

7

Teacher development Introduction

Strategy 1: Classroom management – Pair and group work

In this unit, we're going to focus on **pair and group work**, and how to make the most of it. When teachers say *Please work in pairs*, students often simply work with the person closest to them – often the same person in each lesson. We'll look at an alternative way of doing pairwork for **maximizing practice opportunities** with a series of different partners. We'll also look at ways of **encouraging quieter students to speak** during group work activities.

Maximizing practice opportunities (Activity 1): Ss practice language items with a series of partners. You'll have an opportunity to try this in lesson 7.2.

Encouraging quieter students to speak (Activity 2): Ss use tokens to encourage taking turns in role play. Try this in lesson 7.5.

To find out more, read chapters 5.7, 5.8, and 5.9 from *Classroom Management Techniques* by Jim Scrivener. Please go to the Teacher's Resources on Cambridge One to download this material.

Introduce the theme of the unit

Pre-teach *opposite* by writing the words **night** and **day, small and big** on the board. Write a list of words on the board. Ss guess the opposites.

good – bad / big – small / boring – interesting / tall – short

- Ask Ss to decide on one adjective in each pair to describe an object or an aspect of their life. Ss share their answers in pairs.

Unit objectives

Read the unit objectives aloud. Tell Ss to listen and read along. Explain any new vocabulary Ss may not understand. Pre-teach *activity* and *happen*.

Please go to the Teacher's Resources on Cambridge One to download the following photocopiable activities for this unit:

7.1 Grammar: Present continuous statements

7.2 Grammar: Present continuous questions

7.1 Vocabulary: Activities around the house

7.2 Vocabulary: Transportation

Unit 7 Speaking: Find someone who … (Lesson 7.2)

Start speaking

A **Ss discuss the questions in pairs before you elicit ideas.**

- Encourage Ss to name as many related words or phrases as they can. If time allows, you can have pairs write down their words and see who was able to write the highest number of words related to the pictures. Ask them to share their words with the rest of the class.

B **Ss share their ideas with a partner, then discuss as a class.**

C **Draw a Venn diagram on the board with Me above one circle, Them above the other circle, and Both over the overlap. Encourage Ss to copy it. Ss discuss their ideas before writing them in the correct place on the diagram.**

- At the end of the exercise, ask Ss: **Do you have a busy life?** and have them raise their hands for **Yes**. Count hands and show the results in a pie chart on the board. Discuss with Ss what they think about the results.



7

Now is good

Unit objectives

- talk about activities around the house
- ask and answer questions about travel
- share news on the phone
- write a post about things happening now
- ask what people are doing these days

Start speaking

A Say what you see in the photo. Who are the people? Where are they?

B Are they busy now? Do they have a busy life?

C When are you busy? When do you rest?

7.1 A good time to call

Lesson objective
- talk about activities around the house

1 Language in context

A 7.01 David calls his sister Ariana on the phone. Read and listen. Circle the correct answers.

1 Ariana is **the mother** / **the daughter**.
2 Jason is **Ariana's son** / **Ariana's husband**.
3 Stevie is **Ariana's son** / **Ariana's daughter**.
4 Julia is **Ariana's sister** / **Stevie's sister**.

7.01 Audio script

David Hi, Ariana. It's David. Are you busy? Is this a good time to call?

Ariana Um, well, I'm **cooking** breakfast right now, and Jason's **helping** the children. Jason, Stevie isn't drinking his milk.

David Oh, yeah. It's a school day today.

Ariana That's right, so ...

David What time do they leave for school?

Ariana Usually at 8:00, but we're running late today. Jason, give this to the kids, OK? Thanks. OK, David, they're eating breakfast now.

David Do they like their classes?

Ariana Yes, and they're learning a lot. Julia, you're not eating. Please eat your breakfast now! Sorry, David. This isn't a good time to talk.

B 7.01 Read and listen again. Is David busy now? Why does Ariana say, "This isn't a good time to talk"?

Glossary
kids (*n*) children (informal)
running late (*phrase*) you are late

2 Vocabulary: Activities around the house

A 7.02 Look at the photos. Listen and repeat.


1 I'm cleaning the kitchen.


2 I'm cooking dinner.


3 I'm washing my hair.


4 I'm brushing my teeth.


5 I'm doing the dishes.


6 I'm helping my daughters. They're taking a bath.

B Add the words in the box to the verbs.

breakfast | the dog | my hair | my homework | ~~my room~~ | a shower

1 **clean** the kitchen / my room
2 **cook** dinner / _____
3 **wash** my hair / _____
4 **brush** my teeth / _____
5 **take** a bath / _____
6 **do** the dishes / _____

C Now do the vocabulary exercises for 7.1 on page 150.

D **Pair work** Do you do your homework and talk on the phone? What other activities do you do at the same time? For ideas, watch Mariana's video.



Real student
Do you do the things Mariana does?

7.1 A good time to call

Lesson objective
- talk about activities around the house

Introduce the lesson Write the sentence **I'm eating lunch.** on the board. Mime eating. Underline the *ing* and explain that this means this action is happening now. Mime other actions for Ss to guess. They call out what you are doing. Encourage them to use the present continuous with *ing*. Mimed actions could be: *driving a car, playing a video game,* and *drinking coffee*. You could also use images and video clips to illustrate actions happening now. Write the gerunds on the board as Ss give their examples: **eating**, **driving**, **playing**, **drinking**.

1 Language in context

A 7.01 **Read the sentences 1 to 4 aloud and check Ss' understanding. Draw Ss' attention to the Glossary. Check understanding of *running late*.**
- Play the audio as Ss follow along. Ask them to try to infer the meaning of any words they do not know. Then have them read the conversation individually and circle the answers.
- Ss then share their answers with a partner, indicating where in the conversation the clue for the answer is. Play the audio again if necessary.

Answers
1 the mother
2 Ariana's husband
3 Ariana's son
4 Stevie's sister

B 7.01 **Ss answer the questions with a partner before you play the audio again and check as a class.**

Answers
David isn't busy. It isn't a good time to talk because Ariana and Jason are giving their children breakfast before they go to school.

2 Vocabulary: Activities around the house

A 7.02 **Play the audio as Ss read. Pause after each phrase and ask Ss to repeat as a class. Draw Ss' attention to *ing* at the end of each verb, which means this action is happening now.**

B **Individually, Ss add the words before checking in pairs.**

Answers
1 clean the kitchen / my room
2 cook dinner / breakfast
3 wash my hair / the dog
4 brush my teeth / my hair
5 take a bath / a shower
6 do the dishes / my homework

Extra activity

Hold a spelling bee. Give Ss six to eight words or phrases to learn for the next session. These could be the words or phrases from the vocabulary exercises on page 66. Dictate the words or phrases and then ask Ss to exchange papers and let a partner correct them. Praise and encourage Ss. Remind them that English words are not always spelled the way they sound.

C **Direct Ss to page 150 to complete the vocabulary exercises. Teacher's tips for vocabulary exercises are on page T-145.**

D Pair work **Review** **While Ss talk in pairs, circulate and monitor. Listen for examples of language usage that you can give feedback on when the activity is over.**
- **Optional activity** Ss watch the video and say whether they do the same things that Mariana does. They then compare answers in pairs. You may want to explain that *wash [the] dishes* is another way of saying *do the dishes*. Help Ss with emergent language of the activities they do at the same time.

Real student

Hi! I am Mariana. I make my bed and clean my room at the same time.

3 Grammar: Present continuous statements

A **Present the grammar** **Before Ss circle the answers, explain that they can refer to the examples in the Grammar box.**

- Read the **Grammar** box with Ss. Ask volunteers to read the sentences.

Answers

1 things happening right now or around now
2 right now
3 around now
4 verb + *-ing*

Extra activity

Take several simple sentences in the present continuous and scramble the words on the board. Give Ss a few minutes to unscramble them before they check with a partner and then the class. Include affirmative and negative sentences and try to make them relevant to your Ss, e.g.,

We're cooking dinner. / He's not brushing his hair. / She's doing her homework. / I'm taking a bath. / Your parents aren't learning English.

Then have Ss work in pairs to write three scrambled sentences themselves and have their partner unscramble them. Encourage students to use the **Grammar** box to double-check the structure of their sentences.

B **Direct Ss to page 137 to complete the grammar exercises. Teacher's tips for grammar exercises are on page T-129.**

C **Do the first sentence with the class as an example. Ss complete the sentences individually before sharing their answers with their partner.**

Answers

1 He's not taking a bath. He's in the shower.
2 I'm doing my homework now. It's really difficult.
3 Carola isn't studying right now. She's watching TV.
4 My parents aren't washing the car. They're having lunch now.
5 I'm not brushing my hair. I'm brushing my teeth.
6 You're helping your friends learn English. That's really nice!
7 Your cat loves milk. It's drinking milk right now.

D **Discuss ideas before Ss write. As they write, circulate and offer help.**

- Ask Ss to share their sentences with their partner when they finish.
- Direct Ss to the **Accuracy check** box. Read aloud for Ss. Write the following sentences on the board for Ss to complete with the present continuous or simple present form of the verbs in parentheses ( ).

1 I'm busy. I _____ (have) dinner with my family.
2 She _____ (go) to work at 8:00 a.m. every day.
3 We _____ (clean) the house now.

Answers

1 I'm having 2 goes 3 We're cleaning

Make sure students understand the difference between the two verb tenses: present continuous for something happening now and simple present for something that happens regularly. Write more sentences as needed until students are able to comfortably see the difference.

- Ss should now be able to check their own sentences. Ask volunteers to write their sentences on the board so you can correct them as a class.
- Elicit answers from volunteers. If possible, correct Ss, sentences individually.

4 Speaking

A **Ask Ss: What are you usually doing at 5 o'clock in the morning? to elicit the answer I'm sleeping. Ss discuss their activities with a partner or in a small group, adding if that is a good or a bad time to call them. As they talk, circulate and monitor for pronunciation and grammar.**

B **Pair work** **Model the activity with a volunteer before Ss work in pairs to call each other. Circulate and monitor as Ss talk.**

- Make sure Ss give one or more reasons why this is or is not a good time to call. You might want to give them two or three minutes to prepare their reasons and answers. Encourage them to just make notes, not write full sentences.

SMARTPHONE activity

Ss look at the picture on page 67. Ask: **What is the father/the mother/the boy/the baby doing?** for Ss to say as many things as they can for the same person. This will help them practice present continuous with as many verbs as possible: **The father is talking on the phone. He is calling a friend. He is answering the phone. He is preparing dinner. He is making a salad. He is cutting lettuce.** etc. Repeat for the rest of the family. Ss look through photos on their phones with a partner. Ss ask: **What are you doing?** about a photo and their partner responds: **I'm [playing soccer].** Ss share photos with other members of the class. Help Ss with emergent language.

3 Grammar: Present continuous statements

A Look at the sentences in the Grammar box. Then circle the correct option to complete the rules.

Grammar Present continuous statements

1 I'**m cooking** breakfast right now.
2 Stevie **isn't drinking** his milk.
3 You'**re not eating** your breakfast.
4 They'**re learning** a lot at school this year.

1 Use the present continuous to talk about **things happening right now or around now** / **finished things**.
2 Sentences 1, 2, and 3 in the grammar box are about **right now** / **around now**.
3 Sentence 4 is about **right now** / **around now**.
4 To make the present continuous, use *am/is/are* and a **verb + *-ing*** / **verb + *-s***.

B Now go to page 137. Look at the grammar chart and do the grammar exercises for 7.1.

C Complete the sentences in the present continuous. Use an affirmative or negative form of the verbs in parentheses ( ).

1 He _____ (take) a bath. He's in the shower.
2 I _____ (do) my homework now. It's really difficult.
3 Carola isn't studying right now. She _____ (watch) TV.
4 My parents _____ (wash) the car. They're having lunch now.
5 I _____ (brush) my hair. I'm brushing my teeth.
6 You _____ (help) your friends learn English. That's really nice!
7 Your cat loves milk. It _____ (drink) milk right now.

D Think about four of your friends. What are they doing or not doing now? Write sentences about each person. Then compare your sentences with a partner and check your accuracy.

Teresa isn't studying. She's playing games on her phone.

Accuracy check

Use the present continuous for things you're doing now. Use the simple present for things you do regularly.

Just a minute. ~~I talk~~ on the phone. ✗
Just a minute. I'm talking on the phone. ✓
~~I'm talking~~ on the phone every day. ✗
I talk on the phone every day. ✓

4 Speaking

A Think of what you're usually doing at the times of day below. Is it a good or bad time to call you?

- Monday, 7:30 a.m.
- Tuesday, 10:00 a.m.
- Wednesday, 1:30 p.m.
- Thursday, 3:30 p.m.
- Friday, 9:30 p.m
- Saturday, 11:00 a.m.
- Sunday, 6:00 p.m.

B **Pair work** Take turns choosing times in exercise 4A. For each time, "call" your partner and ask, "Is this a good time to call?" Listen to the answers. Is your partner a busy person?

Hi, is this a good time to call?

No, sorry. I'm having dinner with my family.



7.2 Texting on the run

Lesson objective
- ask and answer questions about travel

1 Vocabulary: Transportation

A 7.03 Look at the photos. Listen and repeat.


take the bus/train/subway


go to a store / your parents' house

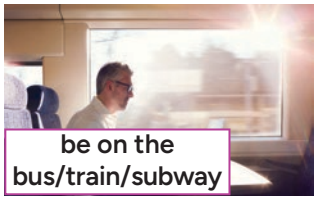

walk


be at the bus stop / train station


carry a bag


wait


ride your/my bike


be on the bus/train/subway


drive

B Circle the correct words to complete the sentences.

1 I **ride my bike** / **am at the bus stop** to class every day.
2 I'm **waiting** / **walking** for a friend right now.
3 We **are on the train** / **take the subway** to work on Fridays.
4 Are you **carrying** / **walking** right now?
5 I'm **at the train station** / **to the mall** right now.

C Now do the vocabulary exercises for 7.2 on page 151.

D Group work How do you usually get to the places in the box? For ideas, watch Yuri's video.

English class | the supermarket | work/college | your best friend's house



Real student
Do you use the same transportation as Yuri?

2 Language in context

A Read the messages. Where is Inna going? Why?

B Read the messages again. Correct the sentences.

1 Inna is sending messages to ~~her father~~. Rob
2 Inna is taking the bus to the mall. _____
3 Inna's dad is waiting at his house. _____
4 Inna is carrying a big bag. _____
5 Today is Inna's dad's birthday. _____

Insider English

People often use *say ... for me* when they want someone to give someone else a message.

Say happy birthday for me means **Tell your mom I said happy birthday.**



7.2 Texting on the run

Lesson objective
- ask and answer questions about travel

Introduce the lesson Write **types of transportation** on the board. Underline **transportation** and elicit various names for common forms of transportation from Ss, e.g., **bus**, **train**, **subway**. Ask Ss which method of transportation is their favorite and which one they usually use/take.

1 Vocabulary: Transportation

A 7.03 **Present the vocabulary** **Play the audio, pausing after each phrase so that Ss can repeat together. Check for pronunciation.**

B **Ss work on the sentences individually before sharing with a partner. Elicit answers.**

Answers
1 ride my bike
2 waiting
3 take the subway
4 walking
5 at the train station

C **Direct Ss to page 151 to complete the vocabulary exercises. Teacher's tips for vocabulary exercises are on page T-145.**

D Group work **Review** **Ss tell a partner how they get to the places.**
- **Optional activity** Ss watch Yuri's video and identify the two types of transportation from exercise 1A she talks about. Then they say whether they also use these types of transportation. You may want to explain that *a short walk* means *a walk that doesn't take a lot of time.*

Real student

Hi! My name is Yuri Takamatsu. My house is near my school, so I walk to school every day. Sometimes, I take the bus.

2 Language in context

A **Read the instructions aloud. Ss read the messages individually to arrive at the answer. Answer any questions students may have, or encourage them to ask their partner or use a dictionary.**

Answers
She's going to her parents' house because it's her mom's birthday.

B **Do the task** **Ss correct the sentences individually then share with a partner.**

Answers
1 Inna is sending messages to Rob.
2 Inna is taking the bus to her parents' house.
3 Inna's dad is waiting at the bus stop.
4 Inna is carrying a big plant.
5 Today is Inna's mom's birthday.

- Read the **Insider English** box. You might ask Ss if they also use emoticons in their messages. 😄 Remind Ss that emoticons are informal, but can be used to make messages more emotional and friendly.

Extra activity

Class survey. Write or dictate the following questions on the board and ask Ss to copy.

How do you travel to work?

How do you travel to class?

What's your favorite way to travel?

Which transportation do you not like?

Adapt these questions as necessary for your Ss. Ask Ss to circulate, asking as many classmates as they can the same questions and writing down their answers. As Ss circulate, monitor for pronunciation and grammar. Bring the class back together and ask Ss to share their findings. How do most Ss travel? Which ways of traveling do they love or hate? You can present the results of the discussion in a chart or as a top-three list.

3 Grammar: Present continuous questions

Introduce the lesson Dictate, write, or display the following questions on the board:

1 **Why are you taking the bus?**
2 **Are you going to the mall?**
3 **What are you doing?**
4 **Why is he carrying the plant?**

Ask Ss: **Which question can be answered *yes* or *no*?** (2) **Which two sentences can you answer with *because*?** (1 and 4) Circle **Are** and underline **Why** for students to notice the difference in the questions.

A **Introduce the grammar** **Before Ss circle the answers, explain that they can refer to the examples in the Grammar box.**

- Ask volunteers to read the examples aloud. Check pronunciation. Ask some questions using the present continuous, e.g., **Are you listening? Are you driving? Yes, I am. / No, I'm not**. Have Ss notice that whether or not we have a question word, we will still use the verb *to be*.

Answers
1 at the beginning 2 after

B **Complete the first sentence with Ss to demonstrate how to do the exercise. Ss complete the sentences individually before checking their answers with the class.**

Answers
1 Is, riding, d
2 are, doing, e
3 Are, listening, b
4 is, carrying, a
5 is, going, c

C **Direct Ss to page 137 to complete the grammar exercises. Teacher's tips for grammar exercises are on page T-129.**

D **Pair work** **Review** **Circulate and monitor as Ss ask and answer questions. Listen for examples of language usage that you can share with Ss when the activity is finished. Elicit ideas from Ss and give feedback.**

SMARTPHONE activity

Draw a picture or display a photo of household activities. Ask Ss: **What are they doing?** and **What is he doing?** Ss look through their phones and choose a photo that shows people doing something. Ss show their photo to a partner. The partner asks: **What is he / she doing?** Allow Ss time to discuss. Circulate and monitor. Volunteers show the class their photos.

4 Speaking

A **Read the instructions aloud with Ss. Explain the example and give more if you can. Explain that Ss can use their phones to find any information they need.**

Find it

- Write on the board for Ss to copy and answer: **Where are you going? / How are you traveling? / What are you carrying? Why are you carrying it?**

Teacher development Activity 1

Maximizing practice opportunities

When students repeat the same pair work task with different partners, they can become more confident with producing and responding to the target language, add new language to make their interactions more natural, practice listening to different accents, and feel energized by the change of pace.

- Demonstrate the task with a strong S:

  T Hi. It's (T's name). Is this a good time to call?

  S No, sorry. I'm having dinner with my family.

  T OK, I'll call back later.

- Ss stand in two lines (A and B), facing each other.
- Facing pairs in lines A and B practice "calling" and "answering."
- T taps table to signal that Ss in Line A must move one place to the right to work with a new partner. (The last S in Line A moves to the beginning of the line.)
- Repeat the procedure so everyone in Line A works with everyone in Line B.

B **Pair work** **Model the example question and answer with a volunteer. Circulate and monitor as Ss ask questions. Offer help and support. Listen for examples of language usage you can share with Ss at the end of the activity.**

- When Ss finish, ask volunteers to explain their ideas to the class.
- Give feedback.
- At the end of the exercise, you can have Ss vote for the most creative or funniest object they came up with.

Mixed ability

Practice responding to questions. Start by asking Ss to respond to *yes/no* questions using *Yes, I am* and *No, I'm not*, e.g., **Are you working? Are you taking the bus?** Progress to more difficult questions for stronger Ss, e.g., **Where are you working? Where are you living?** As a follow up, Ss ask you some questions in the present continuous.

3 Grammar: Present continuous questions

A Look at the sentences in the Grammar box. Then circle the correct option to complete the rules.

Grammar Present continuous questions

yes/no questions	Information questions
Are you **going** to work?	**Why is** he **carrying** a plant?
Is she **carrying** a plant?	**Who are** they **waiting** for?
Are they **waiting** at the bus stop?	**What are** you **doing**?

1 Use *are* and *is* **at the beginning** / **in the middle** of *yes/no* questions.

2 Use *are* and *is* **before** / **after** question words (*Who*, *What*, *Where*, *Why*, and *How*) in information questions.

B Complete the questions with the present continuous form of the verbs in the box. Then match the questions and the answers below.

carry do go listen ride

1 _____ Josh _____ his bike in the park right now?

2 What _____ Kim and Todd _____ ?

3 _____ the children _____ to music right now?

4 Why _____ Jamal _____ a big bag?

5 Where _____ Lydia _____ now?

___ **a** Because he's taking a lot of books to class.

___ **b** Yes, they are.

___ **c** She's walking to her friend's house.

___ **d** No, he isn't. He's running by the lake.

___ **e** They're driving to the beach.

C Now go to page 137. Look at the grammar charts and do the grammar exercises for 7.2.

D **Pair work** Imagine what people in your family are doing right now. Ask and answer questions.

What's your sister doing right now?

4 Speaking

Find it

A Imagine you're going somewhere and carrying something interesting or funny. Use the ideas below or your own ideas. Then decide where you are going and your transportation.

a big bag a small chair an expensive picture

B **Pair work** What is your partner doing? Ask and answer questions.

Hi, Anna. What are you doing?

I'm carrying 100 cookies. I'm taking the subway.



7.3 A new life

Lesson objective
- share news on the phone

1 Functional language

A Look at the people. Are they having a long or a short conversation? How long are your phone calls?

B 7.04 Luana is calling her friend Jennifer. Read and listen. What's new in Luana's life?

7.04 Audio script

Jennifer **Hello.**
Luana **Hi**, Jennifer. **It's** Luana.
Jennifer **Hey**, Luana!
Luana **How's it going?**
Jennifer **Not bad, thanks. How are you doing?**
Luana **Good, thanks.** Well, I'm busy.
Jennifer Really? What are you doing these days?
Luana I have a new job, in Monterrey.
Jennifer Oh, wow! *Monterrey*? So you're not living in Mexico City now.
Luana That's right. I'm living in Monterrey. I live in a new building. It's expensive, but it's very nice. And I have a new boyfriend.
Jennifer Really? Great! You have a new *life*! I want to hear all about it!







C Complete the chart with expressions in **bold** from the conversation above.

Answering the phone and greeting people	Asking people how they are	Responding
1 Hello _____ .	How's it 5 _____ ?	Not 8 _____ , thanks.
2 _____ , Jennifer.	(How's = How is)	9 _____ , thanks.
3 _____ Luana.	How 6 _____ you	I'm fine.
4 _____ , Luana!	7 _____ ?	
	How are you?	

D 7.05 Pair work Put the phone conversation in the correct order. Listen and check. Then practice with a partner.

___ Good, thanks. How's it going?
3 Hey, Andrew! How are you doing?
1 Hello.
___ Not bad.
___ Hi, Francisco. It's Andrew.

7.3 A new life

Lesson objective
- share news on the phone

Introduce the lesson Give Ss a six-digit number each. This is their phone number. Draw a picture or show a photo of a telephone number pad. Dial one of the Ss' numbers by pretending to press the numbers. Have a simple conversation with the S, similar to the first six lines of the conversation in exercise 1B. Call another S. For variation, ask a volunteer to come to the front of the classroom and call another S.

1 Functional language

A **Introduce the vocabulary** **Ss discuss the questions in pairs before you talk about them as a class. Find out who has the longest phone calls.**

B 7.04 **Play the audio as Ss listen. Play again if necessary. Ss share their answers with a partner. Check that Ss understand the vocabulary.**

Answers
Luana is in a new city. She has a new job. She has a new boyfriend.

- Books closed. Ss listen to the conversation.
- Ss read the conversation aloud in pairs. Monitor and check for pronunciation.

C **In pairs Ss complete the chart. Elicit answers by asking Ss to read the whole sentence. Monitor for pronunciation and stress.**

Answers
1 Hello 2 Hi 3 It's 4 Hey 5 going 6 are
7 doing 8 bad 9 Good

D 7.04 **Pair work** **Allow Ss time to order the conversation before they check their answers with a partner.**
- Play the audio and ask Ss to check their answers.
- Ask Ss to role play the conversation. Circulate and monitor. You might like to go back to the phone numbers game from the start of the class. Ss call other member of the class again. Is their conversation better?
- Make sure you remember to use the same phone language conversation with Ss in the next lesson to help them remember and use the language.

Answers
4 Good, thanks. How's it going?
3 Hey, Andrew! How are you doing?
1 Hello.
5 Not bad.
2 Hi, Francisco. It's Andrew.

SMARTPHONE activity

Ss record their conversation on their phones. As homework, ask them to listen to it again and think about their pronunciation. Are there any words they could have pronounced better? Did they notice any errors?

Vocabulary support Encourage Ss to copy and use language that is useful to them. Remembering and using key set phrases is an important step to learning a language.

Extra activity

Have Ss make notes of three useful phrases or sentences for phone calls. Have them role play a phone conversation again, making sure they use the three phrases or sentences they wrote down.

2 Real-world strategy

A Read **Reacting to News** aloud. Ss decide how Jennifer reacts in pairs.

Answers
Good news: Luana has a new job.
Ordinary news: Luana is busy.
Bad news: Luana's apartment is very expensive.

- Concept check by telling Ss more news and asking them react to it accordingly, e.g., **I'm tired. / I have a new car. / I have a new dog! / I get up early every day. / I go to bed late.**

B 7.06 **Explain the task and play the audio. Play again if Ss ask. Ss check their answers with a partner before you check.**

Answers
Ordinary news: He's in his car.
Good news: He has a new car.
Bad news: He has a (big) problem with his car.

7.06 Audio script

Man I'm in my car.
Woman Oh.
Man I have a new car.
Woman Oh, wow!
Man Yeah, but I have a problem with it. A big problem.
Woman Oh, no! OK, where are you?

C 7.06 **Play audio again. Ss check their answers with a partner before sharing with the class.**

Answers
Ordinary news: He's in his car. ➔ She says, "Oh."
Good news: He has a new car. ➔ She says, "Oh, wow!"
Bad news: He has a (big) problem with his car. ➔ She says, "Oh, no!"

D Pair work **Review** **Put Ss into pairs and assign each one to be either Student A or Student B. Ask Student As to turn to page 157 and Bs to turn to page 160.**

- Before you start, write or say some surprising information about yourself, either real or imaginary, e.g., **I have a new baby!** Ask Ss to respond with an expression from page 71.
- Read through the instructions aloud. Allow Ss time to read through their sentences. Check for understanding and explain any vocabulary Ss may need.
- Monitor as Ss do the activity. When Ss finish, ask volunteers from A and B to read a sentence aloud to the class. Elicit suitable responses to it from the group.

3 Pronunciation: Saying *-ing* at the end of the word

A 7.07 **Ask Ss to predict the missing letters.**

- Play the audio and check answers. Have students repeat the *-ing* words, then repeat the sentences.

Answers
1 doing 2 living 3 going

B 7.08 **Play the audio. Ss compare answers before checking as a whole class.**

- Ask Ss to repeat the *-ing* version of each phrase. Explain that it is important to pronounce *-ing* clearly because phrases with *in* have a different meaning.

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

C 7.09 Pair work **Play the audio. Have Ss repeat each line.**

- Ss practice the conversations in pairs. Monitor and help Ss to pronounce *-ing* clearly.

4 Speaking

A Pair work **Review** **Before Ss begin this task, spend some time talking about the conversation they will have and some of the expressions and phrases they can use. Ask Ss to think about something that happened to them recently that they can talk about.**

- Model a sample conversation with a volunteer to show Ss what to do.
- As Ss talk, circulate and monitor for pronunciation (you can focus on particular words or sounds), register, grammar, and stress. Listen for examples of language usage that you can share with Ss at the end of the activity.
- When Ss finish, ask volunteers to perform their conversations for the class.
- Praise Ss and give feedback.

Fast finishers

If a pair finishes quickly, ask them to change partners with another fast finishing pair and repeat their conversations. Or ask them to record their conversation on their phones.

2 Real-world strategy

Reacting to news

People often say *oh* after they hear good news, ordinary news, and bad news.

Good news 😄		Ordinary news 😐		Bad news 😕	
Oh, wow!		Oh.		Oh, no!	
Luana	I have a new job.	**Luana**	I'm busy.	**Luana**	My apartment is very expensive.
Jennifer	Oh, wow!	**Jennifer**	Oh.	**Jennifer**	Oh, no!



A **Read the information in the box about reacting to news. Then look at the examples. What does Jennifer think is good news, ordinary news, and bad news?**

B 7.06 **Listen to a conversation. What news does the man give?**

Ordinary news: He's in his car. Good news: _____

Bad news: _____

C 7.06 **Listen again. How does the woman react to the different types of news?**

D **Pair work** **Student A: Go to page 157. Student B: Go to page 160. Follow the instructions.**

3 Pronunciation: Saying *-ing* at the end of the word

A 7.07 **Listen. Complete the words.**

1 How are you do_____ ? 2 I'm liv_____ in Dallas. 3 Where are you go_____ ?

B 7.08 **Listen. Focus on the *-in* and *-ing* sounds. Circle the phrase you hear.**

1	a	learn in Spanish	b	learning Spanish	4	a	study in nature	b	studying nature
2	a	call in the restaurant	b	calling the restaurant	5	a	carry in a bag	b	carrying a bag
3	a	help in my school	b	helping my school	6	a	shop in malls	b	shopping malls

C 7.09 **Pair work** **Listen to the conversations. Then practice with a partner. Listen for the *-ing* sound.**

1 **A** How are you doing?
B Not bad. I'm working in Monterrey now.
2 **A** Are you living in Mexico City now?
B No, I'm living in Monterrey.
3 **A** Where are you going?
B We're going to the Italian restaurant over there.

4 Speaking

Pair work **Imagine you're calling your partner. Start the call, and then talk about some news. Use some of the questions below. React to the things your partner says. Then change roles.**

How are you doing?	Are you busy?
What are you doing right now?	What about you?

Hey, Ali. It's Clara.

Hey, Clara! How are you doing?



7.4 Busy!

Lesson objective
- write a post about things happening now

1 Reading

A Skim Skim the text. Where are the people working? How many people are there?

lucinda_art21

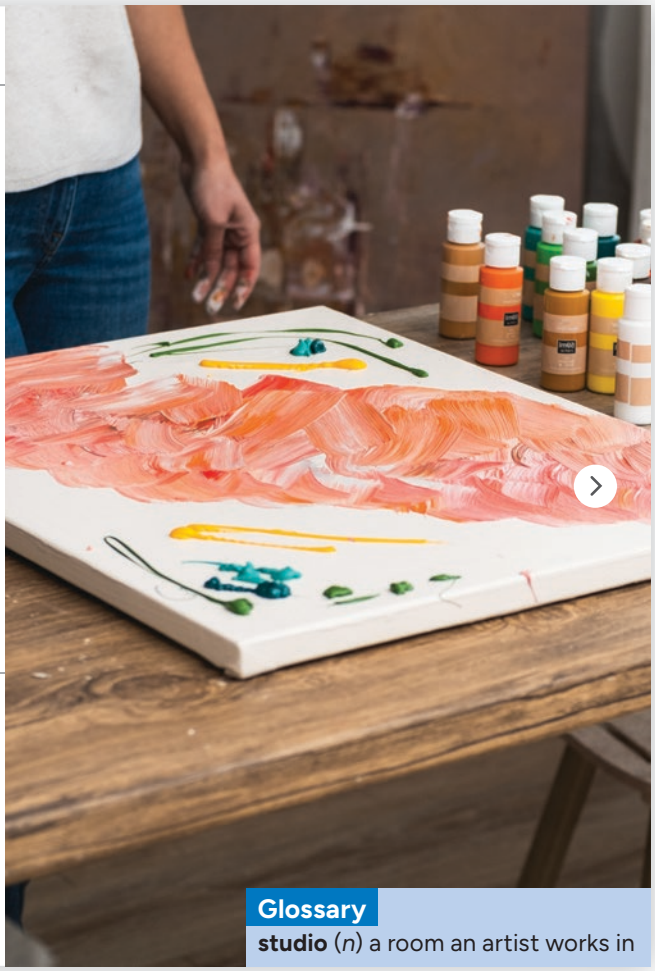
lucinda_art21 Hi, everyone! Today, I'm very busy. I'm working in my art studio with my friends **@chung_eun_art** and **@mark_thepainter**. They're artists, too. We're working on different projects. I'm painting four small pictures of my cat. I'm using bright colors from **@PaintsPlus**. Eun is painting mountains and a river. Her painting looks real! She's looking at a photo for help. Mark isn't painting an object. He's painting designs in bright colors. The studio is messy! My mom is also here. She isn't painting. She's sitting with the cat, Foofoo. They're watching us. Wait ... the cat isn't sitting in her lap. 😮 Foofoo is running around the studio ... with paint on her paws! Now the studio is *very* messy! 😂
#PaintsPlus #artstudio #paintingfun

chung_eun_art Foofoo is making art, too! 😂 We're all having fun in your studio today.

wendy_monson I love the photo! Is that **@mark_thepainter**'s painting?

lucinda_art21 Yes, it is! You can buy all of our art on my website: https://lucinda.artcommunity.com

View all 23 comments



Glossary
studio (*n*) a room an artist works in

B Read for details Read the posts again. What is each person or animal doing? Complete the chart.

Lucinda	She's painting pictures of her cat.
Eun	
Mark	
Lucinda's mom	
Foofoo	

C Pair work Think critically Read the posts again. Why does Lucinda include her website? Do you think it's a good idea? Why or why not?

7.4 Busy!

Lesson objective
- write a post about things happening now

Introduce the lesson Display a photo of a busy scene or find another photo of many people doing different activities. Display this on the board. Model a sentence in the present continuous describing the people in the photo. Ss look at the photo for one minute before you take it away. Ss describe what they remember to their partner using the present continuous. Display the image again and ask Ss to say what the people are doing.

1 Reading

Introduce the task Ask Ss: **Do you use social media?** Elicit which social media they use and display them, if possible. Elicit comparisons between the social media they use and the one on this page.

Vocabulary support Social media are websites and applications that allow people to communicate and share information, opinions, pictures, videos, etc. on the internet. You create a profile to share your information. The texts you publish are called posts.

A **Remind Ss that skim reading means they read quickly to find general information, but don't have to understand every word. Ss share their answers with a partner before you elicit them as a class.**

Answers
They are working in an art studio. Four people are there.

Extra activity

Write **formal** and **informal** on the board and check that Ss understand the difference. In pairs, ask Ss to read the posts again and look for things that make the text informal. Allow Ss time to discuss before you elicit answers.

Suggested answers
The use of emojis and contractions.

B **Ss read again and look for details. Pre-teach the word *studio* in the Glossary. Ss work individually to complete the chart and then share their answers with a partner.**

Answers
Wording may vary slightly.
Lucinda: She's painting pictures of her cat.
Eun: She's painting mountains and a river. She's looking at a photo.
Mark: He's painting designs in bright colors.
Lucinda's mom: She's sitting (with the cat). She's watching the artists.
Foofoo: She's running around the studio. She's making art.

C **Pair work** **Encourage Ss to discuss the reasons for their answers with their partners. They explain to one another what each person is doing.**

Suggested answers
She includes her website so people can buy their art.
It's a good idea because a lot of people can see their art on her website / the artists can make money.

2 Writing

Introduce the task Write the punctuation marks below on the board without the names. Elicit their names from Ss.

. period

, comma

? question mark

' apostrophe

- Write **i live in london** and ask Ss to fix the capitalization as a class. Explain that names, the pronoun *I*, and the first word of a sentence are always capitalized.
- Write or display the following sentences and ask Ss to punctuate and capitalize them in pairs before you elicit answers.
  whats your name my name is Jorge i come from brazil i speak portuguese english and spanish where do you come from

Answers

What's your name? My name is Jorge. I come from Brazil. I speak Portuguese, English, and Spanish. Where do you come from?

A **Read the instructions aloud with Ss. After they read, Ss check their answers with a partner.**

Answers

David is cooking dinner and making a cake.
His wife is cleaning his mess and taking pictures.
His son is cleaning the living room and the bathroom.

B **Ss underline the instances of the words *also* and *too* in the post individually, but complete the rules with a partner. Elicit answers by asking Ss to read the whole sentence aloud.**

Answers

And I'm making a cake, too.
And she's taking pictures of me, too.
Also, my son is helping.

end, before, beginning, after

- Direct Ss to the **Register check**. Ask volunteer Ss to read the example sentences aloud. Monitor for pronunciation. Ask Ss to find two sentences like these in exercise 1A on page 72.

Answers

They're artists, too.
My mom is also here.

Extra activity

Dictate sentences for Ss to write. Remind them to include the punctuation they learned about, e.g.,

My dad's a teacher.

Where do you live?

I like football. Also, I like tennis.

Make the sentences relevant to your learners if possible. After Ss write, encourage them to exchange papers and let other Ss correct their work. Then write the answers on the board.

C **Introduce the task** **Before Ss write, model sentences to give them some ideas, e.g., I'm on the bus. The woman next to me is talking on her phone, etc. Allow Ss plenty of time to think about and discuss what they are going to write.**

- As Ss write, circulate and offer any help they need. Spell any words Ss find difficult on the board so everyone can see them.
- If possible, correct Ss' work before the next activity.

D **Group work** **After Ss have read their partners' work, ask volunteers to read their posts to the class, or you can read them.**

Homework ideas

After you have corrected the posts, ask Ss to record themselves reading their posts using their phones. Encourage them to play back their recordings to listen for pronunciation and share them with their classmates.

2 Writing

A David, his wife, and his son are busy at home. Read the post. What two things is each person doing?

cooking_with_David

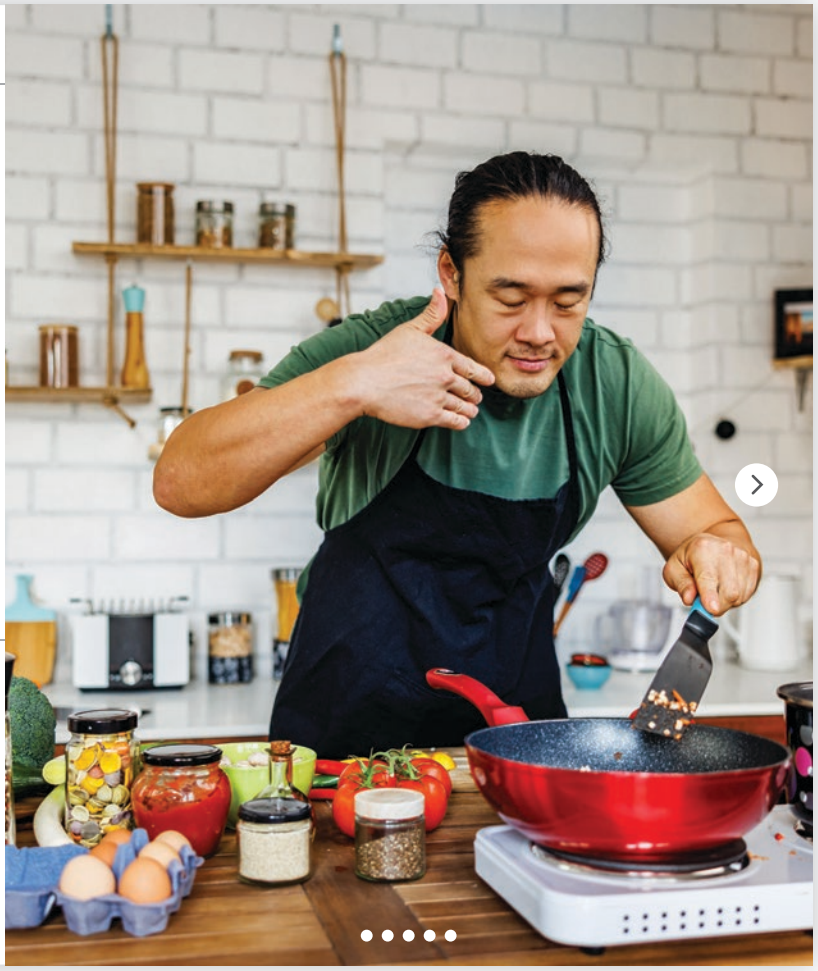
cooking_with_David Hi! Chef David here! The restaurant is open today, but I'm not working! I'm busy in my own kitchen at home. I'm cooking dinner for my cousins. And I'm making a cake, too. 🎂 My wife is helping me. She's cleaning all the mess I'm making. ❤️ And she's taking photos of me, too. Also, my son is helping. But not in the kitchen. He's cleaning the living room and the bathroom. ❤️ *DING DONG!* Oh, no! My cousins are here! They're early! 😮

#familytime #goodfood

leslie_palmer We miss you at the restaurant! Have fun!

chatri_amarin Post a photo of the dinner, please!

View all 6 comments



B Writing skills People use *also* and *too* to add information. Underline the words *also* and *too* in the post. Then circle the correct words in the rules, below.

Use *too* at the **beginning** / **end** of a sentence.

Use a comma (,) **before** / **after** you write *too*.

Use *also* at the **beginning** / **end** of a sentence.

Use a *comma* (,) **before** / **after** you write *also*.

Write it

C Imagine you're in a very busy place: at home, at school, at work, or at a party. Write a post about what you and the people around you are doing.

D Group work Compare your posts in groups. Make one or two comments about each post.

You're very busy!

Register check

People sometimes use ***And***, ***Also***, or ***But*** at the beginning of sentences in speaking and informal writing. In formal writing, people usually don't begin sentences with these words.

And I'm making a cake, too.

Also, my son is helping.

But not in the kitchen.



7.5 Time to speak
Your life these days

Lesson objective
- ask what people are doing these days

A **Prepare** Read the note and questions below. Which topic is interesting for you? Which topic is boring?

Topics	Main question	Follow-up questions
Work and school	Are you going to college?	Are your classes easy or difficult? Are you doing a lot of homework these days?
	What classes are you taking?	Do you like your classes? Why or why not?
	Where are you working these days?	Are you working every day? Is your job interesting? Is it difficult?
Free time	What are you reading these days?	Is it good? Who's the writer?
	What are you watching on TV?	Is it interesting? Is it funny? Who's in it?
	What music are you listening to?	Who's your favorite singer? What's your favorite band?
	Do you play video games?	Which games are you playing right now?
	Are you going out a lot these days?	Where do you go? What's your favorite place?
	Are you playing sports?	What sports do you play? Where?
Home life	How is your family?	Are you living with them now?
	Are you living in a new place?	Is it an apartment or house? Do you like it? Is it close to work/school?
	Are you cooking a lot these days?	Do you cook for other people?

You are with a group of people. They are your friends, but you hardly ever see them. What do you say? Here are some ideas!

B **Role play** Imagine you are at a party. Talk to different people about different topics. Ask and answer some of the questions from the chart.

C **Agree** Talk about popular things from your conversations. What are a lot of people doing these days?



Useful phrases

Prepare
- I like / don't like ...
- I think ... is interesting / boring. And you?

Role play
- Hi, [name]. How's it going?
- Hey, [name]! What are you doing these days?

Agree
- (Work and school / free time / home life) is a popular topic.
- A lot of people are doing ...

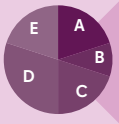


7.5 Time to speak

Your life these days

Lesson objective

- ask what people are doing these days



Time on each stage

Introduce the task Display a photograph of some school children from the past. Ask Ss: **What do you think these people are doing now?** Elicit Ss' ideas. Remind them to use the present continuous.

- Direct Ss to the **Useful phrases** section at the bottom of the page. Remind them that they can use them during the relevant stages of the lesson.

A Prepare » Aim: Ss read and understand the questions.

- **Class work** Model the activity by ranking the topics yourself.
- **Pair work** One S reads a question and then the other reads the next. Tell Ss they are reading to understand, not to answer. Monitor for pronunciation, but withhold your feedback until the end.
- **Class work** Ask Ss to share which sentences they didn't understand before you give feedback on pronunciation.
- **Preparation for speaking*** Give Ss time to review relevant vocabulary notes or look up words in a dictionary.

Teacher development Activity 2

Encouraging quieter students to speak

Some students tend to let others in their group do the speaking during groupwork activities. The following activity allows all students to participate more equally in any task.

- Set up the role play. Put Ss into groups.
- Give each S the same number of tokens, e.g., five (counters from a board game, small LEGO® pieces, etc).
- Explain the rules:
- Every time a S speaks (not including short phrases), they must put a token in the middle of the table.
- When a S's tokens are gone, they cannot speak again until everyone else has used up their tokens.
- When all the tokens are in the middle, everyone can speak freely.

B Role play » Do the task Aim: Ss pretend they are at a party.

- **Individually** Give Ss time to think silently about what they are going to say. Set a time limit, say two minutes, and allow them to make notes.*
- **Pair work** Ss take their books with them as they circulate to ask and answer the questions with each other. Circulate and monitor for errors.
- **Class work** Provide feedback after the activity.

C Agree » Aim: Ss discuss what people usually do.

- **Pair work** Ss return to their original partners and discuss the topics they talked about. Monitor and make a note of the strong interactions of each group, for example, good use of unit vocabulary, interesting questions, natural-sounding interactions, etc. You can use your notes to give feedback at the end of the lesson.*
- **Class work** **Review** Ask Ss to share their ideas with the group.
- **Feedback for speaking activities*** Use your notes to give feedback. Use elicitation to correct errors. See page T-xxii for details.

*These tips can help you to create a safe speaking environment. They can also be used with other speaking activities. For more information, see page T-xxii.

PROGRESS CHECK

Students can assess their learning in this unit by completing the **Progress check**. Please go to the Teacher's Resources on Cambridge One to download this material and for activity suggestions.

Teacher development Reflection

Answer these questions yourself in a reflection journal or discuss them with your peers.

1. How successful were your instructions for setting up the A/B lines task in activity 1? Would you do anything differently next time?
2. In what ways did your students improve as they repeated the pairwork task? How do you know?
3. Who are the quieter students in your class? Why do you think they speak less than other students? Would you use tokens for a speaking activity again?
4. Students sometimes say **What's the point of pair work?** Or **I prefer to work on my own**. How might you respond to these comments?
5. Students can work in pairs and groups on a range of activities – for example, figuring out grammar rules, doing vocabulary matching tasks, discussing problems and solutions, or comparing answers for a reading comprehension exercise. What should teachers be doing while these kinds of activities are taking place?

You're good!

8

Teacher development Introduction

Strategy 2: Teaching vocabulary – Practicing vocabulary

Students can't have too much practice! There is much evidence that, without plentiful and regular practice, Ss will forget most of the new vocabulary they encounter in class. In this unit, we look at two activities which can be used for additional or alternative practice of many different kinds of vocabulary.

Who wrote this? (Activity 1): A personalized sentence-writing activity provides both productive and receptive practice. You will have the opportunity to try this in Lesson 8.1.

Test your partner (Activity 2): This is a simple but effective extension activity using words and their definitions. You can try this in Lesson 8.2.

To find out more about ways of practicing vocabulary, read Chapters 10–11 of Ruth Gairns and Stuart Redman, *Working with Words*, pp. 144–170. Please go to the Teacher's Resources on Cambridge One to download this material.

Introduce the theme of the unit

Tell Ss about something you enjoy doing that is also a skill, using vocabulary from previous units (e.g., **playing soccer or video games, cooking, riding your bike**). If possible, show a photo of the activity. Say: **I like [activity]**. Then explain if you are good at it or not. For example: **I like cooking.** Then act it out, for example, by pretending you are tasting the food and showing with your face if it tastes good or bad. Repeat the activity with another skill.

Unit objectives

Read the unit objectives aloud. Tell Ss to listen and read along. Explain any new vocabulary Ss may not understand.

Please go to the Teacher's Resources on Cambridge One to download the following photocopiable activities for this unit:

8.1 Grammar: *Can* and *can't* for ability; *well*

8.2 Grammar: *Can* and *can't* for possibility

8.1 Vocabulary: Verbs to describe skills

8.2 Vocabulary: Work

Unit 8 Speaking: The spinning "can"s (Lesson 8.2)

Start speaking

A **Ss discuss the questions in pairs before you check their ideas as a class.**

B **Ss work in pairs to answer the questions before checking as a class.**

C **Ss talk about their fun / difficult activities as a class. Elicit some of their many skills and talents.**

- **Optional activity** Ss watch Joao's video and say what he does. They decide whether they think it's fun, difficult, or both.

Real student

I'm learning how to play the guitar. It's a little difficult, but it's fun.



8

You're good!

Unit objectives

- talk about your skills and abilities
- say what you can and can't do at work or school
- say why you're the right person for a job
- write an online comment with your opinion
- talk about what people in your country are good at

Start speaking

A Look at the photo. Where is this person? What is he doing?

B Do you think this is a difficult activity? Do you think it's fun?

C Talk to a partner about fun or difficult activities you do. For ideas, watch Joao's video.



Real student

What does Joao do? Do you think it's fun, difficult, or both?

8.1 She likes music, but she can't dance!

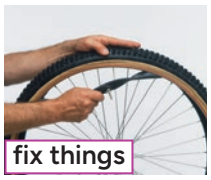
Lesson objective
- talk about your skills and abilities

1 Vocabulary: Verbs to describe skills

A 8.01 Listen and repeat the skills in the photos. Which are fun skills? Which are difficult skills?

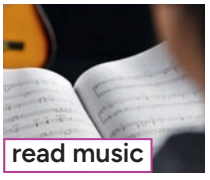

dance


draw


fix things

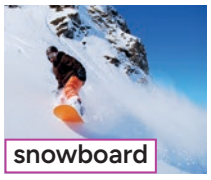

paint


play the guitar


read music


sing

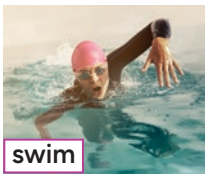

skateboard


snowboard



speak two languages


surf


swim

B Now do the vocabulary exercises for 8.1 on page 151.

2 Language in context

A 8.02 Read and listen. Who are Mia and her dad talking about? What do they choose to buy? Do you think it's a good idea?



8.02 Audio script

Dad So, Mia. You know it's your mom's birthday next month, right?

Mia Oh wow! Let's buy her something really cool. Do you have any ideas?

Dad Hmm. How about some art classes? She can **draw**.

Mia Or what about singing lessons? She likes music and can **play the guitar**.

Dad I don't think that's a good idea. She thinks she can't **sing**, and she's very shy about it.

Mia Hmm. What about dance lessons? Can she **dance** well?

Dad No, she can't. She's terrible at it. It's really funny – she can **read music**, but she can't dance!

Mia *You* can't dance, Dad. I know! Let's buy you both some dance lessons!

Dad Great idea! Wait a minute – what?

Insider English

You can use *so* to start talking about a topic.

So, Mia. You know it's your mom's birthday next month, right?

Glossary
terrible (*adj*) very bad

B 8.02 Read and listen again. What can Mia's mom do? What can't she do? Complete the sentences.

1 Mia's mom can _____, _____, and _____.

2 She can't _____ or _____.

C Pair work Talk to a partner. Which things in exercise 1A do you often do? Which things do you never do? For ideas, watch Kerem's video.



Real student
Do you often do the same things as Kerem?

8.1 She likes music, but she can't dance!

Lesson objective
- talk about your skills and abilities

Introduce the lesson Ask Ss: **What does an artist do?** Elicit **paint** or **draw**. Ss haven't learned these terms yet, so be prepared to help them if they don't know the words. Write **paint** on the board. Then ask: **Is this a skill? Is it difficult?**

- Ask the class about more skills in the same way, e.g., **What does a singer do? What does a chef do?**

1 Vocabulary: Verbs to describe skills

A 8.01 **Present the vocabulary** **Ss read as you play the audio. Pause after each word or phrase and Ss repeat together.**

- Play the audio again and ask individual Ss to repeat. If necessary, ask them to read the words again in order to monitor for pronunciation.
- Ss share their answers to the questions with the class.

B **Direct Ss to page 151 to complete the vocabulary exercises. Teacher's tips for vocabulary exercises are on page T-145.**

Extra activity

Dictate or write three questions for Ss to discuss:
1 **What skills do you have?**
2 **What skills don't you have?**
3 **What skills do you want?**

Answer the questions yourself as an example, and then ask Ss to discuss in pairs or groups before you elicit their ideas. Monitor as they talk.

2 Language in context

A 8.02 **Read the instructions and make sure Ss understand the questions. Draw Ss' attention to the Glossary. Play the audio as Ss read along. Play again if necessary. Elicit answers from Ss.**

Answers
They are talking about Mia's mom. They choose to buy some dance lessons for Mia's mom and dad.
Answers may vary.

- Direct Ss to the **Insider English** box and read the examples.

Extra activity

Ss practice the role play in pairs. Monitor for pronunciation.

B 8.02 **Play the audio again. Ss complete the answers individually before checking with a partner.**

- Elicit corrections from the class by asking Ss to read the complete sentence aloud.

Answers
1 Mia's mom can draw, play the guitar, and read music.
2 She can't sing or dance.

C Pair work **Review** **Ss answer the questions in pairs before you elicit some of their ideas.**

- **Optional activity** Ss watch Kerem's video and identify the skills she talks about. They say whether they can do the same things or not.

Real student

Hello. My name is Kerem. I can swim, and I can surf, too. I can sing, but I can't dance.

Teacher development Activity 1

Who wrote this?

This simple activity provides both productive and receptive practice, and can be used with all kinds of vocabulary.

- As an example, write four sentences about yourself on the board. Use the expressions *I often …*, *I never …*, *I can …*, *I can't …* and the skills vocabulary from exercise 1A.
- Ss write true sentences about themselves on a piece of paper, again using the four expressions and skills vocabulary.
- Option 1 (larger classes): Collect the papers, number them, and stick them on the walls. Ss stand up and read the papers, making note of the numbers and who they think the writers are. Then ask Ss to sit down. Go through the papers one by one, asking Ss to shout out their guesses before the writers reveal themselves.
- Option 2 (smaller classes): Tell Ss to write their names on their papers and collect them. Read the sentences on each paper aloud. Stop after each sentence and ask Ss to guess the writer, but don't comment on whether their guesses are correct. At the end of each paper, ask the writer to reveal himself or herself to the class.

3 Grammar: *can* and *can't* for ability; *well*

A **Present the grammar** **Before Ss circle the answers, explain that they can refer to the examples in the Grammar box.**

- Ask volunteers to read the **Grammar** box aloud. Use concept questions to check that Ss understand. Ask: **Can you drive?** to elicit either **Yes, I can** or **No, I can't**. Ask the class questions from the chart.
- Read and explain the **Notice** box. Remind Ss that *well* goes at the end of the sentence. Tell Ss what you can do well, e.g., **I can swim well**. Ask Ss: **What can you do well?**

Answers
1 can't 2 can 3 do not

Extra activity

Write some scrambled sentences on the board and ask Ss to unscramble them. Make the sentences relevant to your Ss and use some from the *can* and *can't* **Grammar** box, e.g., **Can you play the guitar? / I can't speak Spanish. / Does he speak English well? / I can dance well.**

B **Ss circle the answers individually before sharing their answers with their partner.**

Answers
1 can
2 can't
3 can
4 can't
5 can
6 can't.

C **Direct Ss to page 138 to complete the grammar exercises. Teacher's tips for grammar exercises are on page T-129.**

D **Monitor as Ss write their sentences. Offer any spelling help Ss may need and write words they ask for on the board.**

- Direct Ss to the **Accuracy check** box. Ask a volunteer to read the rules. Display or write the following sentences on the board for Ss to correct in pairs before you check as a class.

1 I can swim well, but I can't to surf.
2 Joella can to play the guitar, but she can't to read music.

Answers
1 I can swim well, but I can't ~~to~~ surf.
2 Joella can ~~to~~ play the guitar, but she can't ~~to~~ read music.

- Ask Ss to go back and correct their sentences from the first part of this activity.

4 Speaking

A Group work **Review** **Role play the example with a volunteer.**

- As Ss talk, circulate and monitor. Listen for any errors you can share with Ss at the end of the activity.
- After Ss have finished working with their partner, they circulate around the room, carrying their questions and asking other members of the class. Get involved and share what you can and can't do.

B Group work **Elicit ideas. What interesting skills do students have?**

3 Grammar: *can* and *can't* for ability; *well*

A Look at the sentences in the Grammar box and Notice box. Then circle the correct option to complete the rules.

Grammar *can* and *can't* (= *can not*) for ability; *well*

I **can swim**.	I **can't play** the guitar.	**Can** you **fix** things?
She **can draw**.	He **can't sing well**.	**Can** he **surf well**?
We **can surf well**.	They **can't read** music.	**Can** they **speak** two languages?

! ***Well*** **is the adverb of** ***good*****.**
She can sing **well**. (= She's good.)
I can't dance **well**. (= I'm not good.)

1 Use **can** / **can't** to talk about things you don't do well or don't know how to do.
2 Use **can** / **can't** to talk about things you do well or know how to do.
3 With *he*, *she*, and *it*, **do** / **do not** add *-s* to the verb after *can* or *can't*.

B Circle the correct answers to complete the sentences.

1 I swim every day. I **can** / **can't** swim well.
2 Sorry. My dad **can** / **can't** fix your car. He's not a mechanic.
3 You can draw really well, Tomas. What other things **can** / **can't** you do?
4 She **can** / **can't** drive, and she doesn't have a car.
5 You **can** / **can't** skateboard really well! Can you teach me?
6 **A** Can you play the guitar, Robbie?
B No, I **can** / **can't**.

C Now go to page 138. Look at the grammar chart and do the grammar exercises for 8.1.

D Write five questions to ask people in your class about their skills. Use vocabulary from exercise 1A on page 76. Then check your accuracy.

1 Can you _____ ?
2 Can you _____ ?
3 Can you _____ ?
4 Can you _____ ?
5 Can you _____ ?

Accuracy check
Do not use ***to*** between ***can/can't*** and a verb.
Can you ~~to~~ fix bikes? ✗
Can you fix bikes? ✓

4 Speaking

A **Group work** Ask and answer your questions from exercise 3D. Say how well you do the skills.

Can you play the guitar?
No, I can't. What about you?
Yes, I can. I can play it really well.

B **Group work** What skill can everyone in your group do? Who can do it really well?



8.2 How we work now

Lesson objective
- say what you can and can't do at work or school

1 Language in context

A Read the article. What is hot-desking? Why do people do it?

B Read the article again. What is good about hot-desking? What is bad about it?



Some like it **hot!**

How the office is changing and what it means for you

What is hot-desking?

Hot-desking is not new, but a lot of offices are doing it now. In hot-desking, **workers** don't have one desk. There are many desks in an office, and workers can sit at any free desk. They can use a different desk each day.

Why hot-desking?

Some people work in an office, but not every day. They can **work from home** some days. For example, Tam works in an office on Monday and Wednesday and works from home the other days. Carla usually works from home and only goes to the office for **meetings**. Tam and Carla don't need their own desks because they aren't in the office every day – so they hot desk!

What's good about it?

- A **company** can save money with hot-desking. For example, they have 50 workers, but they don't need 50 desks. So, they only have 20 desks and they only need a small office.
- People often sit next to different **coworkers**. They talk to more people at their desk or when they **take breaks**.
- Workers are happy because they can sit in different places.
- People can't leave things on the desks, so the desks aren't messy.

What's bad about it?

- Some people don't like change. It is hard for them to **think** when they move desks every day.
- On busy days at the office it can be difficult to find a desk.

Glossary
noise (*n*) a sound or sounds, usually loud

2 Vocabulary: Work

A 8.03 Find the words below in the article. Then listen and repeat.

company | coworkers | meetings | office | take breaks | think | workers | work from home

B Match the words from exercise 2A with the definitions.

1 a workplace, with desks and chairs _____
2 the people you work with _____
3 a business – for example, Apple or Nike _____
4 the people in a company _____
5 do work in your house for a business _____
6 stop work for a short time – for example, to have coffee _____
7 have ideas, or find answers to problems _____
8 get-togethers with people at work to talk about business _____

C Now do the vocabulary exercises for 8.2 on page 152.

D Find it

Group work What else is good about hot-desking? What else is bad? You can go online to find examples. Would you want to hot-desk? Why or why not?

8.2 How we work now

Lesson objective
- say what you can and can't do at work or school

Introduce the lesson Write the word **rules** on the board. Explain that rules tell what we can and can't do. Ask Ss: **What rules do we have in class?** Elicit some ideas e.g., **You can't have a snack. You can't talk on your phone.**

- Ask Ss to talk to a partner about the rules that they have in their house. Monitor as Ss chat and then ask Ss to tell you the rules from their house. Write some of these on the board. Ask: **Are these good or bad rules?**

1 Language in context

A **Introduce the task** **Ss read the article and answer the questions in pairs before they share their ideas.**

Possible answer
In hot-desking, people don't have one desk. They sit at any free desk.
They do it because they don't work in an office every day.

B **Before Ss begin, ask volunteers to read the Glossary. Make sure Ss understand the word.**

- Allow Ss time to read the text individually and answer the questions. They check their answers with a partner.

Possible answer
Good: a company saves money, coworkers talk to different people, workers are happy, desks are clean
Bad: it's not quiet, workers can't think, workers can't take breaks at their desks

2 Vocabulary: Work

A 8.03 **Present the vocabulary** **Ss underline the words in the text. Check that they understand them.**

- Play the audio. Pause after each word and ask Ss to repeat together.

B **Do the task** **Ss match on their own before checking with a partner and then the class.**

Answers
1 office 2 coworkers 3 company 4 workers
5 work from home 6 take breaks 7 think
8 meetings

Teacher development Activity 2

Test your partner

This simple peer-testing activity can be used for practice and memorization whenever Ss are working with a set of vocabulary items and matching definitions.

- After exercise 2B, Ss close their books. Say definitions from the exercise in random order and challenge Ss to remember and shout out the corresponding words or expressions, e.g., **The people in a company. (workers)** If Ss can't remember an item or if they remember it imperfectly, prompt or correct as required.
- Now have Ss test each other in pairs: Student A with book open, Student B with book closed. Student A says definitions while Student B replies with the corresponding word or expression.
- After a minute or so, have Ss reverse roles so Student B now tests Student A.

Tip: If you can, give weaker Ss the role of Student A. This gives them more time to get familiar with the vocabulary and definitions before they are tested by their partner.

Mixed ability

Start by writing the words on the board. Ss will select one of the words to answer. Then delete the words and let Ss answer from memory.

C **Direct Ss to page 152 to complete the vocabulary exercises. Teacher's tips for vocabulary exercises are on page T-145.**

D Group work **Review** **As a class, brainstorm more good and bad things about hot-desking. Ss say why they think they are good or bad. Ss use their phones to look for information to add more good and bad things to the list.**

Find it

- Allow Ss time to discuss the items with their partner. Elicit answers and the reason why they think so.

3 Grammar: *can* and *can't* for possibility

A **Before Ss circle the answers, explain that they can refer to the examples in the Grammar box.**

- **Present the grammar** Ask volunteers to read the **Grammar** box aloud. Monitor pronunciation. Check understanding by asking questions, e.g., **Can I take a break in my lesson? / Can you bring your dog to class?**

Answers

1 possible 2 can't 3 before

B **Do the task** **Ss unscramble and match the questions individually before checking their answers with the class.**

- Ask Ss to write new answers using their own ideas. Challenge them to use *can* in each one.

Answers

1 Where can we have lunch? d
2 How can I get to the restaurant? e
3 What can we eat? a
4 When can we have the meeting? c
5 How can I send this message? b

C **Direct Ss to page 139 to complete the grammar exercises. Teacher's tips for grammar exercises are on page T-129.**

D **Model some examples for Ss before they write their questions, e.g., Where can I have my lunch? How can you get there?**

- As Ss write, circulate and monitor. Offer any spelling help Ss may need.
- Correct sentences individually before the next task.

4 Speaking

A **Pair work** **Model the sample conversation by reading it with a volunteer. Encourage him or her to finish the response.**

- Ss share their questions and answer them with their partners. Make sure they also discuss what they *can't* do.
- As Ss talk, circulate and monitor. Listen for any examples of language usage that you can give feedback on when the activity is over.
- Elicit and compare Ss' ideas.

Extra activity

Write or display three sentences about the rules in your household on the board, e.g.,

You can't eat in the living room.

You can have a snack.

You can't listen to music.

Explain to Ss that one of them is false and the other two are true. Ss guess the false sentence. Ask Ss to write three sentences about the rules in their household, making one sentence false. They share their sentences with a partner who has to guess the sentence that is not true. Ask a volunteer to share their three sentences with the class.

3 Grammar: *can* and *can't* for possibility

A **Look at the sentences in the Grammar box. Then circle the correct option to complete the rules.**

Grammar *can* and *can't* for possibility

You **can work** from home on Friday	What **can't** they **do** in the office?
The company **can save** money.	How **can** companies **make** their workers happy?
They **can't take** breaks at their desks.	Where **can** we **have** a meeting?

1 Use *can* to talk about things that are **possible** / **not possible**.
2 Use **can** / **can't** for things that are not possible.
3 Question words (*Who*, *What*, *Where*, *Why*, and *How*) go **before** / **after** *can* or *can't*.

B **Put the words in the correct order to make questions. Then match them to the answers (a–e) below.**

1 we / have / lunch / can / where _____ ?
2 the / restaurant / how / get / to / can / I _____ ?
3 can / what / eat / we _____ ?
4 have / the / meeting / we / can / when _____ ?
5 I / this / message / send / can / how _____ ?

___ **a** We can have some cookies.
___ **b** You can email it from your phone.
___ **c** Tuesday is good for me.
___ **d** In the company restaurant.
___ **e** Go straight, and then turn left.

C **Now go to page 139. Look at the grammar chart and do the grammar exercises for 8.2.**

D **Write questions about a company or school to ask if it's a good place to work or study.**

1 What can _____ ?
2 Where can _____ ?
3 How can _____ ?

4 Speaking

Pair work **Talk to a partner about things you can and can't do at your company or school. Ask your questions from exercise 3D.**

What can you do at lunchtime?

You can go to ...



8.3 Are you the right person?

Lesson objective
- say why you're the right person for a job



1 Functional language

A Look at the photo. Where are the people? What are they doing?

B 8.04 Read and listen. What three things can the man do well?

8.04 Audio script

A Can we speak in English for five minutes?
B Yes, we can.
A Great. So, are you the right person for this job?
B Yes. **I think so.**
A Why? In a very short answer, please.
B Because I can work well with people on a team. **I think that** teamwork is very important.
A I see. **Why do you think** it's important?
B Because a company is a big team. I mean, it's a group of people, and you work with them every day.
A And why are *you* good on a team?
B Because I like people, and I can communicate well.
A That's great. **I think that** good communication is important. But **I don't think** it's the only important thing. What other things can you do well?
B I can speak two languages. I mean, I speak Spanish and English.

C Complete the chart with expressions in **bold** from the conversation above.

Asking for opinions	Giving opinions
What do you think ? [1] _____ do you think (that) … ?	I think [2] _____ . I don't think so. I [3] _____ (that) … I [4] _____ think (that) …

D 8.05 Pair work **Complete the conversations with words from exercise 1C. Listen and check. Then ask and answer the questions with a partner. Answer with your ideas.**

1 **A** I think video games are great. What do you think?
B I _____ they're very cool. They're boring.
2 **A** _____ do you _____ computers are important?
B They're useful. We use them for everything!
3 **A** Do you think soccer is a good sport?
B No. I _____ . I like basketball.
4 **A** Are you good at music?
B I _____ . I sing and play the guitar really well.

8.3 Are you the right person?

Lesson objective
- say why you're the right person for a job

Introduce the topic Ss copy the grid below. Ask them to make as many words as they can, using the letters in the box only once. All the letters together make one big word. Give Ss a few minutes to make words before you ask each learner to give you a word they found. The nine-letter word is *interview*.

i	e	r
i	n	v
e	t	w

1 Functional language

A **Introduce the task** **Discuss the questions as a class.**

Answers
They are is in an office. He's interviewing for a job. / He has a job interview.

B 8.04 **Do the task** **Read the task aloud and ask Ss to circle the three things the man can do well.**
- Play the audio as Ss read. Play again if necessary.
- Ss check their answers with a partner before you elicit them.

Answers
He can work well with people on a team. He can communicate well. He can speak two languages.

Extra activity

Ss role play the conversation. Monitor for pronunciation as they talk.

C **Pre-teach the idea of giving and asking for an opinion. Model some sentences to help Ss.**
- Ss complete the chart individually before they share with a partner.
- Ss read the sentences aloud as you check answers.

Answers
1 Why 2 so 3 think 4 don't

D 8.05 **Pair work** **Ss complete the sentences with the correct words.**
- Play the audio. Ss listen and check their answers. Pause or repeat the audio if needed.
- As a follow up, ask Ss to role play the conversations in pairs. Monitor for pronunciation.

Answers
1 don't think 2 Why, think 3 don't think so
4 think so

Vocabulary support Remind Ss that the expression is always *good at*. Many learners may find it easier to say *good in*. Correct Ss if you hear this.

- Ss can now ask and answer the questions in exercise 1D in pairs. Monitor for grammar and pronunciation. When finished, ask Ss to share their ideas with the class.

Extra activity

Review Ss write an opinion survey of five new questions asking opinions. They could write about movies, a local restaurant or shop, their job, or school. If this too difficult, you could write five questions on the board or dictate them. If Ss write their own questions, correct them before the next stage. Ss now circulate around the room asking and answering questions. Monitor as Ss share their ideas. When Ss finish, elicit your class's opinions.

2 Real-world strategy

A **Introduce the task** **Volunteers read the explanation aloud. Check for understanding. Ss read the excerpts in 1B, page 80 individually. Elicit answers.**

Answers

Ideas: A company is a big team. He speaks two languages.
He explains an idea: A company is a group of people, and you work with them every day.
He gives more information: He speaks English and Spanish.

B 8.06 **Read questions aloud for Ss. Play the audio. Play it again if necessary.**

- Ss share their answers in pairs. Check as a class.

Answers

Lori wants to be on a dance team. She has free time in the mornings.

8.06 Audio script

Coach So, Lori, why are you the right person for the dance team?
Lori Because I work really hard. I mean, I dance about two hours a day.
Coach I see. And can you meet in the mornings?
Lori Oh, yes. I'm not busy. I mean, I work in a restaurant at night, but I have free time in the morning.
Coach OK. Great.

C 8.06 **Play the audio as Ss complete the chart. Play again if necessary. Ss compare their answers before you check.**

Answers

1 dance 2 two hours 3 work 4 at night
5 mornings

D Pair work **Review** **In pairs, assign Ss to be Student A or Student B. Ask Student As to turn to page 157 and Bs to turn to page 160.**

- Write the name of a place your Ss will know. Say: **I think [name] is great. What do you think?** Elicit answers from Ss. Encourage them to use expressions from page 80.
- Ss read through their information. Explain any words they don't understand. Start after Ss have read through everything and are certain of their opinions.
- Circulate and monitor as Ss do the task.
- Volunteers demonstrate some conversations.

3 Pronunciation: Saying groups of words

A 8.07 **Focus Ss' attention on the forward slash marks (/) saying these show pauses between groups of words. Play the audio. Ss compare answers.**

- Check answers. Ss repeat the correct sentences.

Answers

1 A 2 B

B 8.08 **Ss work individually before comparing with a partner.**

- Play the audio and have Ss check. Then elicit answers from the class.

Answers

1 I'm good on a team / because I can communicate well.
2 I can speak two languages, / and I can play the guitar.
3 I work in a restaurant at night, / but I'm free in the mornings.
4 I think that good communication is important, / but I don't think it's the only important thing.

C Pair work **Play the audio again and have Ss repeat.**

- Ss practice speaking in pairs. Encourage them to listen for the pauses and give each other feedback.

4 Speaking

A **Introduce the task** Ask Ss: **What questions do people ask in job interviews?** **Spend some time writing and correcting Ss' questions on the board.**

- Add some questions of your own, e.g., **Can you speak Spanish? Can you work with people on a team? Can you use a computer well?** This will give Ss more material to use in the next section.
- Ss choose a job from the list or one of their own ideas. They think about the reason why they are right for the job.

B Pair work **Read the example aloud as a model. Encourage Ss to use the questions you wrote on the board.**

- As they speak, circulate and monitor. Listen for examples of language usage that you can give feedback on when the activity is over.

Extra activity

To practice job interviews, have a circle discussion (a carousel.) Decide on what job the outer ring is going to interview for, e.g., *an officer worker.* Explain that the outside ring of interviewers will have to decide if their candidate gets the job or not. Allow Ss time to think about questions they might ask. Alternatively, dictate or write questions for students. Monitor and listen for language usage. Find out which Ss got the job at the end before you give your feedback.

2 Real-world strategy

Explaining and saying more about an idea

Use *I mean* to explain or say more about an idea.

A company is a big team. I mean, it's a group of people, and you work with them every day.

I can speak two languages. I mean, I speak Spanish and English.

A Read about explaining and saying more about an idea in the box above. Look at what the man says. What idea does he explain? What idea does he give more information about?

B 8.06 Listen to a conversation. What does Lori want to do? When does she have free time?

C 8.06 Listen to the conversation again. Complete the chart with the sentences you hear.

Idea	Explanation/more information
I work really hard.	I mean, I [1] _____ about [2] _____ _____ a day.
I'm not busy.	I mean, I [3] _____ in a restaurant [4] _____ _____, but I have free time in the [5] _____ .

D Pair work Student A: Go to page 157. Student B: Go to page 160. Follow the instructions.

3 Pronunciation: Saying groups of words

A 8.07 Listen for the space (= short pause) between the words (/). Which sentence do you hear, A or B?

1 **A** Can we speak in English / for five minutes?
  B Can we speak in / English for five minutes?

2 **A** What other things can / you do well?
  B What other things / can you do well?

B 8.08 Listen to the sentences. Write a pause mark (/) in each sentence.

1 I'm good on a team because I can communicate well.

2 I can speak two languages, and I can play the guitar.

3 I work in a restaurant at night, but I'm free in the mornings.

4 I think that good communication is important, but I don't think it's the only important thing.

C Pair work Practice the sentences in exercise 3B with a partner. Take turns. Can your partner hear the spaces between the words?



4 Speaking

A Choose a job from the box or your own idea. Think about why you are the right person for the job.

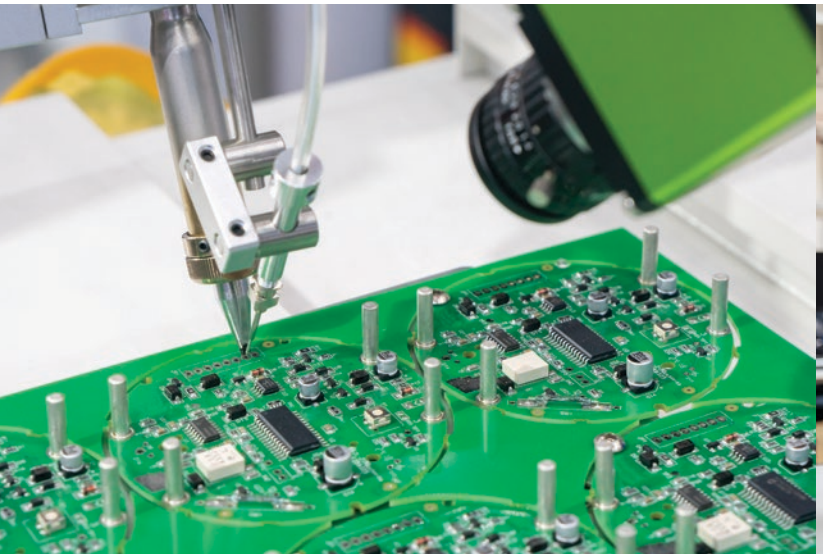
an art teacher	a singer in a band
a chef at a restaurant	a soccer player
a hotel clerk	

B Pair work Tell a partner your job from exercise 4A. Your partner interviews you for the job. Then change roles.

Are you the right person for this job? | I think so. I ...

8.4 Computers and our jobs

Lesson objective
- write an online comment with your opinion





1 Listening

A Chris is the host of the podcast *Technology Talks*. Look at the photos above. What is today's podcast about?

B 8.09 Listen for details Listen to the podcast. Who is Joanna Ramos? What does she say computers can't do?

C 8.09 Listen for supporting details Listen again. Check (✓) the supporting details Joanna gives.

Jobs for computers	New jobs for people
☐ make things	☐ design computers
☐ write texts	☐ start computer companies
☐ call people on the phone	☐ talk to computers
☐ talk	☐ check texts from a computer
☐ dream	☐ make phones

D Pair work Think critically Who thinks computers are a good thing: Joanna or Chris?

2 Pronunciation: Listening for *can* and *can't*

A 8.10 Listen. Write the missing words.

1 What _____ computers do?
2 They _____ make things.
3 They _____ do those things 100% of the time.

B 8.11 Listen. Do you hear *can* or *can't*? Circle the correct words.

1 can / can't
2 can / can't
3 can / can't
4 can / can't



8.4 Computers and our jobs

Lesson objective
- write an online comment with your opinion

Introduce the lesson Write or dictate opinion sentences for Ss to discuss together: **Computers can think / Computers understand us**

As Ss discuss, circulate and monitor for pronunciation. Ask Ss to share their thoughts with the class.

1 Listening

A **Ss look at the images and discuss what the podcast is about. Elicit key words and write on the board.**

Possible answer
Today's podcast is about computers and jobs.

B 8.09 **Read the instructions aloud and check understanding. Remind Ss that listening for details means they are listening for specific information.**
- Play the audio. Repeat if necessary. Elicit answers..

8.09 Audio script

Chris Today on *Technology Talks* I'm with Joanna Ramos. She's from ITCI – a computer company. Welcome, Joanna.
Joanna Thank you, Chris.
Chris Joanna ... a big question: Can computers take all our jobs? What do you think?
Joanna Well, first, I think there's another question. What can computers do? Some examples: They can make things. They can talk. They can check us out at the supermarket. They can write texts. Computers can even make other computers.
Chris They can do a lot of things.
Joanna Yes, they can. But ... they can't do those things 100% of the time. Computers can write texts, but people tell them what to write. And the texts aren't always good. Computers check people out at the supermarket. But they can't always help with problems. Workers do that. And, OK, computers can talk, but they can't always understand us. My phone doesn't always understand me.
Chris And now for a question I hear a lot. Can computers think?
Joanna Yes, they can. They can think, and they can learn. But not like we do. Computers can't dream or imagine. I mean, they can't today!
Chris Well, OK. So are computers taking a lot of jobs?
Joanna I don't think so. They are taking some of our jobs. But people design computers and computer programs. Also, people check texts from computers. And people's voices are the computers' voices. So there are a lot of new jobs, too.
Chris A lot of new jobs? Is that true? I don't think that I've read that...

Answers
Joanna Ramos is from a computer company.
Computers can't always help with problems (in a supermarket). They can't dream or imagine.

C 8.09 **Ask volunteers to read the lists. Check for understanding and pronunciation. Play audio. Ss listen for detail and check the boxes.**

Answers
Jobs for computers: make things, write texts, talk
New jobs for people: design computers, check texts from a computer

D **Pair work** **Ss discuss the question in pairs or small groups before you check what they think as a class. Encourage them to explain their answer.**

Answer
Joanna

2 Pronunciation: Listening for *can* and *can't*

A 8.10 **Ss predict the missing words. Play the audio and ask Ss to check their ideas.**

Answers
1 can 2 can 3 can't

B 8.11 **Play the audio as Ss circle the words they hear. Remind them to listen for the /t/ sound in *can't* to help distinguish the words. Elicit answers.**

Answers
1 can 2 can 3 can't 4 can't

8.11 Audio script

1 They can write texts.
2 They can talk.
3 Computers can't dream or imagine.
4 They can't always understand us.

Vocabulary support The words *can* /kæn/ and *can't* /kænt/ have subtle differences in pronunciation, which Ss need to learn to hear. Note that there is also a weak form of pronouncing *can* (/kən/), which can be hard to distinguish.

3 Writing

A **Do the task** **Allow Ss time to read individually. Ask them to share their answers with a partner before you elicit answers as a group. Go over any vocabulary that Ss may not be familiar with.**

Answers

Arturo thinks Joanna is correct.
Kaito doesn't think Joanna is correct.
Answers may vary.

B **Introduce the task** **Remind Ss of the main punctuation marks in English: the period, the comma, the question mark, and the apostrophe. Remind them also about the use of capital letters at the start of sentences and for names.**

- Introduce quotation marks to Ss by pointing out the first rule. Ask them where they see this punctuation.
- Ss find the capital letters and punctuation marks individually. Elicit answers.
- Ask volunteers to read each rule about quotation marks aloud.
- Read the **Register check** aloud for Ss. Ask: **Who quotes Joanna Ramos?** (Kaito and Arturo) **Which word do these people use to quote?** (says).

Answers

1 Joanna says, "People make computers."
2 She says, "They are taking *some* of our jobs."
3 She also says, "There are a lot of new jobs, too."

C **Do the task** **Direct Ss to exercise 1C on page 82. Ss use these details to write their comments. As Ss write their comments, circulate and monitor, providing vocabulary as necessary. Spell words on the board that Ss ask for so everyone can see them. If possible, correct Ss' work before the next exercise. Allow Ss to listen to the podcast again if needed.**

D **Group work** **Put Ss in groups and ask them to share their comments. They can read them to each other or allow individual Ss to read them.**

- When Ss finish, bring the class back together and ask for volunteers to read their comments aloud to the class. Do Ss agree or disagree? Did Ss have the same or different ideas?

Homework ideas

Ask Ss to watch an online video of a brief interview in English. Remind them to write down the name (or URL) of the video so they can find it later. Ss write comments about the video, including if they agree or disagree with the opinions expressed in it. In the next session, ask Ss to share their videos and comments with a partner or the rest of the class. You might like to show a very small clip of some of the videos.

3 Writing

A Read three people's online comments about the podcast. Which person thinks Joanna is correct? Which person doesn't think Joanna is correct? What's your favorite comment?

Technology **Talks**: Interview with **Joanna Ramos**

JUNE 1, 11:30 a.m.

Kaito, Tokyo

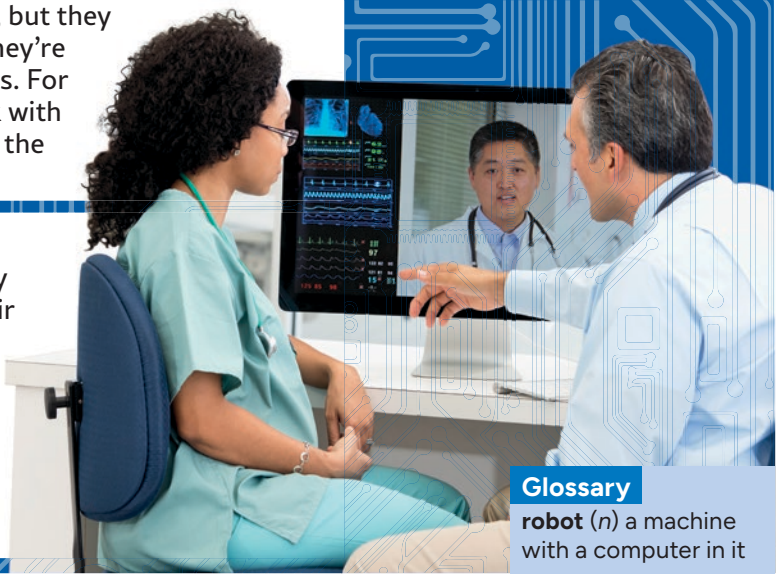
I don't think Joanna Ramos is right. Computers *are* a problem. Robots are taking all our jobs! They can take orders in restaurants, they can cook, they can play music, they can clean buildings, they can make cars … What jobs CAN'T they do? Joanna says, "People design computers." Well, I think robots can design computers now. They're *very* smart.

Ruby, Miami

Computers and robots can do a lot of things, but they don't have feelings: they're not happy, and they're not sad. Feelings are important for many jobs. For example, teachers, doctors, and nurses work with people, so feelings are important. I don't like the idea of robot doctors!

Arturo, Mexico City

Computers are cheap. I mean, companies pay people for their work, but they don't pay their robots or computers. And computers work hard. But I think Ruby is right; computers don't have feelings. Joanna is right, too. She says, "They are taking *some* of our jobs." Not *all* of them. She also says, "There are a lot of new jobs, too." That's true. It's not a problem.



Glossary
robot (*n*) a machine with a computer in it

B Writing skills **Sometimes we want to write another person's words. Their words are quotations. Read the rules below. Then circle all the capital letters and punctuation marks in sentences 1–3.**

- Use quotation marks (" ") around other people's words.
- Put a comma (,) after *says*.
- Start the quotation with a capital letter (A, B, C, …).

1 Joanna says, "People design computers."
2 She says, "They are taking *some* of our jobs."
3 She also says, "There are a lot of new jobs, too."

Write it

C **Read the ideas from Joanna's interview in exercise 1C on page 82. Then write an online comment. Give your opinion about computers and jobs. Quote some of Joanna's words.**

D Group work **Read your group's comments. Do you have the same or different ideas?**

Register check

In informal writing and speaking, people often use *says* to quote (= give) another person's words.

In an online comment:

Joanna says, "People design computers."

In formal writing, people often use *said*.

In a newspaper article:

Joanna Ramos said, "Computers can't dream or imagine."



8.5 Time to speak
National skills

Lesson objective
- talk about what people in your country are good at

A **Prepare** Match the skills in the box to the photos. Which three skills are <u>not</u> in the photos?

cook | dance | make movies | paint | play soccer | sing | snowboard | surf


1


2


5


3


4

B **Discuss** Where can people do the things from exercise A really well? For each skill, say the name of a city, region/area, or country. Then compare your ideas with your group.

C **Decide** Read the information in the box on the right. Talk to a partner about the question in the box. Together, think of <u>three</u> skills for the video.

D **Agree** Compare everyone's ideas. Choose your class's <u>three</u> favorite ideas for the video.

Can you help us?

We want to make a video about our country and why it's great. The title is "We're good!" The video is about the skills people have here. What can we do *really* well in this country? Please send us your ideas!

Useful phrases

Discuss
- Where can people cook really well?
- Chinese food is always great.
- I think people can cook really well in Rome and Naples.
- What do you think?

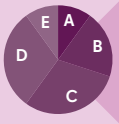
Decide
- What can we do really well in this country?
- We can … well.
- I agree. / I disagree.
- Our three skills for the video are …

Agree
- What are your ideas?
- Good idea!
- Our three favorite skills are …



8.5 Time to speak
National skills

Lesson objective
- talk about what people in your country are good at



Time on each stage

Introduce the task Ask, dictate, or write: **Which country cooks really well? Which country makes good music? Which country makes great movies?** Ss discuss the questions in pairs. Do your Ss agree?

- Direct Ss to the **Useful phrases** section at the bottom of the page. Remind them that they can use them during the relevant stages of the lesson.

A Prepare **Aim: Ss match photos with vocabulary.**

- **Class work** Read the list of skills aloud and check that Ss understand them.
- **Pair work** Ss look at the photos and answer the question in pairs, then match skill and photos. Ask pairs to share their answers with the class. Listen and monitor.

Answers
1 make movies 2 surf 3 snowboard 4 dance
5 play soccer
Not in the photos: paint, sing, cook

- **Class work** Ask: **Which skills do you have? When do you do these things?** Elicit answers.

B Discuss **Do the task** **Aim: Ss discuss which places do things well.**

- **Preparation for speaking*** Give Ss time to think silently about what they are going to say.
- **Class work** Read the instructions aloud and check for understanding. Model an answer if necessary.
- **Pair work** Ss answer together to maximize speaking time.

C Decide **Aim: Ss read and decide what should go in a YouTube™ video.**

- **Class work** Either you or a volunteer read the **Can you help us?** box aloud.
- **Pair work** Suggest that Ss think about sports, food, the arts (like movies or music), technology, cars, or anything else. Write these on the board as Ss discuss to give them ideas.
- **Feedback for speaking activities*** When Ss speak, focus on their performance rather than their accuracy. Give them feedback based on how well they completed the task.

D Agree **Review** **Aim: Ss share their ideas.**

- **Class work** Elicit Ss' ideas and write some of them on the board. Do Ss have the same opinions?

Extra activity

Ask Ss to use their phones to make the video in pairs or small groups. If possible, pair Ss who are from different countries in order to maximize use of English. They film each other saying why their country is great and what it does well. As they film, monitor and provide feedback and advice. Ss share their videos with their classmates. Praise Ss for their movies and comment on instances of good language use.

*These tips can help you to create a safe speaking environment. They can also be used with other speaking activities. For more information, see page T-xxii.

PROGRESS CHECK

Students can assess their learning in this unit by completing the **Progress check**. Please go to the Teacher's Resources on Cambridge One to download this material and for activity suggestions.

Teacher development Reflection

You can answer these questions in a reflection journal or discuss them with your peers.

1. Development Activity 1 asks Ss to write personalized sentences using skills vocabulary. Did Ss need any help with language problems when writing their sentences? If you do this activity again, how could you change your example sentences to make them more helpful to Ss?
2. The activity focuses on writing and reading / listening practice with the target vocabulary. How could you extend the activity to provide some speaking practice in pairs or small groups?
3. In Development Activity 2, did Ss enjoy being tested by the teacher? Did they like the idea of testing each other? Why or why not?
4. How effective was the activity in helping Ss to memorize the vocabulary? Did all the Ss appear confident with the words and definitions by the end?

Places to go

9

Teacher development Introduction

Strategy 3: Building learners' confidence to speak – Listening to learner language

An important part of a teacher's job is listening to the language that learners produce during speaking activities. This tells us what students have learned, and it gives us a good idea of what their language needs are. We also need to listen to learner language so we can give students feedback. Remember that you should listen not only to the accuracy of students' language, but also for their ability to speak fluently and communicate ideas. Listening to learner language is an important teaching skill, but it is also a difficult one to do well. In this unit, we look at two different ways of making listening to language easier.

Listening for target language (Activity 1): Use pen and paper and note down examples of the way Ss use target language. You'll have an opportunity to try this in lesson 9.2.

Recording and listening (Activity 2): Ss send you a recording of the target language so you can listen to all your students. Try this in lesson 9.5.

For background on students' language output and teacher feedback, you can read pages 10 to 20 of *Teaching Speaking* by Goh and Burns (Cambridge University Press 2012). Please go to the Teacher's Resources on Cambridge One to download this material.

Introduce the theme of the unit

Write **places to go** on the board. Elicit meaning.

- Display photos or write the names of up to three famous vacation destinations. These could be the pyramids in Egypt, New York, an African safari, Machu Picchu, The Great Barrier Reef, or somewhere else. Try to choose destinations that your Ss will know; it would be good if these were popular places in the Ss' own country.
- Dictate or write two questions that Ss discuss with each other:
  How do you go there?
  What can you do there?
- Ss discuss in pairs as you monitor for language. Check Ss' ideas as a class.

Unit objectives

Read the unit objectives aloud. Tell Ss to listen and read along. Explain any new vocabulary Ss may not understand.

Please go to the Teacher's Resources on Cambridge One to download the following photocopiable activities for this unit:

9.1 Grammar: *This* and *these*

9.2 Grammar: *like to, want to, need to, have to*

9.1 Vocabulary: Travel

9.2 Vocabulary: Travel arrangements

Unit 9 Speaking: Trip planners (Lesson 9.2)

Start speaking

A **Ss look at the photo and discuss in pairs. Elicit their answers as a class.**

B **Ss discuss in pairs before you elicit answers.**

C **Ss can use any ideas from the start of this lesson to help them. Ss share their ideas.**

- **Optional activity** Ss watch Jirapat's video and use it as a model. Elicit or teach the meaning of *best*, *beaches*, *delicious,* and *seafood*.

Real student

Hi! I'm Jim. One of the best places to go in Thailand is Pattaya. It has beautiful beaches and deliciously [delicious] seafood.



9

Places to go

Unit objectives

- talk about travel and vacations
- make travel plans
- ask for information in a store
- write a review of a place
- plan a vacation for someone

Start speaking

A Look at the photo. Where is this place? Is it difficult to get there? Why or why not?

B What do you do in your free time? Do you go to new places?

C Think of a place you like. Talk about it. Say why it's good. For ideas, watch Jirapat's video.



Real student

What's Jirapat's place? Do you agree it's a good place to go?

9.1 I love it here!

Lesson objective
- talk about travel and vacations

1 Language in context

A **Kaitlin and her friends are on vacation. Read Kaitlin's posts. Where do they go?**

B **Read again. Check (✓) the sentences that are true. Correct the false ones.**

- ☐ **1** Kaitlin takes a bus to San Diego.
- ☐ **2** They go to their hotel on Thursday.
- ☐ **3** They are in San Diego on Friday.
- ☐ **4** They go to a zoo on Saturday.
- ☐ **5** Kaitlin and her friends have a bad vacation.



From my small **town** to a big **city**

Profile
Log out



Thursday morning

Goodbye to my small **town**. San Diego, here I come! I have my **ticket** and my seat on the **plane**. I'm next to the window!



Thursday afternoon

Now I'm in San Diego, and this is our hotel. These are my friends in front of the hotel.



Friday

Today we're in the **country**, not in the **city**! We're at this cool **ranch** near San Diego. It's a really big **farm**.



Saturday

We're at the San Diego Zoo. These birds are funny. They're talking. They say, "Hello. How are you? Hello. How are you?"



Sunday

Now I'm on a **tour** of San Diego Bay. I'm on a **boat** with my friends. They're not listening to the tour guide because they're talking.

A fun **vacation**? I think so. I love it here!

Glossary
tour guide (*n*) this person takes you to a place and tells you about it

2 Vocabulary: Travel

A 9.01 **Listen and repeat the words. Which words are places?**

boat country farm plane ranch ticket tour town vacation

B **Now do the vocabulary exercises for 9.1 on page 152.**

C **Pair work** **Which places do you like from Kaitlin's vacation? Which places don't you like? Why?**

9.1 I love it here!

Lesson objective
- talk about travel and vacations

Introduce the vocabulary Write the following words from this lesson on the board: **city, boat, country, ranch, farm, zoo, hotel**. Ask Ss to read and check for pronunciation and meaning.

- Ask Ss: **Which places do you like? Why?**
- In pairs, Ss decide. Elicit their answers when they finish. Help with emergent language. Is there anywhere else they would like to go?

Vocabulary support Remind Ss that countries are nouns and nationalities are adjectives. They can refer to Unit 1 as a reminder.

Mexico – noun
Mexican – adjective

1 Language in context

A **Introduce the task** **Read the task aloud for Ss.**
- Ss read and answer individually before sharing their answers with a partner.
- Elicit answers. Explain any unfamiliar words such as *ticket, plane,* and *tour* as well as any of the prepositions they may not be familiar with.

Answers
Kaitlin and her friends go to San Diego in California / the United States, to the country near San Diego, to the zoo and to San Diego Bay.

Vocabulary support Prepositions of place are small words that describe positions.

Ss may confuse *near (close to)* and *next to (alongside and therefore closer)*. Explain *in front of* as one phrase. Demonstrate with a chair, e.g.,

The chair is in front of me.

By and *in front of* are prepositions of place. They show where people and things are.

With is also a preposition. It can show that people are together.

B **Do the task** **Ask Ss to read again individually. Direct Ss' attention to the Glossary. Check the true sentences and correct the false ones. Ss check with a partner. Elicit answers and make sure Ss read the complete sentences.**
- If time permits, ask different Ss to read the posts aloud to the class. Monitor for pronunciation.

Answers
1 False. Kaitlin takes a plane to San Diego.
2 True
3 False. Kaitlin is near San Diego on Friday.
4 True
5 False. Kaitlin and her friends have a fun vacation.

2 Vocabulary: Travel

A 9.01 **Play the audio as Ss read. Pause after each word and ask them to repeat. Monitor for pronunciation errors. Explain any words Ss don't understand.**
- Ss look for the words in pairs before you elicit the answers as a class.

Answers
Places: country, farm, ranch, town

B **Direct Ss to page 152 to complete the vocabulary exercises. Teacher's tips for vocabulary exercises are on page T-145.**

C Pair work **Review** **Read the questions aloud. As Ss discuss, monitor for pronunciation and grammar.**

Extra activity

Play board scrabble with words from this unit. See the instructions for this game in the Teacher's Resources on Cambridge One.

3 Grammar: *this* and *these*

A **Present the grammar** **Before Ss circle the answers, explain that they can refer to the examples in the Grammar box.**

- Explain that *this* is used for singular nouns and *these* for plural. Check Ss' understanding by saying a noun and having them put *this* or *these* before it, e.g.,

  boat – this boat

  cars – these cars
- Ask Ss to circle the correct answers in pairs before you check as a class.

Answers

1 around you 2 before 3 This, These 4 can

Mixed abilities

Have Ss brainstorm more nouns in the singular and the plural. Write them on the board. Read each of them and have Ss say *is* or *are*. Then have them say full sentences with the phrases on the board, e.g., **This boat is small. These cars are expensive.**

B **Read the task aloud and make sure Ss understand. Ask them to fill in the gaps individually before checking with the class.**

Answers

1 This 2 These 3 this 4 This 5 this 6 These 7 These 8 This

Pronunciation support Model the pronunciation of *this* /ðɪs/ and *these* /ðiːz/. Over-emphasize the longer vowel sound on *these* so Ss can hear the difference.

Check that Ss are saying the words correctly by writing words on the board and asking them to say them aloud.

C **Direct Ss to page 139 to complete the grammar exercises. Teacher's tips for grammar exercises are on page T-129.**

D **Group work** **Ss get in small groups to share their descriptions. Walk around and monitor the interactions.**

- You may want to review classroom vocabulary before Ss get in their groups.

4 Speaking

A **Ask Ss to spend a few minutes looking through their photos or drawing pictures. They choose a photo they are going to share.**

Find it

- When they have chosen, ask them to spend two minutes planning what they are going to say. They can make notes if they wish. Preparation now will help them do a better job in the next task.

B **Pair work** **Review** **Model the example sentences so Ss can hear how to complete the task.**

- Circulate and monitor as Ss tell each other about their photos. Listen for language usage that you can give feedback on at the end of the task.
- Ss explain their photo to another partner or group. Finally, Ss share their photos with the class.
- Give feedback.

3 Grammar: *this* and *these*

A Look at the sentences in the Grammar box. Then circle the correct option to complete the rules.

Grammar *this* and *these*

This ticket is expensive.	**These** birds are funny.
We're at **this** cool ranch.	I don't like **these** photos.

1 Use *this* and *these* to talk about a thing or things **around you** / **you can't see**.
2 *This* and *these* go **before** / **after** a noun.
3 **This** / **These** goes before a singular noun. **This** / **These** goes before a plural noun.
4 You **can** / **can't** use *this* and *these* at the beginning of a sentence.

B Kaitlin writes a postcard about a museum. Write *this* or *these* to complete Kaitlin's postcard.

Dear Grandma,

I'm in San Diego! It's great. [1] _____ postcard shows Balboa Park in the city. The park is very big, and it has 18 museums! [2] _____ museums are for art, technology, transportation, and history. We're at the Mingei International Museum right now. You can see it in [3] _____ photo on the right side of the postcard. [4] _____ museum is interesting because it has local art – the artists are from [5] _____ city. I'm looking at some cool pictures now. [6] _____ pictures show places in San Diego. [7] _____ artists are really good. [8] _____ is my favorite room in the museum.

Love, Kaitlin



C Now go to page 139. Look at the grammar chart and do the grammar exercises for 9.1.

D **Group work** Describe three things that are close to you right now. Take turns.

4 Speaking

Find it

A Choose five photos on your phone or draw some simple pictures of places you know. Think about the people and places in the pictures.

B **Pair work** Tell your partner about your pictures.

This is a photo of my mom and my aunt. They're walking in the country. This hill is very big. What else? This is my favorite aunt. She's ...



9.2 San Francisco, here we come

Lesson objective
- make travel plans

1 Language in context

A 9.02 Kaitlin is making a vacation video. Read and listen. Where is she now? Where is she going? How is she going there?



Hello again from San Diego! Today is Tuesday, and we want to **leave** on Friday. Our **destination** is San Francisco. But how do we **travel**? Do we **fly** or take the bus?

Well, the **flight** is two hours. But you have to **arrive** at the **airport** a long time before the flight. You need to **check in** two hours before. So in total, by plane, the **trip** is about five hours. That's not bad. *But* ... the ticket is expensive.

The bus *isn't* expensive, but it *is* a long trip. It's 12 hours! But we can take a night bus. And it arrives in San Francisco the next morning. That's good because we don't need to **stay** in a hotel on Friday night. And it's better for the planet!

I like to do the right thing, so we're taking the bus. We just need to buy our tickets **online**. And then, San Francisco, here we come ... on the bus.

B 9.02 Read and listen again. Check (✓) the sentences that are true. Correct the false ones.

- ☐ **1** The plane is expensive, and the bus is cheap.
- ☐ **2** You can take a bus to San Francisco at night.
- ☐ **3** It's Friday night. Kaitlin is sleeping in a hotel.

2 Vocabulary: Travel arrangements

A 9.03 Listen and repeat the sentences. Then match the sentences (a–h) to the pictures (1–8.)

- **a** Stay in a hotel. ___
- **b** Arrive at the airport. ___
- **c** Check in at the airport. ___
- **d** Fly to another airport. You can sleep on the flight. ___
- **e** Leave your house. Ready to travel? ___
- **f** Have a great trip! ___
- **g** Arrive at your destination. ___
- **h** Buy tickets online. ___



B ▶ Now do the vocabulary exercises for 9.2 on page 153.

C Pair work Imagine you're going from San Diego to San Francisco. What's a good way to go? Why?

9.2 San Francisco, here we come

Lesson objective
- make travel plans

Introduce the lesson Ask Ss: **What's your favorite way to travel?** Elicit from Ss different vehicles and write them on the board. They should come up with:

bike (bicycle), car, bus, train, plane, etc.

- Ss rank their three favorite methods of transportation by writing numbers next to each one, with 1 as the best. Ss share their ideas with each other when they finish. Elicit ideas as a class and ask Ss why. Additionally, ask Ss to share which means of transportation they have not used. Some Ss might not have taken a plane or learned to ride a bike.

Vocabulary support In English the verbs *take* and *go by* combine *with car/train/bus/boat* to express how you reach a destination, but there is a difference. *We are going by car/train/bus/plane; We are taking the/a train/bus/plane.* but NOT *We are taking the/a car/boat.* The expression *take + car/boat* can imply use for something more than just reaching a destination.

1 Language in context

A 9.02 **Read and explain the instructions. Play the audio and then ask Ss to work in pairs to answer the questions. Play the audio again if necessary. Elicit answers from Ss.**

Answers
She's in San Diego. She's going to San Francisco. She's taking the bus.

B 9.02 **Ss read and understand the sentences before you play the audio.**
- Individually, Ss check the true sentences and correct the false ones, before you check as a class.
- Replay the audio if necessary.

Answers
1 True 2 True 3 False. Kaitlin is sleeping on the bus.

2 Vocabulary: Travel arrangements

A 9.03 **Present the vocabulary Ss listen to the audio and repeat the sentences. Then ask them to work in pairs to match the sentences to the pictures.**
- Elicit answers. Make sure Ss read the whole sentences when you ask them for the answers. Ss can make sentences using the present continuous from Unit 7 as a review.

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

B **Direct Ss to page 153 to complete the vocabulary exercises. Teacher's tips for vocabulary exercises are on page T-145.**

C Pair work **Review If possible, display or draw a simple map of the United States. Ss could find a map on their phones. Ask Ss where San Diego is (bottom left corner) and where San Francisco is (a bit further up on the left-hand side). Ss answer the questions in pairs before you elicit their ideas.**

Extra activity

Have students select two cities or towns in their country and talk about a good way to get from one to the other. Make sure they explain why. Allow for other pairs to disagree and explain why they disagree.

3 Grammar: *like to, want to, need to, have to*

A **Introduce the grammar** **Before Ss circle the answers, explain that they can refer to the examples in the Grammar box.**

- As you elicit answers, check for meaning and explain.

Answers

1 things you choose to do 2 necessary things 3 verb

- On the board write **We need to learn English**. Now cover the word *to* and explain that without *to* this sentence is incorrect.

Extra activity

Ask Ss to write one sentence using each of the verbs *like*, *want*, *need,* and *have*. Remind Ss that they need to use *to* after each one. Ss share their answers with each other before you elicit examples from different members of the class. Mark and correct Ss' sentences on the board.

B **Ss check with a partner before you elicit answers as a class. Ask Ss to read the complete sentence aloud when you make corrections.**

Answers

1 like to
2 want to
3 has to
4 like to
5 needs to

C **Direct Ss to page 140 to complete the grammar exercises. Teacher's tips for grammar exercises are on page T-129.**

D **Pair work** **Do the task** **Model example sentences for Ss before you begin, e.g., I need to go to work. / I have to get up before six. Circulate and monitor as Ss work, offering any help they may need.**

- When Ss finish, read the **Accuracy check** as a class. Display or dictate these sentences for Ss to correct in pairs. Correct the sentences.
  1 **I want buy a new suitcase. I want a big one!**
  2 **My sister needs my help. I need find a cheap hotel for her.**
  3 **I have go to the airport at 6:00 a.m. tomorrow. I have an early flight.**

Answers

1 I want to buy a new suitcase. I want a big one!
2 My sister needs my help. I need to find a cheap hotel for her.
3 I have to go to the airport at 6:00 a.m. tomorrow. I have an early flight.

- After checking the answers for the sentences on the board as a class, direct Ss' attention to the fact that we use to after *want*, *like*, *need* and *have* only when they are followed by an action (verb) and not a thing (noun). Have them notice there is no *to* in **I want a big one.** or **I have an early flight.**
- Ask Ss to check the sentences they wrote. They should look for any mistakes they might have missed.

4 Speaking

A **Read the instructions aloud. Allow Ss some time to think about or make notes on their answers.**

- **Optional activity** Ss watch Luiz's video and say whether they want to travel in the same way.

Real student

Hi! My name is Luiz. I want to visit my grandmother in France. I want to buy a plane ticket to fly there.

B **Pair work** **Review** **Ask two volunteers to read the model dialogue aloud.**

- As Ss discuss, circulate and monitor, offering any suggestions and help you can to Ss. Listen for examples of language usage that you can give feedback on after the task is finished.
- When Ss finish, elicit some of their ideas.
- Give feedback.

Teacher development Activity 1

Listening for target language

One of the challenges of listening to student language, particularly at lower levels, is that they make quite a few mistakes, so it seems like you need to make note of everything. This idea aims to take some of this pressure off you.

- When Ss have had enough time to plan their trips, put them in pairs for their conversation.
- Monitor with a pen and paper and note down examples of the ways Ss use the four target verbs.
- If a S makes a different kind of mistake, for example, they forget to use an indefinite article, just ignore it.
- Try to listen for examples of different errors with all four verbs, for example, they leave out *to* or they use an *-ing* form after one of the verbs.
- Write some of the errors on the board and elicit corrections.

3 Grammar: *like to, want to, need to, have to*

A Look at the sentences in the Grammar box. Then circle the correct option to complete the rules.

Grammar *like to, want to, need to, have to*

I **like to** do the right thing.	She **wants to** take a bus.
You **need to** check in before the flight.	He **has to** buy tickets.
We **want to** leave on Friday.	My mom **likes to** sleep on a flight.

1 Use *want to* + verb and *like to* + verb to talk about **necessary things** / **things you choose to do**.
2 Use *need to* + verb and *have to* + verb to talk about **necessary things** / **things you choose to do**.
3 After *like to*, *want to*, *need to*, and *have to*, use **verb + *-ing*** / **verb**.

B Circle the correct answer to complete the sentences.

1 I always sit by the window because I **need to** / **like to** look outside. It's interesting!
2 My phone isn't old, but I **need to** / **want to** buy a new one.
3 My wife isn't happy because she **has to** / **wants to** work this weekend.
4 On Fridays, we **like to** / **need to** watch TV after dinner.
5 He starts work at 6:30, so he **needs to** / **wants to** get up really early.

C Now go to page 140. Look at the grammar chart and do the grammar exercises for 9.2.

D **Pair work** Write four sentences that are true for you. Use *like to*, *want to*, *need to*, and *have to*. Then compare your sentences with a partner and check your accuracy.

Accuracy check

Use ***to*** with ***want, like, need,*** and ***have*** when they are before another verb.

He has buy tickets. ✗
He has to buy tickets. ✓

4 Speaking

A Work alone. Imagine you have to take a trip for one of these reasons: vacation, work, or to visit family. Where do you want to go? How do you want to travel: on a bus, a train, or a plane? For ideas, watch Luiz's video.

B **Pair work** Tell your partner about your trip. Talk about the things you need to do for your trip.

I have to take a trip for work.

Where do you have to go?

Osaka, and I want to take a train from Tokyo. I like to look out the window.

You need to buy your ticket online ...



Real student

Do you want to travel the same way as Luiz?

9.3 They're two for $35

Lesson objective
- ask for information in a store



1 Functional language

A 9.04 **Andy is at a bookstore in the airport. Read and listen. What does he want to buy? What does he want to drink? What place does he ask about?**

9.04 Audio script

Andy Excuse me. **Where are the travel guides, please?** I need a travel guide for Colombia.
Clerk Sorry, can you say that again?
Andy Travel guides – where are the travel guides?
Clerk Oh, OK. They're here. Which country do you want?
Andy Colombia, please.
Clerk Colombia … Ah, here it is.
Andy Thanks. **How much is that?**
Clerk **It's $19.99.**
Andy OK. Oh, and I need to buy a travel guide for Ecuador, too. **Is it the same price, $19.99?**
Clerk Yes, it is. But good news! **They're two for $35.**
Andy Great! I want both, please. Hey, **what time does the café open?** I really need some coffee.
Clerk **It opens in about ten minutes.**
Andy OK. **And where is the men's restroom?**
Clerk It's over there, next to the café. But first you need to buy your books!

Insider English

People often say *restroom* in public places and *bathroom* in people's homes. *Restroom* is more polite.

At an airport:
Where is the men's restroom?

At a friend's house:
Sorry, where's your bathroom?

Glossary
travel guide (*n*) a book with information about where to go and what to see in a city or country



B **Complete the chart with expressions in bold from the conversation above.**

Asking for information	Giving information
1 _____ the travel guides, please?	6 _____ $19.99.
2 _____ that?	7 _____ $35.
3 _____ , $19.99?	8 _____ about ten minutes.
4 _____ the café open?	
5 _____ the men's restroom?	

C 9.05 **Complete the conversations with words from the chart above. Listen and check.**

1 **A** Excuse me. _____ is this smartwatch?
B _____ $250.
A What about this big smartwatch? Is it the _____ ?
B No, it isn't. _____ $325.

2 **A** _____ flight 248 arrive?
B It arrives _____ 30 minutes.
A OK, thanks. Oh, and _____ the women's _____ ?
B It's over there.

9.3 They're two for $35

Lesson objective
- ask for information in a store

Introduce the lesson Ask Ss: **What's a popular store in your town?** Write the answer on the board and, if possible, show a photo of the store.
- Write the following words under the name of the store: **open / close / buy / how much**. Ask Ss to make questions using these words, to elicit: **When does it open? / When does it close? / What products can you buy? / How much does _____ cost?** (Choose something you can buy in the store to fill the gap.)
- Ss ask and answer the questions with a partner before you elicit answers as a class.

1 Functional language

A 9.04 **Read the questions and make sure Ss understand. Draw Ss' attention to the Glossary. Read and explain *travel guide*.**
- Play audio as Ss read. Ss check their answers with a partner before you elicit answers as a class. Play audio again if necessary.

Answers
Andy wants to buy a travel guide for Colombia and another one for Ecuador.
He wants some coffee.
He asks about the men's restroom.

- Ask volunteers to read the **Insider English** box aloud. Monitor for pronunciation. Check understanding by asking:
  1 **What do you say in a hotel?** to elicit **Where's the men's / ladies' restroom?**
  2 **What do you say in your friend's house?** to elicit **Where's your bathroom?**

Vocabulary support It's polite to use *Excuse me* in English before you ask someone for help.

B **Do the task** **Ss complete the chart individually before they share their answers with a partner. Elicit ideas as a class.**

Answers
1 Where are 2 How much is 3 Is it the same price 4 What time does 5 Where is 6 It's 7 They're two for 8 It opens in

- Ask Ss to role play the dialogue with a partner by reading the script in exercise 1A. As they read, monitor and listen for pronunciation. You may want to focus on the pronunciation of certain words or sounds, e.g., numbers in prices, *can*, *need*, *want*, and intonation in questions.

C 9.05 **Review** **Ss complete the sentences individually with the phrases before they check with a partner. Ask Ss to read complete sentences when you elicit answers to practice pronunciation.**
- As a follow up, ask Ss to role play the conversations with a partner. Monitor as they talk.

Answers
Conversation 1
A Excuse me. How much is this smartwatch?
B It's $250.
A What about this big smartwatch? Is it the same price?
B No, it isn't. It's $325.

Conversation 2
A What time does Flight 248 arrive?
B It arrives in 30 minutes.
A OK, thanks. Oh, and where is/where's the women's restroom?
B It's over there.

Extra activity

Play bingo with prices. Write a list of many prices on the board, ranging from $0.50 to $10. Ss choose eight prices from the list. Remember to test Ss on the similar sounds of 13 and 30, 14 and 40 and 15 and 50. For a variation, ask a S to be the bingo caller.

2 Real-world strategy

A **Introduce the task** **Read and model the questions for repetition. Mumble something to a S and ask him or her to respond using one of the phrases. Practice this with a few Ss.**

- Ss answer the question as a class. Elicit the answer.

Answers

The clerk asks, "Sorry, can you say that again?"
He wants to hear it again because he didn't understand or hear the first time.

B 9.06 **Ask a volunteer to read the questions aloud. Check for meaning.**

- Play the audio. Ss check their answers with a partner.
- Play audio again. Elicit answers as a class.

Answers

She doesn't understand the man at first.
She asks him to repeat the information. She asks him, "Sorry, can you repeat that, please?"
It's usually $650, but today it's just $600.50.

9.06 Audio script

Woman Excuse me. How much is this phone?
Man It's usually $650, but today it's just $600.50.
Woman Sorry, can you repeat that, please?
Man It's usually $650. Today it's just $600.50.
Woman Oh! Good price!

Extra activity

Ss record their conversations on their phones and share with you or with the whole class.

3 Pronunciation: Saying prices

A 9.07 **Play the audio and have Ss repeat the prices. Draw their attention to the word stress.**

- Explain that focusing on the stressed syllable will help Ss when they are listening to prices, and it will also make their speaking clearer if they use stress correctly.

B 9.08 **Play the audio. Check answers.**

- Ss practice speaking in pairs.

Answers

A I love that picture! How much is it?
B It's $80.
A $18! That's cheap!
B No, it's $80.
A Oh ...

C **Pair work** **Demonstrate the activity with a strong student. Use the conversation in 3B as a model.**

- Ss speak in pairs. Monitor and help as necessary.

4 Speaking

Find it

Pair work **After reading the instructions aloud, ask volunteers to read the prices while you monitor for pronunciation. Model the sample conversation a few times with more than one volunteer to check understanding.**

- As Ss role play, listen for any examples of language usage that you can give feedback on when the activity is over.
- When Ss finish, ask volunteers to perform their role plays for the class.
- Give feedback. Praise Ss.

Extra activity

Review Give or dictate to Ss a list of shopping items they have already learned, e.g., **a book, a phone, earphones**, etc. Try to use items that will be familiar to your Ss. Ask Ss to use their phones to find the price of these things online. Encourage them to use American websites. When Ss finish, ask them to work in pairs to ask: **How much is ... ?**

2 Real-world strategy

Asking someone to repeat something

To hear information again, ask, *Sorry, can you say that again?* or *Can you repeat that, please?*

Andy Where are the travel guides?

Clerk Sorry, can you say that again?



A Read about asking someone to repeat something in the box above. What question does the clerk ask? Why?

B 9.06 Listen to a conversation. Does the woman understand the man the first time? What question does she ask? How much is the phone?

3 Pronunciation: Saying prices

A 9.07 Listen and repeat the prices. Where does the speaker put stress in each price?

1	$6.19 / $6.90	**3**	$17.30 / $70.13	**5**	$2.16 / $2.60
2	$15 / $50	**4**	$19 / $90	**6**	$14 / $40

B 9.08 Listen and write the prices. Then practice the conversation with a partner.

A I love that picture! How much is it?

B It's $_____ .

A $_____ ! That's cheap!

B No, it's $_____ .

A Oh ...

C Pair work Work with a partner. Ask to buy your friend's phone, backpack, or Student's Book. Make a mistake with the price. Use the conversation in exercise 3B as an example. Then change roles.

4 Speaking

Find it

Pair work Imagine you want to buy something. Look at the items below, or go online and find an item. Take turns being the customer. Ask for information, and ask the store clerk to repeat something. Then change roles.



$29.99, or two for $50



$12, or two for $20



$22, or two for $40



$45, or two for $80

Excuse me. How much is this mug?

It's $12, or two for $20.

Sorry, can you repeat that, please?

9.4 A great destination

Lesson objective
- write a review of a place

1 Reading

A Recognize text type **Read the text. What is it from?**

☐ a travel guide ☐ an email ☐ a review ☐ a student's homework

Places to go from **Tokyo**

Travel Smart

Izu Islands

The Izu Islands are small islands in the Pacific Ocean.

Getting there

You have to leave from Tokyo. You can fly or take a high-speed boat. The boat is a good choice. Try "island hopping" and visit more than one of the Izu Islands. Ōshima Island is 1 hour and 45 minutes by boat. Toshima Island and Niijima Island are about 2 hours and 20 minutes from Tokyo. You can also take a boat from one island to the other and to many of the other small islands.

Things to see & do

Ōshima
- Take a tour of Mount Mihara. This mountain is also a volcano.
- You have to visit Ura-Sabaku. This desert has black sand.

Toshima
- Relax on this island. Only 350 people live here. It's quiet and peaceful.
- Plan a tour to see dolphins. They swim around the island.

Niijima
- Do you surf? You need to go to Habushiura Beach. This is a local beach with perfect waves.
- Visit the Glass Art Center. Local artists make glass and you can see it in the museum.



Glossary
high-speed (*adj*) very fast
local (*adj*) from the nearby area or neighborhood

B Scan **Which island has dolphin tours? Which island is good for surfing? Which island has a desert?**

C Read for details **Read the text again. Circle the correct answers.**

1 The Izu Islands **are / aren't** near Tokyo.
2 You **can / can't** get a plane to the islands.
3 Ura-Sabaku is a **beach / desert**.
4 You can see **volcanoes / dolphins** near Toshima Island.
5 Habushiura Beach has **good / bad** waves for surfing.
6 The Glass Art Center is on **Niijima / Ōshima** Island.

D Pair work Think critically **Why do people like to visit the Izu Islands? Which island do you think is the best? Why?**

9.4 A great destination

Lesson objective
- write a review of a place

Introduce the lesson Write a list of places on one side of the board. Use places in your country and well-known international places. Ask Ss to suggest others.

- On the other side of the board, write **one, two, three, four, and five stars** with their meaning: **really bad, not very good, good, great, extraordinary.**
- Monitor as Ss choose three places from the list, rate them with the star rating system on the board, and share them in pairs, giving their reasons for the stars.
- Pre-teach the word *review*: a (usually written) opinion of a product or service. You can show some product, book, and service reviews online.

1 Reading

A **Introduce the task** **Read the list of text types and make sure Ss understand the meaning of each.**
- Tell Ss to read the text as quickly as they can, then write down their answer. Ask them to tell a partner what elements of the text support their answer.
- Remind Ss that when they skim, they read only key words and sentences. If needed, model the method, for example for paragraph 2, sentences 1 and 2: **take boat Puno; go with tour company or get boat**.

Answer
a travel guide

B **Read the questions and ask Ss to read again. Review the Glossary with Ss. They can underline or write the answers to each question.**
- Ss share their answers with each other before you check as a class.

Answers
Toshima has dolphin tours.
Niijima is good for surfing.
Ōshima has a desert.

C **Do the task** **Remind Ss of the difference between *can* and *can't*. Write a few sentences on the board to illustrate, e.g.,**

I can walk. ✓
I can't drive. ✗

- Ss read the text once more and circle the correct answers individually before they check with a partner.
- Elicit their answers as a class by having them read the sentence.

Answers
1 are 2 can 3 desert 4 dolphins 5 good
6 Niijima

D **Pair work** **Review** **As Ss discuss the questions, monitor and listen for pronunciation and grammar. Listen also for any examples of language or information from the text that Ss use.**

Extra activity

Ask Ss to write three things people can do in the place they live and three things they can't. Model the activity for Ss by writing some sentences about where you live on the board.

You can go shopping in [name of place].
You can go to a restaurant in [name of place].
You can't go to the mountains in [name of place].
You can't go to the beach in [name of place].

2 Writing

Introduce the topic Show or print two travel reviews from a website like Trip Advisor. Choose two places your Ss will know, or ask them to suggest vacation destinations. Show one and ask Ss: **What can you see in the photos?** Then ask: **How many stars?** Show the second destination and repeat the questions. Encourage Ss to tell each other which destination they like best and why. Elicit ideas from the class.

A **Tell Ss to look at the photo. Ask: What can you see? Elicit answers.**

- Read the **Glossary** to make sure Ss understand *wonderful*.
- Ask Ss to read the text individually before they share their answers with a partner. Then check as a class.
- Review any challenging vocabulary.

Answers

It's famous for camellia trees (with big red flowers).

B **Introduce the task** **Write on the board: Drive to the hotel. Don't forget your camera. Ask Ss to identify the verbs. Now write imperatives as a title above the sentences and explain that imperative sentences give advice.**

- Ask a volunteer to read the explanation of imperatives aloud. Ask another volunteer to read the example sentences.
- Ss underline the sentences in the text individually before sharing with a partner.

Answers

You have to see Toshima Island!
This island is really nice. It's not very big, but there's a lot to see and do. Visit Mount Miyatsuka – and hike to the top of the mountain. You can see other Izu Islands from the top. You can even see Mount Fuji! Take a tour to see the dolphins. You can swim near them, but you have to be careful. Don't touch them! You're in their home. The island is famous for camellia trees. The trees have big red flowers. They're beautiful. You can visit for one day and go back to Tokyo, or stay in a hotel on the island. There are no lights at night, so the sky is very dark. You can see a lot of stars! Eat at the hotel or with a local family. People are very friendly. Don't forget to charge your phone. You can take a lot of pictures of this wonderful place!

- Read the **Register check** with Ss. Ask them to underline the verb forms used to give advice in the travel guide on page 92. Remind Ss that the travel guide is more formal than the website review.

Extra activity

Ask Ss to think about their school, college, or workplace. Ask them to write three sentences using imperatives describing things to do and things not to do there. Write a few examples on the board, e.g., **Eat in the cafeteria. Don't take the stairs; use the elevator**. Try to make the examples relevant to your Ss. Elicit some examples and write them on the board, correcting any mistakes.

C **Spend time discussing places to visit in your area. You may like to show some of these on a travel website like Trip Advisor. Ask: What can you do here? What can you see here? What advice can you give? Write good ideas you hear on the board. Spending time thinking about what they will write will give Ss more information and ideas for the next task.**

- As Ss write, circulate to offer help and support. If possible, correct Ss' work before the next activity.

D **Pair work** **Review** **Monitor for pronunciation as Ss share their work.**

- When finished, ask volunteers to share their work, either privately with you or by reading aloud to the class. Ask who wants to go to that place based on the reviews. You can make a list of the most voted-for places.

Extra activity

Post Ss' work around the classroom and ask everyone to circulate and read the reviews. Conduct a class vote to decide which destination they like best. You may also want to share some of these on your social media page.

2 Writing

A Read Haruto's review of Toshima Island. What is the island famous for?

DestinationsNow

About | Hotels | Restaurants

Toshima Island

Near Tokyo, Japan



REVIEWS Write a review

144	Very good
70	Good
2	OK
0	Bad
0	Very bad



Haruto Aoki, Tokyo

★★★★★ 2 weeks ago

You have to see Toshima Island!

This island is really nice. It's not very big, but there's a lot to see and do. Visit Mount Miyatsuka – and hike to the top of the mountain. You can see other Izu Islands from the top. You can even see Mount Fuji! Take a tour to see the dolphins. You can swim near them, but you have to be careful. Don't touch them! You're in their home. The island is famous for camellia trees. The trees have big red flowers. They're beautiful. You can visit for one day and go back to Tokyo, or stay in a hotel on the island. There are no lights at night, so the sky is very dark. You can see a lot of stars! Eat at the hotel or with a local family. People are very friendly. Don't forget to charge your phone. You can take a lot of photos of this wonderful place!

Glossary
wonderful (*adj*) really good

B Writing skills **Read the information about imperative verbs below. Then underline all the sentences beginning with an imperative verb in Haruto's review in exercise 2A.**

You can use imperative verbs to give someone advice.
An imperative verb is a verb with no subject (e.g. *he*, *she*).

+ **Visit** Mount Miyatsuka – and **hike** to the top of the mountain.

– **Don't forget** to charge your phone!

Register check

People often use imperative verbs in informal writing to give advice.

In a website review: Hike to the top of the mountain.

People usually use verb forms with subjects in formal writing.

In a travel guide: You can hike to the top of the mountain.

Write it

C **Choose a place for people to visit in your area. Write a review of the place. Say what people can see and do. Use imperative verbs to give advice. Use Haruto's review in exercise 2A as an example.**

D Pair work **Read your partner's review. Do you want to visit your partner's place? Why or why not?**



9.5 Time to speak
Vacation plans

Lesson objective
- plan a vacation for someone

A **Discuss** Look at the photos. What do you think these people like to do on vacation? For each person, say three things. Compare your ideas with a partner. Find a new idea for each person.







B **Decide** Work in pairs. Choose Jim, Citra, or Diego. Imagine they are coming to your country on vacation for two weeks. What do you think they want to do? Make a list of things to do and places to go.

C **Prepare** Imagine you are helping this person plan a vacation. Look at your list from exercise B. What do you need to do? Make a plan.

D **Agree** Work in groups: Group Jim, Group Citra, or Group Diego. Present your plan. Which plan is your group's favorite?

Useful phrases

Discuss
- I think Jim/Citra/Diego likes to … on vacation.
- What do you think Jim/Citra/Diego likes to do?
- My three ideas for Jim are …
- I agree. / I disagree.
- Let's think of one new idea for Citra.

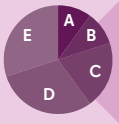
Decide
- A good thing to do / place to go is …
- On the first day, they can …

Agree
- We're planning a vacation for …
- This is our plan.
- Our favorite plan is … because it's interesting/ fun/nice.



9.5 Time to speak
Vacation plans

Lesson objective
- meet new people



Time on each stage

Introduce the task Dictate: **What do you like to do on vacation? What does your family like to do on vacation?**
- Ss ask and answer the questions in pairs. Elicit ideas when they finish. Write new words on the board.
- Direct Ss to the **Useful phrases** section at the bottom of the page which they can use during the relevant stages of the lesson.

A Discuss **Aim: Ss think and talk about the photos.**
- **Individually** **Preparation for speaking*** Read the instructions aloud for Ss. Encourage Ss to rehearse what they are going to say in their heads.
- **Group work** Ss share their ideas while you monitor for pronunciation. Give positive feedback when Ss produce accurate and appropriate language.*
- **Class work** When they finish, elicit all suggestions and write them on the board.

B Decide **Do the task** **Aim: Ss decide where the people might go on vacation.**
- **Class work** Model examples for Ss so they know what to do, e.g., **I think Jim wants to go hiking.**
- **Individually** Ss make their lists. Give Ss time to review relevant vocabulary notes or look up words.*

C Prepare **Aim: Ss make a plan for a vacation.**
- **Class work** To model the task, write a simple plan for Jim on the board. Remind Ss that you are using imperatives, e.g., **Take a taxi from the airport.**
- **Individually** Allow Ss time to make their plan. Circulate and make sure they are on track. Offer help and suggest corrections. Elicit ideas as a class.

Teacher development Activity 2

Recording and listening

When Ss present ideas to groups, it can be difficult to listen to each of them individually. The idea below shows how you can hear all your Ss. Before you do this activity, tell Ss what you want to do and why it is helpful. Also let them know that you are the only person who will listen to the recording.
- When Ss are in their groups, ask them to record their own presentation.
- When all the presentations are finished, give Ss an email address so they can send you the audio file.
- Listen to the presentations and note two strengths and two errors for each S.
- Email your feedback to individual Ss.

D Agree **Review** **Aim: Ss review each other's plans in groups.**
- **Group work** Circulate and monitor. Listen and make notes on language usage.
- **Class work** When Ss have finished, elicit ideas from them. Find out what the favorite plan is from each group.
- **Feedback for speaking activities*** Give the class positive feedback based on the notes you made earlier in the activity.
- You might like to post the plans on the wall of your classroom or share them on your social media page.

*These tips can help you to create a safe speaking environment. They can be used with other speaking activities. For more information, see page T-xxii.

PROGRESS CHECK

Students can assess their learning in this unit by completing the **Progress check**. Please go to the Teacher's Resources on Cambridge One to download this material and for activity suggestions.

Teacher development Reflection

Either answer these questions yourself in a reflection journal or discuss them with your peers.

1. Did you find it easier to listen only for the target language in the first activity? Why or why not?
2. Did listening only for target language give you a different impression of students' language? For example, did you realize their accuracy in the target language was quite good, despite other errors?
3. What was students' reaction to being recorded in the second activity? Would you do this differently with other groups in the future?
4. What kind of things did you think were strengths in the students' speaking?
5. What were the most common errors that students produced? Did you do any follow up revision work on these errors?

Review 3 (Units 7–9)

Introduce the review Before beginning the review, write **Grammar, Vocabulary**, and **Functional language** on the board.

- Set a time limit of two minutes. Ss close their books and work in small groups to remember as much as they can about the grammar, vocabulary, and functional language from Units 7–9. Groups write words, phrases, and example sentences in each category.
- Check answers as a class.

1 Vocabulary

A **Students close their books. Write the categories on the board: Activities around the house, Transportation / Travel, Skills, Work. Elicit one word or phrase for each category.**

- Ss do the task individually before they share their answers with a partner.
- Elicit answers as a class. Write the words on the board as you go.

Answers

Activates around the house	Transportation / Travel	Skills	Work
clean my room	airport	paint	take breaks
do homework	be on the subway	draw	company
brush my hair	take the bus	play the guitar	meetings
do the dishes	check in	dance	office
take a bath	destination	sing	workers

B **Ss work individually. They can use their notes, Units 7–9 of the SB, or their phones to help them.**

- Elicit answers as a whole class and add the new words to the list on the board.

Suggested answers

Activates around the house	Transportation / Travel	Skills	Work
have lunch, brush my teeth, make breakfast	plane, arrive, buy tickets online	cook, speak English, drive	work from home, coworkers, teamwork

2 Grammar

A **Write these scrambled sentences on the board. Ask for volunteers to unscramble them. Write the correct sentences.**

learning / I'm / this year / English
(I'm learning English this year.)

video games / not / playing / right now / I'm
(I'm not playing video games right now.)

- Ss do the exercise individually. Then check answers as a class.

Answers

1 I'm cleaning my room right now.
2 The children aren't doing their homework.
3 Is she waiting for a bus?
4 My father is working hard these days.
5 They're not watching TV right now.
6 What book are you reading these days?

B **Pair work** **Read the task aloud and model some activities you are doing at the moment using the present continuous. For example, say: I'm learning to play the guitar. I'm taking yoga classes.**

- Monitor as Ss share their activities.
- When Ss finish, elicit examples of present continuous sentences. Correct them as necessary.

C **Ask: Can you drive a car? Elicit possible answers from Ss. (Yes, I can. / No, I can't.)**

- Ss complete the exercise individually before checking with a partner. Tell Ss to read the full sentence aloud when you elicit the answers.

Answers

1 can't 2 can 3 can 4 can't 5 can 6 can't

D **Pair work** **Tell Ss two things you can do (I can drive a car. I can speak English.) and two things you can't do (I can't speak Chinese. I can't ski.).**

- Monitor as Ss work with a partner. Then elicit sentences from the class and write them on the board under the categories **Can** and **Can't**.

Review 3 (Units 7–9)

1 Vocabulary

A Write the words in the chart. There are five words or phrases for each group.

airport	clean my room	do homework	paint	take breaks
be on the subway	company	draw	play the guitar	take the bus
brush my hair	dance	meetings	sing	do the dishes
check in	destination	office	take a bath	workers

Activities around the house	Transportation/Travel	Skills	Work

B Add one more word or phrase to each group in exercise 1A.

2 Grammar

A Put the words in the correct order to make sentences.

1 my / right / cleaning / I'm / room / now _____ .
2 aren't / homework / doing / the children / their _____ .
3 bus / is / waiting / she / a / for _____ ?
4 days / hard / is / these / father / my / working _____ .
5 watching / TV / not / right now / they're _____ .
6 you / these / reading / what / days / books / are _____ ?

B Pair work Tell a partner two or three things you are doing these days, for example, what you're reading or watching on TV, what classes you're taking, or what games/sports you're playing.

C Complete the sentences with *can* or *can't*.

1 My brother usually goes out for dinner because he _____ cook.
2 I _____ swim really well. I usually swim in the evening after work.
3 Juan _____ speak four languages: Spanish, Portuguese, French, and Italian.
4 My sister _____ skateboard, and she doesn't want to learn.
5 I _____ drive a car. It's easy.
6 My grandfather _____ use a computer. He doesn't have one, and he doesn't want one.

D Pair work Talk to a partner. Say two things you can do and two things you can't do.

3 Speaking

A **Pair work** **You're going to play a guessing game with your partner. Follow the instructions.**

1 Work alone. Choose one of these places, but don't tell your partner: a room at home, an office, a classroom, a train or a bus, a car. Now, imagine you're in the place.

2 Talk to your partner. Say what you can and can't do in the place. Say what you're doing there now.

3 Your partner guesses the place. You can say, "Yes." or "No."

I can sleep here, and I can use my phone. I can't cook here, but I can go places. Right now, I'm studying here.

Is it a classroom?

No!

B **Write about your partner's place in exercise 3A. Describe what they can and can't do there.**

4 Functional language

A **Circle the correct answers.**

Robert Hi, Marina! [1] **I'm** / **It's** Robert.
Marina Hey, Robert! How are you [2] **do** / **doing**?
Robert Not [3] **bad** / **fine**, thanks. And you?
Marina [4] **I'm** / **It's** fine. What are you doing these days?
Robert Well, I'm planning a trip to Rio for five days.
Marina [5] **Oh, wow!** / **Oh no!** That's great!
Robert Yeah, and the hotel's a good price.
Marina Really? [6] **How much** / **When** is it?
Robert $268 a night.
Marina [7] **I don't think** / **I think** that's a good price. That's really, really expensive!
Robert [8] **I think** / **I think so** it's good. [9] **I mean** / **I say**, it's a five-star hotel.
Marina [10] **Oh.** / **Oh no!** [11] **Where** / **What** is it?
Robert In Copacabana.

5 Speaking

A **Pair work** **Choose one of the situations below. Talk to a partner. Have a conversation.**

1 Start a telephone conversation. Ask how your partner is and what they are doing these days. Look at page 70 for useful language.

Hi, Ji-un. How are you?

2 Imagine your dream office. Talk about things people can do there. Give your opinion about your partner's ideas. Look at page 80 for useful language.

There's a pool, and people can swim during breaks. I think it's important to exercise at work. What do you think?

3 You're at an airport and need information about prices, locations, and times. Look at page 90 for useful language.

Excuse me. How much are these travel guides?

B **Pair work** **Change roles and repeat the situation.**

3 Speaking

A **Pair work** **Read the task aloud. Allow students to ask clarifying questions, and answer them. Model the example sentences with a S volunteer.**

- Allow Ss a few minutes to make notes. They may use Units 7–9 or their phones to research any information they might need. If Ss struggle to think of places, write a list for them to choose from on the board, e.g., **on a train, on a bicycle, in bed, in the bath, on a plane**, etc.
- As Ss describe and make guesses, circulate and monitor for examples of language usage that you can highlight with Ss at the end of the task.

B **Allow time for Ss to write 3–4 sentences, then help correct them. Ask Ss to share their corrected sentences with the class. Call on volunteers to guess where they are.**

4 Functional language

A Ask: **How are you doing?** to elicit **I'm fine. / Not bad.** Ask: **What are you doing these days?** Elicit answers from various Ss.

- Ss do the exercise individually before sharing answers with a partner.
- Elicit answers from the class.
- Monitor as pairs read the conversation together.

Answers

1 It's 2 doing 3 bad 4 I'm 5 Oh, wow!
6 How much 7 I don't think 8 I think 9 I mean
10 Oh. 11 Where

5 Speaking

A **Pair work** **Read each situation aloud. Encourage volunteers to read the example sentences after the descriptions.**

- Ss choose one of the three situations and prepare a conversation. They should make notes, but not write the full conversation. For extra support, refer Ss to the functional language lessons from Units 7–9.
- Monitor as pairs have their conversations. Listen for examples of language usage and provide feedback to Ss.

B **Pair work** **Pairs change roles and repeat their conversations.**

- Choose pairs to perform their conversations for the class. If possible, choose a pair for each of the three situations.

Get ready

10

Teacher development Introduction

Strategy 1: Classroom Management – Teacher roles

In this unit, we're going to look at some **different roles of teachers** in the classroom. In some teaching situations, teachers tend to explain everything to students and assume they know very little about a topic, vocabulary, or grammar. However, many teachers now support the idea of "ask, don't tell". In other words, they believe in questioning students and **finding out what students already know**. Another important teacher role involves **giving supportive feedback**. Supportive feedback clearly tells Ss what they did successfully and what they need to work on.

Finding out what students already know (Activity 1): You'll have an opportunity to try this in lesson 10.2.

Giving supportive feedback (Activity 2): You can try this in lesson 10.4.

To find out more, read chapters 4.5, 4.6, 4.7, and 4.10 from *Classroom Management Techniques* by Jim Scrivener. Please go to the Teacher's Resources on Cambridge One to download this material.

Introduce the theme of the unit

Books closed. Write **weekend** on the board. Draw pictures or display three photos on the board: *mountains, beach, city.* Ask Ss: **Where do you like to go on the weekend?** and **What do you like to do there?**

- Ss discuss with each other while you monitor.
- Elicit answers as a class. Do Ss like to go to the same places?

Unit objectives

Read the unit objectives aloud. Tell Ss to listen and read along. Explain any vocabulary that Ss might not understand, like *outdoor, clothes,* or *suggest*.

Please go to the Teacher's Resources on Cambridge One to download the following photocopiable activities for this unit:

10.1 Grammar: Statements with *be going to*

10.2 Grammar: Questions with *be going to*

10.1 Vocabulary: Going out

10.2 Vocabulary: Clothes; seasons

Unit 10 Speaking: Pack your bags (Lesson 10.2)

Start speaking

A **Pre-teach *hiking* and *rock climbing.* Ss look at the photo and discuss in pairs before you elicit the things they need to do before they go.**

- Write down their suggestions on the board as you elicit answers.

B **Ss discuss the question in pairs before you elicit the answers.**

- Give Ss a few minutes to think about their ideas. Ask Ss to write down the things they need or do to get ready for a trip or an event, then share them with their partner.
- **Optional activity** Ss watch Yuri's video and say whether they get ready for a trip the same way. You may want to explain that the word *bags* can be used when talking about traveling, as well as *suitcase(s).*

Real student

Hi! I'm Yuri Takamatsu. I usually decide the date of my trip first, and then find the places I want to visit. Right before the trip, I pack my bags with necessary items.



10

Get ready

Unit objectives

- make outdoor plans for the weekend
- talk about what clothes to wear for different trips
- suggest plans for evening activities
- write an online invitation
- plan and present a fun weekend in your city

Start speaking

A Look at the photo. Where are the people going? How are they getting ready?

B How do you get ready for a trip or an event? For ideas, watch Yuri's video.



Real student

Do you get ready for a trip the same way as Yuri?

10.1 Midnight sun

Lesson objective
- make outdoor plans for the weekend


Fairbanks, Alaska

< Inbox

To: juana.gomez@mymail.com
From: amka94@grabmail.org
Subject: Your trip

Hi Juana,

You're going to be here next weekend! I'm very happy because you're going to see the midnight sun in Fairbanks. It's light for about 24 hours in June, so we can do lots of things outside – day and night!

So, here's the plan. On Friday evening, I'm going to **meet** you at the airport and then **take** you out to dinner. We're going to **eat** outside at Pike's Landing. It's my favorite restaurant.

On Saturday, we're going to **look at** art at the Museum of the North. And we can **go** shopping in the museum's gift shop. And then in the evening, we're going to **get together** with some of my friends and kayak on the Chena River. From there, we'll go to Pioneer Park and **take** a walk. Finally, we're going to **have** a picnic in the park – at midnight!

What else do you want to do? I'm not going to be home tonight, but we can talk tomorrow.

See you soon!

Amka

1 Language in context

A Pair work Look at the photo. Where is it? What time is it? What's unusual about it?

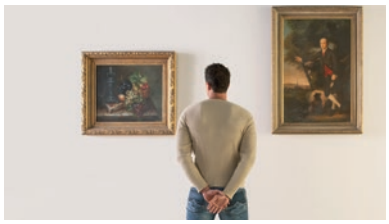
B Read the email and answer the questions.

1 Why is Amka happy?
2 What is the midnight sun?
3 When does Amka want to talk to Juana?

2 Vocabulary: Going out

A 10.01 Find these verbs in the email. Then complete the phrases with the verbs. Listen and check.

eat | get together | go | have | look at | meet | take (2x)


1 _____ art


2 _____ a walk


3 _____ someone out to dinner and _____ outside


4 _____ someone at the airport


5 _____ shopping


6 _____ with friends and _____ a picnic

B Now do the vocabulary exercises for 10.1 on page 153.

C Group work How often do you do the activities in exercise 2A? Tell your group.

10.1 Midnight sun

Lesson objective
- make outdoor plans for the weekend

Introduce the lesson Write **Friday night, Saturday morning, Saturday evening, Sunday afternoon** on the board. Model an example. Say: **I'm going to go shopping on Friday night.** Explain that *am going to* refers to the future. Ask Ss to tell a partner what they are *going to* do at the times you wrote on the board. As Ss talk, monitor. Elicit some ideas. What are the most popular activities with your Ss?

1 Language in context

A Pair work **Introduce the task** **Ss discuss the questions in pairs before you elicit answers. Let Ss know that this photo was taken at midnight.**

Suggested answers
It is Fairbanks, Alaska, at midnight. It's light, but it's midnight.

B **Do the task** **Ask Ss to read individually before sharing their answers with a partner. They read quickly to discover general points.**
- Elicit answers. Explain any words Ss may have questions about, such as *together* (with).

Answers
1 Amka is happy because Juana is going to see the midnight sun in Fairbanks.
2 The midnight sun is when it's light for 24 hours in June.
3 She wants to talk to Juana tomorrow / the following day.

Extra activity

Have Ss use their phones to find three places where there is midnight sun. Ss report back to the class. Make a list on the board and as a class or in smaller groups, have Ss look up the places on a map. Where does it happen? When does it happen?

Answer
South of the Antarctic Circle and north of the Arctic Circle.
In the summer months.

2 Vocabulary: Going out

A 10.01 **Introduce the vocabulary** **Volunteers read the words in the word box. Check understanding.**
- Ss underline the words in the email individually before they complete the phrases. Ask Ss to check their answers in pairs. Play the audio.
- Play the audio again, pause after each sentence, and Ss repeat. Monitor pronunciation.

Answers
1 look at 2 take 3 take, eat 4 meet 5 go
6 get together, have

Mixed ability

Put Ss in groups and ask them to brainstorm as many words as they can to go with the vocabulary verbs, e.g., **get together with friends, family, your teacher,** etc. Groups of more confident Ss can write sentences, e.g., **This evening I am going to get together with my friends**. See how many words/sentences the groups can come up with for each verb.

B **Direct Ss to page 153 to complete the vocabulary exercises. Teacher's tips for vocabulary exercises are on page T-145.**

C Group work **Ss discuss the question in groups.**
- Monitor as Ss talk, listening for examples of language usage that you can give feedback on later.
- Ask Ss to share any more ideas they might have before you elicit some ideas from the whole class. Write their ideas on the board for the rest of the class to copy the new vocabulary, e.g., **look at monuments/old buildings.**

3 Grammar: Statements with *be going to*

A **Introduce the grammar** **Before Ss circle the answers, explain that they can refer to the examples in the Grammar box.**

Answers
1 future plans 2 verb

- Ask volunteers to read the examples. Explain the time expressions using a calendar.

Vocabulary support Display a calendar to explain the difference between the various future time expressions. Illustrate *this Monday* and *next Monday* by pointing to the days on the calendar as you say the expressions. Ask pairs of Ss to look at the calendars on their phones and say **this [Tuesday], next [Thursday]**, etc.

- You may want to make sure Ss do not get statements with *be going to* for the future confused with present continuous. Write some sentences on the board for students to classify as a class (present continuous or future with *going to*):
  1. **I'm shopping with my friends.**
  2. **I'm going shopping with my friends on Saturday.**
  3. **He's taking a walk with his dog.**
  4. **I'm going to walk my dog tomorrow morning.**

  Then ask Ss to write at least four sentences to show they know the difference between the verb tenses. They can do this in pairs or groups of three.

B **Do the task** **Read the task aloud and make sure Ss understand. Ss fill in the gaps individually before checking with a partner.**

- When you elicit answers, ask Ss to read the full sentence. Monitor for grammar and pronunciation.

Answers
1 'm/am not going to be
2 aren't/are not going to take
3 are going to go
4 'm/am going to study
5 isn't/is not going to meet

C **Pair work** **Ask a volunteer to model the example sentences. Do another example if necessary.**

- Ss make affirmative or negative sentences.
- After Ss finish, ask for answers from the class.

D **Direct Ss to page 140 to complete the grammar exercises. Teacher's tips for grammar exercises are on page T-129.**

4 Speaking

A **Pair work** **Model the sample sentences by asking a volunteer to read with you. Generate a few more ideas of what Ss could do in your area.**

- Ss think about their city and discuss their ideas together. Make sure they use the vocabulary in the lesson and the extra words they copied in their notebooks at the beginning of 10.1.
- Elicit ideas together as a class. Write these on the board for Ss to use in the next activity.

B **Pair work** **Model the example. Tell Ss your plans for the weekend using *going to,* and include some examples of *not going to*.**

- Make sure Ss write their plans. Monitor and circulate as Ss do the activity.
- When Ss finish, they can take their plans to other groups and explain what they are going to do. Then ask volunteers to share their plans with the class.
- Give feedback.

3 Grammar: Statements with *be going to*

A Look at the sentences in the Grammar box. Then circle the correct option to complete the rules.

Grammar Statements with *be going to*

I**'m going to be** home tomorrow.	I**'m not going to be** home tonight.
It**'s going to be** busy at the park.	It **isn't going to be** busy at the park.
You**'re going to meet** me at the airport.	My friends **aren't going to go** shopping.
We**'re going to get together** with some of my friends.	They**'re not going to eat** outside this weekend.

1 Use *be going to* to talk about **things you're doing right now** / **future plans**.

2 Make future statements with *be going to* + **verb** / **noun**.

B Complete the sentences with *be going to* and the affirmative or negative form of the verb in parentheses ( ).

1 I _____ (be) home tomorrow. I have to work at the office.

2 My parents _____ (take) me to lunch on Saturday. They're busy.

3 My friends and I _____ (go) on a trip to Rio next year. We have our tickets!

4 I _____ (study) a lot next week. I have an important test.

5 My friend _____ (meet) me tonight. She's sick.

C **Pair work** Change the sentences in exercise 3B so they're true for you. Then compare with a partner.

I'm not going to be home tomorrow. I have to go to class.

D Now go to page 140. Look at the grammar chart and do the grammar exercises for 10.1.

4 Speaking

A **Pair work** What can you do outside in your city? Make a list.

We can eat outside at a lot of restaurants.

True. And we can watch movies outside.

B **Pair work** Make outdoor plans with your partner for next weekend. Then share your plans with the class.

Next Saturday, we're going to have a picnic in ...



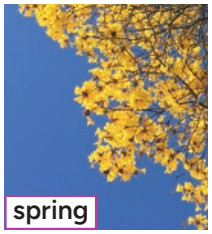
10.2 But it's summer there!

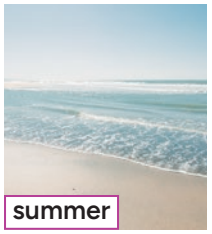
Lesson objective
- talk about what clothes to wear for different trips

1 Vocabulary: Clothes; seasons

A 10.02 Listen and repeat the clothes. Then look at the people in your class. How many of the clothes can you see?

B 10.03 **Pair work** Look at the seasons below. Listen and repeat. What seasons do you have where you live? When are they?

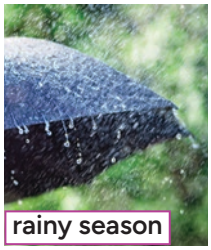

spring


summer

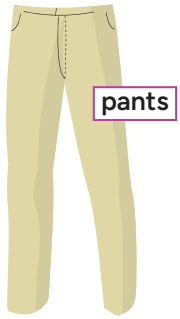

fall


winter


dry season


rainy season


hat


pants

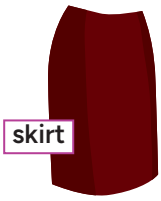

shirt


coat


shorts


dress


shoes


skirt


jeans


sweater


T-shirt


boots

C Now do the vocabulary exercises for 10.2 on page 153.

2 Language in context

A 10.04 Read and listen. Juana and her friend discuss Juana's trip to Alaska. What clothes do they talk about?

10.04 Audio script

Seiko So, are you ready for your trip? What clothes are you going to take?

Juana Yeah, I'm ready! I'm going to take a **coat**, and I need to buy a **hat**.

Seiko Really? But it's the **summer** in Alaska!

Juana Yes, but it's not hot in the summer in Fairbanks. It feels more like **spring** in the day and **fall** at night.

Seiko I see. So, are you going to take **pants** and some **sweaters**?

Juana Yes, I am. I need to buy some pants for hiking and a warm sweater.

Seiko And what kind of **shoes** are you going to take?

Juana We're going to walk outside a lot, so I guess I'll need to get some new **boots**.

Seiko Are you *really* ready for this trip?

Juana Well … no, I'm not! I need to buy a lot of clothes, and I don't want to spend much.

Seiko You can try the thrift store downtown.

Juana Yeah, but I don't have time. Oh, I know! I can borrow some of my sister's clothes.

Insider English

You can say, ***Oh, I know!*** when you think of a good idea or an answer to a problem.

Oh, I know! I can borrow some of my sister's clothes.

Glossary

borrow (*v*) get something from a person to use for a short time and then give it back

thrift store (*n*) a store that sells clothes people used in the past

10.2 But it's summer there!

Lesson objective
- talk about what clothes to wear for different trips

Introduce the lesson Point to what you are wearing, and ask Ss: **What is this?** Write their response on the board. Then point to other clothing that you or Ss are wearing and elicit the words until Ss have identified several of the lesson vocabulary words. Write the words on the board.

- Write the four seasons on the board. If possible, display a photo or draw a picture of weather common in each one.
- Ask Ss: **What clothes do you wear in these seasons?** They share their ideas with a partner before you elicit their ideas. Write a couple of items next to each season, e.g.,

  Spring – jeans / shirt
  Summer – shorts / dress
  Fall – coat / sweater
  Winter – hat / boots

Teacher development Activity 1

Finding out what students already know

When teachers question students to find out what they already know, Ss actively participate, are engaged, and are less likely to "switch off." Ss feel motivated when they can recall information, and the teacher knows whether to adapt their lesson or not. In other words, if Ss already seem to know the vocabulary or grammar point, the teacher can shorten the time spent "teaching" it and extend the time for practice.

- Put 11 pictures/photos of clothes on the board, e.g., *hat*, *coat*, *pants*. Number them 1–11.
- In groups, Ss teach each any other words they know for these clothes. Monitor, but do not interrupt.
- Choose a S from each group to suggest two words for pictures/photos 1–11 and write them on the board.
- Groups tell each other any other words for the clothes they are wearing.
- For feedback, nominate Ss to describe others in the class, e.g., **Maria has a blue hat.**

1 Vocabulary: Clothes; seasons

A 10.02 **Present the vocabulary** **Play the audio as Ss read and listen.**

- Play the audio again, pausing after each item, and ask different Ss to repeat. Check pronunciation. You may want to focus on aspirated *c* and *p* (*coat*, *pants*), or on the *sh* sound (*short*, *shorts*, *shoes*), on the *j* sound (*jeans*), or on any other sound your Ss might find difficult to pronounce.
- Ss now say the different clothes they can see around the room.

Grammar support Play board scrabble with the clothes items. Arrange the words as anagrams. Ask Ss to learn the words for a spelling test.

See the instructions for this game in the Teacher's Resources on Cambridge One.

Pronunciation support Many clothing words are pronounced very differently from the way they are written, including the word *clothes* /kloʊz/. Encourage Ss not to *read* the letters, but remember the sounds. There are lots of silent letters:

e in *shoe* /ʃuː/
a in *sweater* /swetər/
a in *coat* /koʊt/
a in *jeans* /dʒiːnz/

B 10.03 Pair work **Play the audio as Ss read. Play again, pausing after each word so that Ss can repeat.**

- Ss work in pairs to ask and answer the questions. Elicit their answers as a class when they have finished.

C **Direct Ss to page 153 to complete the vocabulary exercises. Teacher's tips for vocabulary exercises are on page T-145.**

2 Language in context

A 10.04 **Before Ss start, ask: Which clothes do you take on a summer trip? And on a winter trip?** Elicit answers.

- Read the task aloud and play the audio as Ss read. Direct Ss' attention to the **Glossary** and check understanding of the words. Elicit answers.

Answers
They talk about a coat, a hat, pants, sweaters, shoes, and boots.

- Read the **Insider English** box with Ss. Concept check by giving examples, e.g.,

  It's raining. … Oh, I know! I'll take my boots and a coat.
  It's cold. … Oh, I know! I'll take my sweater.
- Go over any unfamiliar vocabulary Ss may ask about.

B **Pair work** **Review** **As Ss answer the questions in pairs, monitor for pronunciation and vocabulary. Listen for examples of grammar usage that you can give feedback on when the activity is finished.**

- **Optional activity** Ss watch Luiz's video and compare their answers with his. You may want to explain the meaning of *wear* again.

Real student

Hi! I'm Luiz. Right now it's summer. And I usually wear shorts and a T-shirt.

3 Grammar: Questions with *be going to*

Introduce the grammar Ask: **What words do questions start with?** Elicit answers **what, where, when, and who** from Ss.

A **Present the grammar** **Before Ss circle the answers, explain that they can refer to the examples in the Grammar box.**

Answers

1 *going to* + verb 2 before

- Ask volunteers to read the **Grammar** box. Monitor for pronunciation and stress. Check understanding using questions. Ask individual Ss a range of questions to elicit genuine answers, e.g., **Are you going to see your family today? / What are you going to eat tonight? / Where are you going to live next year?** Try to make the sentences relevant to your Ss.

B **Direct Ss to page 141 to complete the grammar exercises. Teacher's tips for grammar exercises are on page T-129.**

C **Do the task** **Ss order the sentences individually before they check with a partner. Then elicit the answers.**

Answers

1 What are you going to do this weekend?
2 Are you going to study tonight?
3 What are you going to have for dinner?
4 What are you going to watch on TV?
5 Where are you going to go tomorrow?
6 Are you going to see your friends next week?

D **Pair work** **Ss read the Accuracy check box aloud to their partners. Did they make any of these mistakes?**

- Display or dictate the sentences below. Ask Ss to correct the mistakes individually before they check with a partner and then elicit answers as a class.

1 A Are they going to work on Saturday?
B Yes, they are going.
2 A Are you going to fly to Orlando?
B No, we're not going.
3 A Is she going to meet Joe at the airport?
B Yes, she's going to.

Answers

1 A Are they going to work on Saturday?
B Yes, they are ~~going~~.
2 A Are you going to fly to Orlando?
B No, we~~'re not going~~ aren't.
3 A Is she going to meet Joe at the airport?
B Yes, she~~'s going to.~~ is.

- Model an example sentence by answering one of the questions yourself. Ss ask each other questions and answer with short answers. Remind them short answers go with questions that start with *am/is/are*, not with question words. As Ss work in pairs, monitor for grammar usage, noting any errors you hear that you can share at the end of the task.
- Elicit answers as a class and give feedback.

4 Speaking

A **Review** **Pre-teach the idea of *temperature* by drawing a thermometer on the board. Mark *very cold / cold / hot / very hot* on it. Point to the direct parts of the thermometer and ask Ss to say the temperature.**

- Explain the difference between °C and °F and where each is used.
- Ss decide which trip they will go on. As they write their list, monitor and offer any spelling help they may need.

B **Pair work** **Model the sample sentences with a volunteer to show Ss how to do the task. As Ss ask and answer the questions, monitor and listen for examples of grammar usage that you can give feedback on after they finish the task.**

- Elicit ideas from class. As a variation, ask pairs of Ss to perform their conversations in front of the class.
- Give feedback.

Homework ideas

Ask Ss to write six sentences about what they would take on the trip. Ask more confident Ss in your class to use *because* to make their sentences more complex. Correct Ss' sentences in the next session, then ask them to share their sentences with a partner.

B **Pair work** What season is it now? What clothes do you usually wear? For ideas, watch Luiz's video.



Real student
Are your answers the same as Luiz's?

3 Grammar: Questions with *be going to*

A Look at the sentences in the Grammar box. Then circle the correct option to complete the rules.

Grammar Questions with *be going to*

yes/no questions		Information questions
Am I **going to see** you tomorrow?	Yes, you **are**. / No, you**'re not**.	**What are** you **going to take**?
Are you **going to buy** some sweaters?	Yes, I **am**. / No, I**'m not**.	**When are** you **going to leave**?
Is she **going to see** a friend?	Yes, she **is**. / No, she**'s not**.	**Where is** she **going to go**?
Are they **going to buy** new clothes?	Yes, they **are**. / No, they**'re not**.	**Who are** you **going to meet**?

1 For *yes/no* questions, use *is/am/are* + subject + ***going to*** + **verb** / **verb** + ***going to***.
2 For information questions with *be going to*, put the question word **before** / **after** *is*, *are*, or *am*.

B Now go to page 141. Look at the grammar chart and do the grammar exercises for 10.2.

C Put the words in the correct order to make questions.

1 are / going to / this weekend / what / you / do _____ ?
2 study / are / tonight / going to / you _____ ?
3 have / you / what / for dinner / are / going to _____ ?
4 on TV / going to / are / watch / you / what _____ ?
5 tomorrow / go / you / are / where / going to _____ ?
6 going to / your / next week / see / are / friends / you _____ ?

D **Pair work** Read the Accuracy check box. Then ask and answer the questions in exercise 3C with a partner.

Accuracy check

Do not use ***be going to*** in short answers.

Are you going to wear a dress to the party?
No, I'm not ~~going to~~. ✗
Yes, I am. ✓

4 Speaking

A Look at the trips. Choose two, and plan what clothes you're going to take with you.

- A two-week trip to Miami, Florida, in the summer. (29°C / 84°F)
- A one-week trip to Seoul, South Korea, in the winter. (–3°C / 27°F)
- A five-day trip to Vancouver, Canada, in the spring. (20°C / 68°F)
- A two-week trip to Manaus, Brazil, in the rainy season. (30°C / 86°F)

B **Pair work** Ask questions about your partner's trips.

Where are you going to go?

First, I'm going to go to Miami this summer.

Oh, great! What clothes are you going to take?



10.3 Let's meet at the hotel

Lesson objective
- suggest plans for evening activities

1 Functional language

A Jonathan is in Mexico City for a meeting with his coworker, Antonio. They're making plans to go out in the evening. What do you think they are saying?



B 10.05 Read and listen. Where are Antonio and Jonathan going to have dinner? Where are they going to meet? What time are they going to meet?

10.05 Audio script

Antonio So, Jonathan, **why don't we go out tonight?**
Jonathan **OK, sounds good**.
Antonio Do you like Mexican food?
Jonathan I love it! Are there any good Mexican restaurants in town?
Antonio Um, in Mexico City? Yeah, I know one or two places!
Jonathan I'm sure you do!
Antonio There's a very good restaurant near your hotel. Why don't we go there?
Jonathan **Good idea**.
Antonio So **let's meet at the hotel**.
Jonathan OK. What time? Eight o'clock?
Antonio Um ... **I'm sorry, but I can't**. How about eight-thirty?
Jonathan **Yes, sure**.



C Complete the chart with expressions in **bold** from the conversation above.

Making suggestions	Accepting suggestions	Refusing suggestions
1 _____ go out tonight?	OK, 3 _____ good.	I'm sorry, 6 _____ .
2 _____ meet at the hotel.	Good 4 _____ .	Sorry, I'm busy.
	Yes, 5 _____ .	

D 10.06 Complete the conversations with words from exercise 1C. Listen and check. Then practice with a partner.

1 **A** _____ take a break.
B OK, sounds _____ .
2 **A** _____ have lunch?
B _____ , but I can't.
3 **A** Coffee?
B _____ idea.

10.3 Let's meet at the hotel

Lesson objective
- suggest plans for evening activities

Introduce the lesson Scramble the following sentences on the board for Ss to unscramble in pairs.

Why don't we have coffee?
Let's go to a restaurant tonight.

- Underline **Why don't we** ... and **Let's** ...
- Show some photos or draw some pictures to act as prompts such as *coffee / walk / Chinese restaurant / swimming pool*. Ss make suggestions using **Why don't we ...** and **Let's ...** and the prompts.
- Elicit answers when they finish.

1 Functional language

A Introduce the task **Read the instructions aloud and make sure Ss understand. Ss discuss in pairs before you elicit their ideas.**

B 10.05 **Read the questions aloud with Ss. Play the audio while Ss read the text. Elicit answers from the class.**

Answers
They're going to have dinner in a Mexican restaurant.
They're going to meet at the hotel.
They're going to meet at 8:30.

- Play the audio again. Pause after each sentence and ask Ss to repeat. Explain any expressions that Ss may not understand.
- Ask Ss to role play the conversation with a partner. Monitor for pronunciation as Ss work.

C Do the task **Pre-teach *accept* and *refuse* by using a checkmark and a cross next to the words. Model an example from the text in exercise 1B.**

- Ask Ss to complete the chart individually before they share their answers with a partner. Elicit ideas as a class.

Answers
1 Why don't we
2 Let's
3 sounds
4 idea
5 sure
6 but I can't

- Concept check by asking questions such as: **Why don't we have coffee?** to elicit a response that either accepts or refuses. Here are some more you could try:

  Why don't we go to the beach? / Let's go to the movies. / Why don't we go on a trip? / Let's take a walk.

  Try to make questions relevant to your Ss.

D 10.06 **Review** **Ask Ss to complete the conversations individually with the correct words before they check with a partner. Play the audio and ask Ss to check.**

Answers
1 A Let's take a break.
B OK, sounds good.
2 A Why don't we have lunch?
B I'm sorry, but I can't.
3 A Coffee?
B Good idea.

- Ask Ss to role play the conversations. Monitor for pronunciation.

SMARTPHONE activity

Ask Ss to record their conversation on their phone. They listen to the conversation and check their own pronunciation.

Extra activity

Ss brainstorm and list things to do in the evenings. Write these on one half of the board. Do the same with refusing suggestions and reasons why they can't do something. Write these on the other side of the board. Ss then have a circle discussion: the inside circle suggests doing something and the outside refuses the suggestion. Ss try to come to an agreement. Elicit compromises from Ss when they finish.

2 Real-world strategy

A **Introduce the task** **Explain a situation where you say *I'm sorry, but I can't*, e.g.,**

Why don't we go out tonight?
I'm sorry, but I can't. I have to work.

Read the sample dialogue aloud with a volunteer. Then elicit the answers to the question with the class.

Answers
He can't meet at 8 o'clock because he has to go home first.

B 10.07 **Play the audio. Ss check their answers with a partner. Elicit answers as a class.**

Answers
They're going to have a meeting on Tuesday.

10.07 Audio script

Man Why don't we have a meeting on Monday?
Woman I'm sorry, but I can't. I have to help my parents on Monday. How about Tuesday?
Man OK. Let's meet on Tuesday.

C 10.07 **Play audio again. Ss note the answer and share with a partner before you check as a class.**

Answers
Because she has to help her parents on Monday.

D Pair work **Review** **Put Ss into pairs and assign each one to be either Student A or Student B. Ask Student As to turn to page 158 and Bs to turn to page 160.**

- Write an activity on the board e.g., **go to the movies**. Ask Ss to use the expressions from page 102 to refuse and give a reason. Try other activities that you think will be relevant to your Ss.
- Read through the instructions aloud. Ask volunteers to read the model dialogue aloud. Allow Ss time to read through all their sentences and check understanding.
- Circulate and monitor as Ss complete the task.

3 Pronunciation: Saying the letter *s*

A 10.08 **Play the audio and have Ss repeat the words.**

- Elicit the two different pronunciations of the letter *s*.

Answers
sorry: "s" is pronounced /s/
busy: "s" is pronounced /z/

Pronunciation support Ss might find it easier to identify the correct pronunciation if they know what to look for. Explain that the *s* in **busy** sounds like a bee. Model the "bee" sound /zzz/ for them. Then play the audio again for them to identify the difference between the /s/ and /z/ sounds.
Before starting activity 3B, explain to students that the letter s is usually pronounced like a buzzing bee sound (/z/) when it appears between two vowels, or at the end of a word following a vowel or a voiced consonant such as /b/, /g/, or /n/.

B 10.09 **Ss work in pairs to say the words aloud and predict how the letter *s* sounds based on the explanation from exercise 3A.**

- Play the audio. Elicit the answers, then have Ss repeat each word as a whole class.

Answers
1 /s/ and /s/ 2 /z/ 3 /s/ 4 /z/ 5 /s/ 6 /s/ and /z/ 7 /z/ 8 /s/

C 10.10 Pair work **Play the audio. Ss repeat each sentence or question as a whole class.**

- Ss work in pairs to practice the sentences. Monitor and help as necessary.

4 Speaking

Pair work **Review** **Read the instructions with Ss and make sure they understand. If Ss are all from the same city, you might like to give them other well-known cities they can use, e.g., Paris, Rome, Santiago, Mexico City, New York, Seoul, etc. Ask Ss to write down a list of some of things that they can do at night in that city.**

- Model the sample sentences with a volunteer before Ss begin.
- As Ss role play the conversation, monitor and listen for examples of grammar usage that you can give feedback on at the end of the activity.
- When Ss finish, volunteers perform their conversations for the class.
- Give any feedback you have.

Extra activity

Ask Ss to write down their dialogues in pairs, checking for mistakes as they go. Monitor and circulate as Ss write, offering any help they might need. Write words they need to spell on the board so all Ss can see and use them. Check the writing for errors, and then ask volunteers to perform their dialogues for the class.

SMARTPHONE activity

Ss record or take a video of their conversations on their phone. They can play it back later to listen for pronunciation and grammar.

2 Real-world strategy

Saying why you can't do something

After you say, *I'm sorry, but I can't*, you can give a reason with *I have to*.

Jonathan What time? Eight o'clock?

Antonio I'm sorry, but I can't. I have to go home first. How about eight-thirty?

A Read the information in the box above about saying why you can't do something. Why can't Antonio meet at eight o'clock?

B 10.07 Listen to a conversation. What are the man and woman going to do, and when?

C 10.07 Listen again. Why can't the woman have a meeting on Monday?

D Pair work Student A: Go to page 158. Student B: Go to page 160. Follow the instructions.

3 Pronunciation: Saying the letter *s*

A 10.08 Listen and repeat. How is the letter *s* different in the words?

/s/ **s**orry /z/ bu**s**y

B 10.09 Read and say the words below. Which sound does the letter *s* have? Write /s/ or /z/. Some words have two sounds. Then listen and check.

1 restaurants ___ ___	**3** tickets ___	**5** station ___	**7** jeans ___
2 movies ___	**4** shoes ___	**6** season ___ ___	**8** shorts ___

C 10.10 Pair work Listen and repeat the sentences. Focus on the /s/ and /z/ sounds. Then practice the sentences with a partner.

1 Are there any re**s**taurant**s** in town?

2 I'm **s**orry, but I can't. I'm bu**s**y tonight.

3 Are there any movie**s** on TV tonight?

4 Why don't we get ticket**s** at the **s**tation?

4 Speaking

Pair work Imagine your partner is in your town or city on a business or study trip. They are staying at a hotel in the city. Suggest something to do in the evening. Also suggest a place to go and a time to meet. Then change roles.

Let's go out this evening.

Good idea. Why don't we go to a restaurant? Do you like noodles?



10.4 A 24-hour city

Lesson objective
- write an online invitation

1 Listening

A **Pair work** Look at the city in the photos on pages 104 and 105. What do you think you can you do there?

B 10.11 **Listen for details** Listen to the start of a TV travel show about Montevideo. Which two cities does the woman talk about? Which two neighborhoods in Montevideo does she talk about?

C 10.11 **Listen for examples** Listen again. Check (✓) the places the woman says.

- ☐ restaurants
- ☐ places to go dancing
- ☐ hotels
- ☐ the ocean
- ☐ the beach
- ☐ museums

D **Pair work** **Think critically** The woman says, "This really is a day-and-night city." Look at the places in exercise 1C. Where do people usually go: in the day? at night? at night *and* in the day?

2 Pronunciation: Listening for *going to*

A 10.12 Listen to the sentences. Do you hear *going to* or *gonna*? Circle the correct words.

1 I'm not **going to** / **gonna** go dancing now.
2 We're **going to** / **gonna** walk by the ocean in Old City.

B 10.13 Listen. What do you hear? Circle *going to* or *gonna*.

1 **going to** / **gonna**
2 **going to** / **gonna**
3 **going to** / **gonna**
4 **going to** / **gonna**

C People often use *gonna* in informal conversations. Circle the correct answer.

People often say *gonna* when they are **at work** / **talking to friends.**



10.4 A 24-hour city

Lesson objective
- write an online invitation

Introduce the lesson Write or dictate: **Are you watching a movie tonight?** Write the answers **Yes, I am. / No, I'm not.**

- Ask Ss to ask and answer questions with a partner using **Are you going to … ?** and these prompts: *go swimming / eat lunch / go to a club / practice English.*

1 Listening

A **Pair work** **Monitor as students discuss the photos. Help with vocabulary. Elicit ideas from Ss as a class.**

B 10.11 **Before you play the audio, direct students to write two headings: *Cities* and *Neighborhoods*. Encourage them to take notes as they listen.**

- Play the audio. Play again if necessary.

Answers
Cities: New York, Montevideo
Neighborhoods: Pocitos, Old City

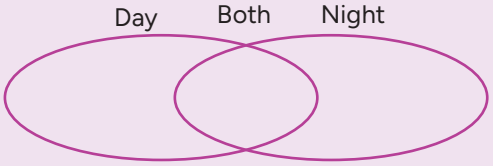
10.11 Audio script

This week on Let's Take a Tour, I'm in a city that never sleeps. No, this isn't New York. I'm in Montevideo – the capital city of Uruguay. And this really is a day-and-night city. Now, we're not far from the Pocitos neighborhood. Pocitos is a great place to go out at night in Montevideo. It has restaurants, cafés, places to go dancing … but I'm not going to go dancing now. Let's wait for tonight! First, we're going to walk by the ocean in Old City. Old City is … an old neighborhood, of course. It has some beautiful buildings and some really interesting museums.

C 10.11 **Ss read the places aloud to make sure they understand. Ask them to raise hands if they remember hearing the place mentioned as it is read aloud.**

Answers
Checked: restaurants, the ocean, places to go dancing, museums

D **Pair work** **Draw a Venn diagram on the board like the one below and ask Ss to copy it. As Ss discuss the questions, ask them to fill in their diagrams. Elicit answers and add them to the diagram on the board. Discuss as a class if the words are in the correct place.**



Answers
in the day: the ocean, museums
at night: places to go dancing
both: restaurants

2 Pronunciation: Listening for *going to*

A 10.12 **Play the audio. Have Ss compare answers with a partner, then elicit whole class feedback.**

Answers
1 gonna 2 going to

B 10.13 **Play the audio. Put Ss into pairs to compare ideas.**

Answers
1 gonna 2 going to 3 gonna 4 going to

10.13 Audio script

1 We're gonna visit some museums.
2 We're not going to a restaurant. We're going to a café.
3 We're gonna walk around the Old City.
4 We're going to go out in the Pocitos neighborhood.

C **Explain to Ss that they don't need to use *gonna* in their speaking, but knowing the form will help them to understand people.**

Answer
talking to friends

Extra activity

Ask Ss to finish these sentences with their own information. Ask volunteers to share their sentences and write some on the board.

Tomorrow, I'm not going to …
On the weekend, I'm going to …
Next month, I'm not going to …

3 Writing

A **Introduce the task** **Pre-teach the Glossary words *sunrise* and *surprise*. Read the instructions aloud and explain the questions.**

- Give Ss time to read the text and answer the questions individually.
- Ss then share their answers with a partner before you elicit their ideas.

Answers

His friends can wear shorts and a T-shirt, and a sweater for the early morning.
Saturday night is a surprise.

Pronunciation support Model the **Glossary** words for Ss. Have them notice how the pronunciation of *sun-* and *sur-* is different, even if they both start with *su-*. Let them know an *r* at the end of a syllable changes the pronunciation of the syllable.

B **Ss underline the contractions individually before you elicit them as a class. Monitor as Ss work together. Circulate to make sure Ss are on track.**

- Read the **Register check** box aloud with the class. Ask Ss for examples of formal and informal writing.

  informal = message, personal letter
  formal = letter, report
- Ss expand the contractions in the reading text in pairs. Ask Ss to read the full sentence when you elicit answers.

Answers

This is a city that never sleeps. You're not going to sleep, either! Meet me at the front door of the hotel. Don't be late! And don't eat dinner first because we're going to eat at a nice restaurant in the Pocitos neighborhood. Then we're going to go dancing – all night! Early in the morning, about 5:00 a.m., we're going to watch the sunrise at the beach and then go for a morning walk by the ocean. It's a great place for a picnic – a breakfast picnic. And then, why don't we play soccer on the beach? A lot of people play soccer on the beach in the summer. You can wear shorts and a T-shirt, but a sweater is good for the early morning. On Saturday night, we're going to . . . well, it's a surprise! See you Friday night!

Full forms:
You're = You are
Don't = Do not
We're = We are
It's = It is

C **Introduce the task** **Tell Ss about an exciting day or night out you have had. Share photos, if available.**

Find it

- Ask Ss: **What is an exciting day or night out for you?** Allow Ss time to think and/or search online for ideas. Elicit ideas and write them on the board.
- Read the task aloud and underline some of the key words that explain the task. **Describe where you are going to go and what you are going to do.**
- As Ss write their invitations, circulate to offer ideas and help with spelling. Write challenging words on the board for everyone to see. If possible, correct Ss' work before the next activity.

Fast finishers

Ask Ss to review their invitations for mistakes. They can use their phones or a print dictionary to look up how to spell words they are not sure of.

Homework ideas

Ask Ss to add some designs to their invitations. It can be done manually or digitally. Ask them to go over the text again to correct any mistakes before adding the text to the invitation design.

Teacher development Activity 2

Giving supportive feedback

Giving praise to adult learners like *Well done!* or *Good job!* is less effective than giving supportive feedback. Teachers play a more helpful role when they are specific about what a student has done successfully and what exactly they could improve.

Many teachers also like to use the "sandwich approach" when giving supportive feedback. This means they begin by telling a student what they have done well, move on to things that didn't go so well, and finish by returning to positive comments.

- Ss write their online invitations.
- Provide oral or written feedback using the "sandwich" approach, e.g., **I like the way you [used going to with three different verbs / remembered to use contractions]. You can improve your invitation by [using more informal language / adding linking words like *but* or *then*]. You made your invitation sound more exciting when you [used this adjective/included that phrase].**

D **Group work** **Review** **Put Ss into groups and ask them to share their invitations. Listen for pronunciation and language usage and offer feedback later.**

- Ask Ss to vote on the invitations they liked best. Ask volunteers to read the best invitations aloud to the class or do it yourself.

3 Writing

A Read the online invitation. What does Ramon say his friends can wear? Which night is a surprise?



You're **invited**!

Event	Montevideo Nights
Host	Ramon
When	Friday and Saturday, December 19–20
Where	Montevideo, Uruguay
Meet	Hotel Central, Friday, December 19 at 9:30 p.m.

This is a city that never sleeps. You're not going to sleep, either! ★☾😃 Meet me at the front door of the hotel. Don't be late! And don't eat dinner first because we're going to eat at a nice restaurant in the Pocitos neighborhood. Then we're going to go dancing – all night! Early in the morning, about 5:00 a.m., we're going to watch the sunrise at the beach and then go for a morning walk by the ocean. It's a great place for a picnic – a breakfast picnic. 😃 And then why don't we play soccer on the beach? A lot of people play soccer on the beach in the summer. You can wear shorts and a T-shirt, but a sweater is good for the early morning. On Saturday night, we're going to ... well, it's a surprise! 😲 See you Friday night!

Glossary
sunrise (*n*) early in the morning, when the sun is first in the sky
surprise (*n*) something you don't know about

B Writing skills **Look at the contractions in two of Ramon's sentences below. Then underline all ten contractions in his message. Work with a partner and say the full forms.**

You're not going to sleep, either! (You're = You are)

Don't be late! (Don't = Do not)

Register check

Many speakers of English use contractions in informal writing. In formal writing, people often use the full forms.

Write it

Find it

C **Plan an exciting day or night out for your friends. You can look online for ideas. Then write an online invitation. Use Ramon's invitation as an example. Describe where you are going to go and what you are going to do. Use contractions.**

D Group work **Read the other invitations in your group. Which events do you want to go to? Why?**



10.5 Time to speak

48 hours in your city

Lesson objective

- plan and present a fun weekend in your city








A **Prepare** Look at the photos. Can you do these things in your country? When can you do them? Think about seasons, days, and times of day.

B **Research** Work with a partner. Choose a season or a month. Think of fun things to do in your city in that season/month during the day, at night, and outside. Write a list.

C **Agree** Plan a fun weekend (48 hours) in your city. Choose activities from exercise B. Make a plan for Saturday and Sunday.

D **Discuss** Work with another pair and compare your plans. Ask and answer questions about their plan.

E **Present** With your partner, present your 48-hour plan to the class. Which plan do you want to do?

Useful phrases

Research

- Let's talk about the summer / February / the rainy season.
- What fun things can we do during the day? at night? outside?

Discuss

- We're going to have breakfast in the park.
- Are you going to have a picnic?

Present

- We're planning a fun weekend in (season/month).
- First, we're going to ...
- On Saturday/Sunday, ...

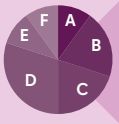


10.5 Time to speak

48 hours in your city

Lesson objective

- plan and present a fun weekend in your city



Time on each stage

Introduce the task Tell Ss about a city you know well, like the city that you come from. Explain what you can do there on the weekend using the expressions from the **Useful phrases** box. Show photos of the city from your phone or the internet. Encourage Ss to ask questions.

- Direct Ss to the **Useful phrases** section at the bottom of the page. Remind them that they can use them during the relevant stages of the lesson.

A Prepare

Aim: Ss look at and talk about the photos.

- **Individually** Allow Ss time to look at and think about the photos. Give Ss time to think silently about what they are going to say.*
- **Pair work** Monitor as Ss share their ideas.
- **Class work** Elicit ideas from Ss. Write any new vocabulary on the board for Ss to refer to later in the lesson.

B Research Do the task

Aim: Ss make a list of seasonal activities.

- **Class work** Model the task by talking about a season or a month in your country. Explain what people do during that time. Demonstrate with photos, if available.
- **Pair work** Ss work together to generate ideas. Explain that they do not have to use their current city if they feel they know more about another city.

C Agree

Aim: Ss make plans about fun things to do.

- **Pair work** Circulate and monitor Ss as they make their plans. Offer suggestions if Ss need help, but otherwise let them work.* Monitor and make note of the strong points in each group, for example, good use of unit vocabulary, interesting questions, natural-sounding interactions, etc. You can use your notes to give feedback at the end of the lesson.

D Discuss

Aim: Pairs compare their lists.

- **Pair work** As Ss work in groups, circulate and monitor. Listen for language usage and provide feedback to Ss when the task is over.*
- **Class work** Elicit ideas from Ss and find out the favorite plan from each group.

E Present Review

Aim: Ss present their ideas to the class.

- **Individually** Give Ss time to prepare their presentations.
- **Class work** Give pairs a time limit, say two minutes, to present their plan to the class. This will help Ss not go on too long or finish too quickly. When each pair finishes, ask some questions, e.g., **Which activities are cheap? Why is that place good?** Encourage Ss to ask questions.
- **Feedback for speaking activities*** Give the class positive feedback based on the notes you made earlier in the activity.

*These tips can help you to create a safe speaking environment. They can also be used with other speaking activities. For more information, see page T-xxii.

PROGRESS CHECK

Students can assess their learning in this unit by completing the **Progress check**. Please go to the Teacher's Resources on Cambridge One to download this material and for activity suggestions.

Teacher development Reflection

Answer these questions yourself in a reflection journal or discuss them with your peers.

1. How much vocabulary in Activity 1 did students know already? Which students knew the most? What did you find surprising, and what was predictable?
2. Did you adapt your plan for 10.2 because of what you found out? Why or why not?
3. Teachers often use eliciting questions to find out what students already know, e.g., **What do I wear on my feet?** (Boots), or **We can talk about our future plans in different ways. For example,** (writing on board) **Next week, I'm . . . book my ticket.** (Going to) What advice would you give colleagues about planning and asking eliciting questions?
4. After teachers elicit language, they should ask questions to check for understanding. Why is **Do you understand?** an ineffective question? What questions might you ask to check the meaning of *boots* and *going to*?
5. In Activity 2, how did students respond to your feedback? For written work, what other things can you sometimes comment on?

Colorful memories

11

Teacher development Introduction

Strategy 2: Teaching vocabulary – Language awareness

In this unit, we explore some basic techniques for guiding Ss to a deeper understanding of the meaning, use, and form of the vocabulary they learn.

Guiding questions (Activity 1): Use simple questions to focus on meaning and use, and help Ss make links between words. You will have the opportunity to try this in Lesson 11.1.

Scrambled sentences (Activity 2): This is a versatile activity for highlighting form, in particular, for helping Ss to use vocabulary accurately in sentences. You can try this in Lesson 11.2.

To find out more about different aspects of word knowledge, read Chapters 2–3 of Ruth Gairns and Stuart Redman, *Working with Words*, pp.13–53. Please go to the Teacher's Resources on Cambridge One to download this material.

Introduce the theme of the unit

Draw or display a current calendar. Write **the past** on the board. Elicit the meaning from Ss. Ask: **Is today in the past?**

- Write or dictate:
  yesterday
  three days ago
  a month ago
  ten years ago
- Explain that *ago* means in the past. Point to *today* on the calendar, then point to *yesterday* and say: **Yesterday is in the past**. Repeat with the other terms on the board.
- Ask Ss to remember a place for each time period and write it next to the phrases. For example, for a month ago, they might remember *beach*. Give Ss a few minutes to brainstorm their ideas before they share their places with each other.
- Ask Ss to share their ideas with the class.

Unit objectives

Read the unit objectives aloud. Tell Ss to listen and read along. Explain any vocabulary that Ss might not understand. Explain the idea of *childhood*.

Please go to the Teacher's Resources on Cambridge One to download the following photocopiable activities for this unit:

11.1 Grammar: Statements with *was* and *were*

11.2 Grammar: Questions with *was* and *were*

11.1 Vocabulary: Describing people, places, and things

11.2 Vocabulary: Colors

Unit 11 Speaking: The crosswalk (Lesson 11.2)

Start speaking

A **Ss look at the photo and discuss in pairs. Elicit their ideas as a class.**

B **Ss discuss the question in pairs before you elicit answers.**

C **Ss can use ideas from the start of this lesson to help them. Ask Ss to share a happy time in their life with a partner.**

- Share memories as a whole class.
- **Optional activity** Ss watch Joao's video and identify the time of his life that he is talking about.

Real student

Hi! I'm Joao Victor. I remember my graduation in mechanical engineering. I was very happy.



11

Colorful memories

Unit objectives

- describe people, places, and things in the past
- talk about colors and memories
- talk about movies and actors
- write an email about things you keep from your past
- talk about TV shows from your childhood

Start speaking

A Look at the photo. Where are the boys? How old are they now?

B Are the boys happy? Why or why not?

C Talk about a happy time in your life. For ideas, watch Joao's video.



Real student

What time does Joao talk about? Do you remember the same time?

11.1 Flashback Friday

Lesson objective
- describe people, places, and things in the past

1 Language in context

A Mason writes about two old photos from his past. Read his posts and the comments. Circle the topics he writes about.

his school	his first job
the season	a toy
his family	his favorite food

B Read again. Check (✓) the sentences that are true. Correct the false ones.

- ☐ 1 Flashback Friday is for photos from the past.
- ☐ 2 The yard is at Mason's parents' house.
- ☐ 3 Bethany is Mason's friend now.
- ☐ 4 Mason drives a car these days.

Mason Clark It's Flashback Friday! Here are two of my favorite memories from 2009. I was eight. This was in the summer. I was with my sister, and we were on vacation at my grandparents' house. My parents weren't there. It was **exciting**! **#flashbackfriday #2009 #summervacation**



Fay L. Wright You were really **cute**!

Bert Chow Your grandparents' yard was **beautiful**!

Mason Clark Yeah, it was **wonderful**. It was usually **quiet**, but not in the summer. We were **noisy** kids!

Mason Clark And this was my old go-kart. My grandpa made it for me. Well, it wasn't old in 2009 – it was **new** then! It was **slow**, but to me, at eight, it was really **fast** and exciting. **#go-kart #2009 #bestgrandparents**



Sam Lopez My go-kart was **awful**, but yours is great.

Bethany Clark Hey, Mason is still driving it today! 😂

Mason Clark Don't listen to my sister! I have a real, *fast* car now. 😃

13 2

Glossary
memories (*n*) things you think about from your past
yard (*n*) the outdoor area in front of or behind a house

2 Vocabulary: Describing people, places, and things

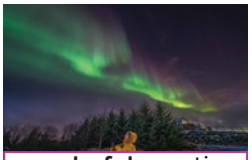
A 11.01 Listen and repeat the adjectives in **bold**. Which adjectives in Mason's posts describe people, places, and things?


new shoes


exciting book


cute dog


beautiful day


wonderful vacation


awful day


noisy baby


quiet baby


fast car


slow car

B Now do the vocabulary exercises for 11.1 on page 154.

C **Group work** Think about a person, place, or thing from your past. Describe it to your group. Use the adjectives in exercise 2A. For ideas, watch Mariana's video.



Real student
Is Mariana's memory happy? Is your memory happy, too?

11.1 Flashback Friday

Lesson objective
- describe people, places, and things in the past

Introduce the lesson Draw a picture or display a photo of an item that may have come from your childhood. This could be a teddy bear, truck, doll, book, or anything else. Use some of the adjectives on this page to describe the items. Say: **This was my [doll]. My [father] bought it for me. It was [beautiful].**

1 Language in context

A **Do the task** **First ask Ss to read the words in the box.**
- Ss read the text individually, then circle the correct phrases. They share their ideas with a partner. Elicit answers as a class.

Answers
Mason talks about the season, his family, and a toy.

- Explain any of the adjectives in bold or any other vocabulary Ss ask for. Explain *go-kart*. Check the **Glossary**.

B **Review** **Ss read again. They check the true sentences, then correct the false ones individually before exchanging ideas with a partner.**
- As Ss give you the answers, write the full sentence on the board so that Ss can see the corrections. Alternatively, volunteers can write their sentences on the board and the other members of the class can check them.

Answers
1 ✓
2 The yard is at Mason's grandparents' house.
3 Bethany is Mason's sister.
4 ✓

2 Vocabulary: Describing people, places, and things

A 11.01 **Present the vocabulary** **Ss listen and repeat the adjectives. Then they say which adjectives Mason has used to describe people, places, and things.**
- Play the audio, pausing after each adjective so Ss can repeat.
- Ask Ss to read Mason's posts and find the adjectives. Have them discuss their answers in pairs, then share with the class.

Answers
people: cute, noisy
places: exciting, beautiful, wonderful, quiet
things: new, slow, fast, awful

Teacher development Activity 1

Guiding questions
After you've used exercise 2A to establish basic meanings, use questions like these below to develop Ss' understanding of the words. Use English as much as possible, but allow Ss to use their native language when necessary. Decide in advance which words you want to ask about, and which questions you want to use.

Aspect of meaning	Example questions
Associations	What things can be *fast*? *Fast car, fast …* ? (*runner, food*) What about *cute*? (*dog, cat, baby*)
Connotation	*Wonderful* – Is it a positive word or negative? (positive) What about *cute*? (positive too)
Objectivity	*Awful* – Is that a fact or an opinion? (opinion) What about *new*? (fact) *Noisy*? (Could be either!)
Style	*Cute* – Is it formal or informal? (Informal) Could you use it in conversation with friends? (yes) A business letter? (no)
Synonyms	What's another word for *wonderful*? (*great, fantastic*) How else could we say *awful*? (*really bad, terrible*)
Antonyms	What's the opposite of *fast*? (*slow*) What about *exciting*? (*boring*)

B **Direct Ss to page 154 to complete the vocabulary exercises. Teacher's tips for vocabulary exercises are on page T-145.**

C Group work **Review** **Model a sample answer by describing something from your past, just as you did at the beginning of the lesson.**
- Allow Ss time to think and write down their item and some of their ideas before they talk.
- **Optional activity** Ss watch Mariana's video and say whether her memory is about people, a place, or a thing. They then compare their memory to hers.

Real student
Hi. I am Mariana. I remember my first cell phone. It was beautiful and very fast.

3 Grammar: Statements with *was* and *were*

A **Present the grammar** **Before Ss circle the answers, explain that they can refer to the examples in the Grammar box. Explain that *was* is singular and *were* is plural.**

Answers
1 past 2 be 3 affirmative 4 negative

Grammar support To check understanding, write gapped sentences on the board and ask Ss to complete them, e.g., **The kitchen ___ big. [was or wasn't] I ___ happy. [was or wasn't] We ___ young. [were or weren't]** Then say the beginning of sentences for Ss to complete them orally: **The backpack .... The backpack was big.**

B **If necessary, complete the first gap with Ss to model the task.**
- Ss work individually to fill in the gaps before they check with a partner.
- Ask individual Ss to read a sentence aloud as you elicit the answers.

Answers
I remember a visit to my uncle's farm in August 2005. It wasn't a big farm – just a nice, small one. There weren't a lot of animals, only ten or fifteen. They were farm animals, not pets, so they weren't friendly, but my uncle's dog was really nice. He was only two or three, so he wasn't very old, but he was smart. His real name was Jake, but *my* name for him was "Fluffy Duffy." It's an awful name, but I was seven at the time, and to me, Fluffy Duffy was a beautiful name! We were great friends.

C **Direct Ss to page 142 to complete the grammar exercises. Teacher's tips for grammar exercises are on page T-129.**

D **Pair work** **Review** **Read the stem sentences and make sure Ss understand the words. Model and complete the first sentence so Ss know what to do.**
- Allow Ss time to think about their ideas and complete the sentences. Ss share their ideas with a partner or a small group. Ask volunteers to say their sentences when you check for ideas as a class.

Answers
1 my friends were wonderful
2 my hometown was beautiful
3 my brother's car was awful
4 my cat was really cute

- Read the **Accuracy check**. Ask Ss to add *was*, *wasn't*, *were*, or *weren't* to these sentences.
  1 **I like our new apartment. It's quiet. Our old apartment noisy.**
  2 **Thanks for your help yesterday. You wonderful.**
  3 **Yuck! That movie good.**

Answers
1 I like our new apartment. It's quiet. Our old apartment was noisy.
2 Thanks for your help yesterday. You were wonderful.
3 Yuck! That movie wasn't good.

- Ask Ss to check the sentences they wrote again.

4 Speaking

A **Introduce the task** **Present one of your own memories for Ss. Use any photos you may have. Make sure you model the same language used in exercise 4B.**
- Read the words aloud for Ss and give them time to think about their memories. Give them the option of using one of their memories from exercise 2C or a new memory.

B **Pair work** **As Ss share their memories in pairs, circulate and monitor. Listen for language usage that you can give feedback on when they finish the activity.**
- Ask a few volunteers to share their memories with the whole class.
- Give feedback.

Homework ideas

Ask Ss to write their memories in sentences. They could then share them on a blog (and add a picture if they want to) or record them as they read aloud on their phone.

3 Grammar: Statements with *was* and *were*

A Look at the sentences in the Grammar box. Then circle the correct option to complete the rules.

Grammar Statements with *was* and *were*

I **was** in the yard.	I **wasn't** in the house.
She **was** on time.	He **wasn't** on time.
It **was** new.	It **wasn't** old.
They **were** fast cars.	They **weren't** slow cars.
We **were** on vacation.	You **weren't** on vacation.

1 Use *was* and *were* to talk about people, places, or things in the **past** / **future**.

2 *Was* and *were* are the simple past forms of **go** / **be**.

3 *Was* and *were* are **affirmative (+)** / **negative (–)**.

4 *Wasn't* and *weren't* are **affirmative** / **negative**.

B Read another Flashback Friday post. Complete the post with *was*, *wasn't*, *were*, or *weren't*.



Ethan Collins
March 14 at 3:37 p.m.

I remember a visit to my uncle's farm in August 2005. It [1] _____ a big farm – just a nice, small one. There [2] _____ a lot of animals, only ten or fifteen. They [3] _____ farm animals, not pets, so they [4] _____ friendly, but my uncle's dog [5] _____ really nice. He [6] _____ only two or three, so he [7] _____ very old, but he [8] _____ smart. His real name [9] _____ Jake, but my name for him [10] _____ "Fluffy Duffy." It's an awful name, but I [11] _____ seven at the time, and to me, Fluffy Duffy [12] _____ a beautiful name! We [13] _____ great friends.

#flashbackfriday #2005 #bestfriend

35 8



Fluffy Duffy

Glossary
remember (*v*) think about something from the past

C Now go to page 142. Look at the grammar chart and do the grammar exercises for 11.1.

D **Pair work** Write sentences with *was* or *were* and the words below. Then check your accuracy. Which sentences are true for you? Compare with a partner.

When I was a child ...

1 my friends / wonderful _____ .

2 my hometown / beautiful _____ .

3 my brother's car / awful _____ .

4 my cat / really cute _____ .

Accuracy check

Do not forget to use ***was, wasn't, were,*** or ***weren't*** before adjectives when describing the past.

He cute. ✗
He was cute. ✓

4 Speaking

A Choose one or two of your memories. Think about the ideas below or your own ideas. Write notes.

ages animals the people the place the season the year things

B **Pair work** Talk about your memories. You can begin, "I remember ..."

I remember my sister's birthday party. It was July 2012. She was 13. The party was very noisy, and ...

11.2 Our old phone was white

Lesson objective
- talk about colors and memories



1 Language in context

A **Pair work** Look at the photo of the child. Describe it with one word.

B 11.02 Emilio talks to his wife, Paula. Read and listen. Where was Emilio in the picture? Which rooms does Paula remember?

11.02 Audio script

Emilio Here's another picture of me.

Paula Cute! How old were you?

Emilio I don't know. Two?

Paula And where were you? Were you at home?

Emilio No, I wasn't, because our phone was **black**. Hmm … so where was the **green** phone? Oh, yeah! It was at my grandparents' house, in the kitchen.

Paula Hey, I remember our old phone, too. It was **white**.

Emilio Wow, you remember the color, too! Was it big? Our old phone was *really* big.

Paula Yeah, it was. I remember a lot! The phone was in the living room, next to the couch. The couch was **brown**. And the living room walls were **orange**. Oh, yeah, and my bedroom walls were **pink** and green. Yuck! It's really easy to remember the colors of things – even ugly colors!

Glossary
ugly (*adj*) not nice to look at

C 11.02 Read and listen again. Then answer the questions.

1 How many phones does Emilio talk about?

2 Paula remembers the color of her phone, living room walls, bedroom walls – and which other thing?

Insider English

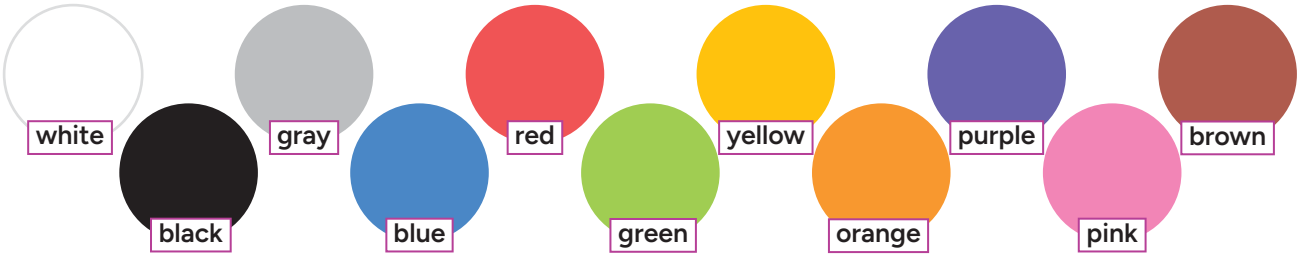
You can say, *Oh, yeah*, when you remember something.

Where was the green phone? **Oh, yeah!** It was at my grandparents' house.

Oh, yeah, and my bedroom walls were pink and green.

2 Vocabulary: Colors

A 11.03 **Pair work** Listen and repeat the colors. Which colors are in the conversation above? What's your favorite color?



B Now do the vocabulary exercises for 11.2 on page 154.

C **Pair work** Tell your partner the colors of two things from your home.

11.2 Our old phone was white

Lesson objective
- talk about colors and memories

Introduce the lesson Books closed. Get Ss thinking about colors and review past simple statements by talking about your clothes. Say: **Today, my shirt is [red]. Yesterday, my shirt was ....** Either elicit the answer by asking, **Can you remember?** or complete the sentence yourself. Write the two sentences on the board, and then have Ss come up with their own sentences.

- Elicit some example sentences and write them on the board.

1 Language in context

A **Pair work** **Ss describe the photo with their partner. Elicit answers when they finish.**

B 11.02 **Read and explain the instructions. Play the audio, and then ask Ss to work in pairs to answer the questions. Play the audio again if necessary. Elicit answers from Ss.**

Answers
Emilio was at his grandparents' house, in the kitchen.
Paula remembers the living room and her bedroom.

- Ask volunteer Ss to read the **Insider English** box. Model another sample sentence which is also informal, e.g., **Where's my bag? Oh yeah, it's on the chair!**

Vocabulary support *Cute, yeah,* and *hey* are all informal expressions. They are fine to use in spoken language, but Ss should avoid using them in formal, written English.

C 11.02 **Ss read and understand the questions before you play the audio.**
- Ss answer the questions individually before they check with a partner. Elicit their answers as a class. Replay the audio if necessary.

Answers
1 two 2 the couch

2 Vocabulary: Colors

A 11.03 **Pair work** **Present the vocabulary** **Play the audio as Ss listen. Pause after each word for Ss to repeat together. Monitor for pronunciation. Play the audio again. Pause after each word and ask individual Ss to repeat the word.**
- **Do the task** Ss look at the conversation and find the words. Elicit answers as a class.

Answers
black, green, white, brown, orange, pink
Favorite colors will vary.

Teacher development Activity 2

Scrambled sentences

In order to use vocabulary items accurately, Ss need to know how they fit into sentences: what kind of words come before and after them? This activity uses jumbled sentences and then questions to help Ss notice the important patterns.

- Have Ss close their books. On the board, write a couple of sentences to show patterns with color words, but with the words jumbled:
  1 **grandparents' / green / in / kitchen. / my / phone / The / was**
  2 **in / living / orange. / room / The / the / walls / were**
- Ss work in pairs to put the words in the right order. When they have finished, write them on the board:
  1 **The green phone was in my grandparents' kitchen.**
  2 **The walls in the living room were orange.**
- Circle the color words and ask questions to establish what kind of words *green* and *orange* are (adjectives), and where they fit in sentences (either before a noun, as in *The green phone*, or after the verb *be*, as in *were orange*).

B **Direct Ss to page 154 to complete the vocabulary exercises. Teacher's tips for vocabulary exercises are on page T-145.**

C **Pair work** **Ask Ss to write down the two things and colors their partner says. When you elicit feedback, ask the other Ss to explain their partner's objects and colors.**
- Ss answer the question in pairs before you elicit ideas.

Extra activity

Ask, write, or dictate simple color questions for Ss to answer, e.g.,

What color is grass?
What color are your shoes?
What color is your dog?

Try to make questions relevant to your Ss, e.g.,

What color are the shirts of your country's soccer team?

Play *I can see* with colors. Ss say the first letter of something in the classroom (or, in this case, the color of something). One S says, **I can see something purple.** Other Ss have to guess the word:

Is it a notebook? **No, it isn't.**
Is it a backpack? **Yes, it is!**

3 Grammar: Questions with *was* and *were*

A **Before Ss circle the answers, explain that they can refer to the examples in the Grammar box.**

Answers
1 beginning 2 after

- Ask volunteer Ss to read the examples. Monitor pronunciation. Check understanding by asking different questions, e.g., **What color was your first car? Were you in school yesterday? Why were you happy yesterday? Where was your last vacation?**

Mixed abilities

To scaffold the practice, write question frames on the board (on the right side if possible): **Were you … ? Were we … ? Were they … ?** at the top and **Was he … ? Was she … ?** at the bottom. Have Ss work in pairs to ask each other five questions using the frames. Then, for information questions, write a list of question words to the left of the sentence frames: **What, Where, When, Why, How old.** Have Ss ask each other five information questions.

B Pair work **Do the task** **Do the first sentence as a class to make sure Ss understand. Ask Ss to arrange the sentences with a partner. Elicit answers and write these on the board. Alternatively, ask Ss to write their sentences on the board and ask the class to correct them.**

Answers
1 What color was your old phone?
2 Where was the phone?
3 Was the refrigerator in the kitchen?
4 What color were the walls in the kitchen?
5 Were the bedrooms big?
6 Was your home nice?

- Ss ask and answer the questions with their partner. Listen for any errors in pronunciation or grammar to share when the task is over.

C **Direct Ss to page 142 to complete the grammar exercises. Teacher's tips for grammar exercises are on page T-129.**

4 Speaking

A **Model a sample answer by drawing a room from your childhood. Draw a top-down map to keep it simple.**

- Label the names of the furniture and write some colors on them. Explain as you draw, e.g., **This was my room. The bed was brown …**
- Allow Ss time to draw their room.

B Pair work **Model the sample dialogue with a volunteer. As Ss share their pictures, circulate and monitor. Listen for language usage that you can give feedback on at the end of the task. Which words were challenging to pronounce? Was their grammar correct?**

Homework ideas

Ask Ss to write six sentences about their old room for the next session. Correct the sentences and then share them with the class.

3 Grammar: Questions with *was* and *were*

A Look at the sentences in the Grammar box. Then circle the correct option to complete the rules.

Grammar Questions with *was* and *were*

yes/no questions	Information questions
Were you at home?	How old **were** you?
No, I **wasn't**.	I **was** two.
Was the phone in the kitchen?	What color **were** the walls?
Yes, it **was**.	They **were** orange.

1 In *yes/no* questions, *was* and *were* go at the **beginning** / **end** of the question.

2 In information questions, *was* and *were* go **before** / **after** the question word(s) (*How old, What, When, Where*).

B **Pair work** Put the words in the correct order to make questions. Then ask and answer the questions with a partner.

1 color / your old phone / was / what _____ ?

2 was / where / the phone _____ ?

3 in the kitchen / the refrigerator / was _____ ?

4 the walls / color / what / in the kitchen / were _____ ?

5 big / were / the bedrooms _____ ?

6 your home / nice / was _____ ?

C Now go to page 142. Look at the grammar chart and do the grammar exercises for 11.2.

4 Speaking

A Draw a picture or plan of a room in your house from your past. Include furniture and your favorite things.

B **Pair work** Work with a partner. Ask and answer questions about your rooms.

This is the bedroom. There was a bed, a desk, and two windows.

What color was the bed?

My bed was white.



11.3 I have no idea

Lesson objective
- talk about movies and actors



1 Functional language

A Look at the photo of the woman. Do you know her name? What else do you know about her?

B 11.04 Read and listen. What does the man want to remember? Does he remember it?

11.04 Audio script

A I'm going to watch *Dune* tonight.
B The movie?
A Yeah. With Timothée Chalamet and … who was the other actor? The woman?
B Um, **I have no idea.**
A She's young … and really cool!
B Sorry, **I'm not sure.**
A Her name begins with Z, **I think.**
B Let me think. **Maybe** it's Zoe Saldaña? No, she's not in it. I know all her movies! Why don't we look online?
A Good idea. Let's see … *Dune* actors … Zendaya!
B Oh, yeah. That's right.
A What was the superhero movie she was in? Was it *Ant-Man*?
B Oh no … Not again!



Glossary
actor (*n*) a man or woman in a movie, TV show, or play

C Complete the chart with expressions in **bold** from the conversation above.

Expressing uncertainty	
Very unsure	**A little unsure**
I have [1] _____ .	Her name begins with Z, I [3] _____ .
I'm [2] _____ .	I think her name begins with Z.
I don't know.	[4] _____ it's Zoe Saldaña?

D 11.05 **Pair work** Complete the conversations with the correct words in the box. Listen and check. Then practice with a partner.

don't Maybe no not think

1 **A** When was the movie *Dune* in theaters?
B I _____ know.
_____ it was in 2022?
2 **A** How many movies is Zendaya in?
B I have _____ idea.
3 **A** Where was Melinda yesterday?
B I _____ she was at home.
4 **A** Where are the restrooms?
B Sorry, I'm _____ sure.



11.3 I have no idea

Lesson objective
- talk about movies and actors

Introduce the lesson Ask: **Ss Do you like movies? What's your favorite movie in English?** Ask Ss to write down their favorite movie in English on a small piece of paper. Collect the papers and write some of the movies down on the board.

- Model some simple questions about the movies and write them on the board, e.g.,

  Who was an actor in this movie?
  Was it good or bad?
  What was it about?
- Model the task by choosing one of the movies and answering the questions above.
- In pairs, Ss each choose a movie they know and then answer the questions about it. Monitor and listen as they talk. Ask volunteers to share their answers with the class when most Ss have finished.

1 Functional language

A **Introduce the task** **Ss answer the questions in pairs before you elicit some of their ideas.**

Answers
Zendaya Answers may vary.

Fast finishers

Ask fast finishers to create short actor profiles in their notebook, choosing other actors and answering the questions in exercise 1A in writing.

B 11.04 **Read the questions and make sure Ss understand. Draw Ss attention to the Glossary, then read and explain *actor*.**
- Play the audio as Ss read. Ss check their answers with a partner before you elicit them as a class. Play the audio again if necessary.

Answers
He wants to remember an actor's name.
He doesn't remember the name. (He finds it online.)

Vocabulary support Ask Ss to look at the expressions in bold and explain they all mean *I don't know.* but with different levels of uncertainty.

C **Read the heading of the chart and make sure Ss understand *uncertainty* – the idea of not being sure.**
- Ss complete the chart individually before they share their answers with a partner. Elicit ideas as a class.

Answers
1 no idea
2 not sure
3 think
4 Maybe

D 11.05 Pair work **Review** **Ss complete the sentences individually with the phrases before they check with a partner.**
- Play the audio as Ss read and check their answers. Don't be afraid to pause or repeat the audio if Ss are struggling.
- Ss role play the dialogues with a partner. As they read, monitor and listen for pronunciation.

Answers
1 don't, Maybe 2 no 3 think 4 not

Extra activity

Search *[current year] movies* online to bring up a list of current movies. Ask Ss to work in pairs. They choose one of the movies and make a dialogue similar to the one in exercise 1B about one of the actors. Monitor and listen to Ss as they interact. Alternatively, Ss can base their dialogue around a movie they saw recently. Ask volunteers to repeat their dialogue for the class.

2 Real-world strategy

A **Introduce the task** Ask volunteer Ss to read the information in the box and the example sentences. Ss answer the question as a class.

Answers
Um, and *Let me think.*

B 11.06 Play the audio. Ss check their answers with a partner. Elicit answers as a class.

Answers
He's sure about his favorite concert. He's not sure about the year.

11.06 Audio script

Woman What was your favorite concert?
Man Let me think ... it was BTS. It was very exciting!
Woman What year was it?
Man Uh, 2018, I think.

C 11.06 Play audio again. Ss note down the answers and share with a partner before you check as a class.

Answers
Let me think and *Uh*

D Pair work **Review** Put Ss into pairs and assign each one to be either Student A or Student B. Ask Student As to turn to page 158 and Bs to turn to page 160.

- Ask Ss a question that they probably don't know the answer to, e.g., **Where was tennis invented? (France)** Encourage Ss to answer using the expressions on page 112.
- Read the instructions aloud for Ss and ask volunteers to read the model dialogues. Allow Ss time to read through and understand their sentences.
- Circulate and monitor as Ss do the task.

Extra activity

Find photos of odd objects that are difficult to identify. For example, you could show a photo of a cup seen from above.

You can either draw these on the board or find them on the internet. Display to the class or distribute to pairs. Ask Ss to use the functional language while trying to figure out what the images are. Monitor as Ss talk.

3 Pronunciation: Saying /oʊ/ and /ɑː/ vowel sounds

A 11.07 Play the audio and have Ss repeat the words, paying attention to the different vowel sounds.

B 11.08 Put Ss into pairs. Ask them to guess if the words sound like A or B. Encourage Ss to say the words aloud.

- Play the audio. Elicit answers from the class.
- Have Ss repeat the words.

Pronunciation support Encourage Ss to make a rounded shape with their mouths for /oʊ/ words. Then, for /ɑː/ words, have them practice making a rounded shape with their mouths, drop the jaw open, and then try to say /a/ without changing the shape of their mouths.

Answers
1 A 2 B 3 A 4 A 5 A 6 B

C 11.09 Pair work Play the audio and have Ss repeat each line.

- Ss practice the conversations in pairs. Monitor and help as needed.

4 Speaking

Group work **If possible, you might like to get Ss to watch a short trailer from the movie *Barbie* on YouTube™. Model the sample conversation with a volunteer. Ss could use the same movie they talked about in the introduction activity.**

- When Ss finish, ask volunteer pairs to demonstrate their conversation to the class.

Homework ideas

Ss watch three movie trailers on their home computers or phones. The movies must be in English. Ss write down the names of all three and write three new words they heard in each trailer. In the next class, Ss share their movies with a partner and say which one they would like to see. Did any Ss choose the same movie?

2 Real-world strategy

Taking time to think

When you need time to think about an answer, say, *Let me think*, *Uh*, or *Um*.

Um, I have no idea.

Let me think. Maybe it's Zoe Saldaña?



A Read the information in the box about taking time to think. Which <u>two</u> expressions does the woman use?

B 11.06 Listen to a conversation. What is the man sure about? What <u>isn't</u> he sure about?

C 11.06 Listen again. Which <u>two</u> expressions does the man use when he needs time to think?

D Pair work Student A: Go to page 158. Student B: Go to page 160. Follow the instructions.

3 Pronunciation: Saying /oʊ/ and /ɑː/ vowel sounds

A 11.07 Listen and repeat the words. How are the vowel sounds different?

/oʊ/ kn**o**w /ɑː/ n**o**t

B 11.08 Listen. Write **A** for words with /oʊ/, for example, *know*. Write **B** for words with /ɑː/, for example, *not*.

1	don't ___	**3**	no ___	**5**	home ___
2	on ___	**4**	go ___	**6**	concert ___

C 11.09 Pair work Look at the letters in **bold** below. Listen and repeat. Then practice the conversations with a partner.

1 **A** Was M**o**na at the c**o**ncert yesterday?
B N**o**, she wasn't. She was at h**o**me.

2 **A** Where is Leonard**o** DiCapri**o** fr**o**m?
B I have n**o** idea.

3 **A** D**o**n't g**o**!
B S**o**rry, I have to g**o** h**o**me.

4 **A** Are we **o**n the right bus? It's very sl**o**w.
B I d**o**n't kn**o**w.

4 Speaking

Group work Think of a movie. Ask other people in your group about the actors in it. Then change roles.

Who was Ken in the *Barbie* movie?

I have no idea.

Um, was it Ryan Gosling?

Yes, it was.



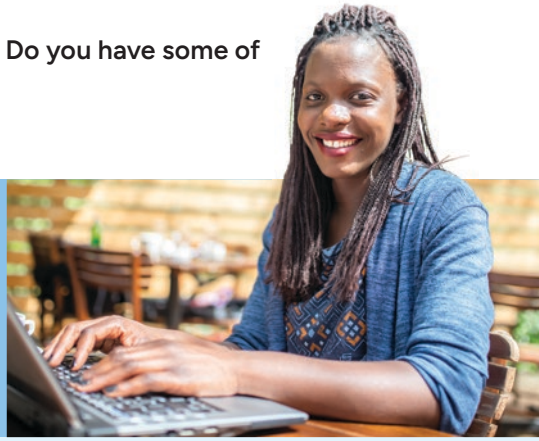
11.4 Things we keep

Lesson objective
- write an email about things you keep from your past

1 Reading

A Look at the photos. What things can you see? Are the things old or new? Do you have some of these things?

B Read for main ideas Read the post. What is it about?



Picture it

Adaku Bello is a writer for *Nigeria Now*, an online magazine about her country. She travels all over the country. Today she takes a break to tell readers about her favorite memories on the job.

I have many favorite memories. They are all about people … and their things! After I interview a person for a story, I often ask personal questions. My favorite question is, "What's your favorite thing?" It's a simple question, but the answers are always interesting. Many favorite things are old. People around the country keep things from childhood, like toys, clothes, books, and games. These were their first favorite things.

I have hundreds of photos of the things people keep. Which photo is my favorite? I can't choose one, but here are a few.



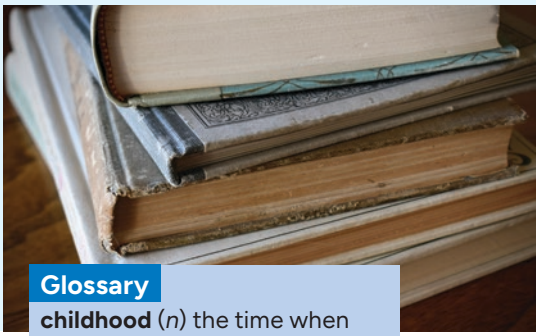


Yemi has many toy cars. They were birthday gifts. They're old, but he plays with them today – with his son and daughter!

Chinara has a favorite scarf from her childhood. She still wears it. It's special because it was her grandmother's.

Okoro and Monifa keep books from their childhood. The books are old, and the stories in them are older!

What's my favorite thing? I travel, so I don't keep many things. My memories are my favorite things!



Glossary
childhood (*n*) the time when you were a child
keep (*v*) have something for a long time

C Read for detail Read again. Then read these sentences from the article. What do the underlined words mean? Circle the answers.

1 These were their first favorite things.
These = **a** children **b** birthday gifts **c** things from their childhood

2 They're old, but he plays with them today.
They and **them** = **a** toy cars **b** clothes **c** games

3 She still wears it.
it = **a** Chinara's childhood **b** Chinara's grandmother **c** Chinara's scarf

4 The stories in them are older.
them = **a** stories **b** books **c** Okoro and Monifa

D Pair work What things do you keep? Why? Do you keep the same things from the article, too? Tell a partner.

11.4 Things we keep

Lesson objective
- write an email about things you keep from your past

Introduce the lesson Ss close their books. Show a photo or draw a picture of an item from your own childhood that you still have. Explain what it is and why it is important to you.

- Ask: **Think about your childhood. What were your favorite things?**
- Ask Ss to work with a partner and tell them about an important item from their youth. Monitor and listen as Ss talk. Ask volunteers to talk about their items with the class.

1 Reading

A **Introduce the task** **Ask Ss to discuss the questions in pairs. Elicit answers when they finish.**

Possible answers
I see a laptop, toy cars, a scarf, and books. The laptop is new. The toy cars and books are old. The scarf could be old or new.
I have (a laptop and old books).

B **Set a time limit for Ss to read the post, say three minutes. Remind them to focus on the main idea.**
- When time is up, volunteers share their answers with the class.

Possible answers
It's about the things people keep from childhood.
It's about a writer who takes pictures of things people keep from childhood.

C **Do the task** **Ask Ss to read again more closely. Answer any questions they have about vocabulary they don't understand.**
- Ss circle the answers individually before checking with a partner. Elicit answers as a class.

Answers
1 c 2 a 3 c 4 b

D Pair work **Review** **As Ss discuss the questions, monitor and listen for pronunciation and grammar. Listen for language usage and provide feedback to Ss when the activity is finished.**
- Ask volunteers to explain what things they keep and why. Do Ss keep similar things?
- Provide feedback on Ss' conversations to the whole class.

Homework ideas

Show and tell. Ask Ss to bring an item that is important to them to the next class. This could be the actual item or a photo or drawing of it. Explain that they will have time in the next class to tell other Ss about the item, just like you did at the start of this lesson. Ask Ss to answer these questions in their show and tell session.

When and where did you get the thing?

What do you use it for?

Why is it important to you?

Ss can write down any notes they want to refer to. In the next class session, allow Ss two minutes to talk about their item. If time permits, ask questions.

2 Writing

A **Introduce the task** **Ask Ss to read the email quickly to look for the items. They share the items with a partner before you elicit answers.**

Answers
She finds a postcard (from her grandfather), (her) old homework/math homework, and an old soccer ball (her brother's).

- Be ready to explain any vocabulary items that Ss are not familiar with, e.g., *postcard, desert.* Alternatively, ask Ss to check a dictionary or ask a partner for a definition. Direct Ss' attention to the **Glossary**.
- Ask a volunteer to read the **Register check** aloud. Check Ss' understanding of some very basic emojis by drawing and writing 😄 **happy** and 😕 **sad.** Establish that emojis are always informal.

Extra activity

In groups of three, have Ss share things from the past they have found at home, maybe in a box or under the couch. Have them name them and then describe and talk about them as much as they can. The other Ss can ask questions.

B **Pair work** **Ss work in pairs to discuss the reason for the three-paragraph structure. Elicit answers as a class.**

Answers
Because Angie talks about three (different) things/topics.

C **Ss underline the topic sentences before you elicit answers as a class.**

Answers
Paragraph 1: Do you remember this postcard?
Paragraph 2: There was also a lot of homework from my school days in the box.
Paragraph 3: Your old soccer ball was in the box, too.

Vocabulary support Paragraphs organize a text, making it easier to read. They focus on one topic and start with a *topic sentence*, which explains what the paragraph is about.

D **Do the task** **Allow Ss time to think about the items they might have. Elicit ideas by asking them about things they had as children. Write these things on the board, e.g., toys, toy animals, games, guitar, photograph, clothes,** etc.

- As Ss write, circulate and monitor and make sure that they stay on task. Offer any help with grammar or spelling. Write challenging words on the board.
- If possible, correct Ss' emails before they do the next activity.

E **Pair work** **Review** **Monitor as Ss share their emails. Ask volunteers to read their emails to the class. Check for pronunciation.**

Extra activity

Display Ss' emails around the classroom and ask them to circulate around the room reading them. Hold a class vote to decide which email described the most interesting items.

2 Writing

A Read Angie's email to her brother. What things from the past does she find in a box?

< Inbox

Hi Eddie,

Do you remember this postcard? It was in a box under my bed. It was from Grandpa Bowman in 1989. He was in Saudi Arabia. His postcards were always exciting, and this one was my favorite. The desert is really beautiful. Do *you* have any of his old postcards?

There was also a lot of homework from my school days in the box. Hey, I was smart! Well, usually. My math homework was awful! 😱 I don't think I want to keep it.

Your old soccer ball was in the box, too. ⚽ Why do I have it? I don't know. There's some writing on it. Maybe it's the autograph of a famous soccer player. Do you want it?

Love,

Angie

Glossary

autograph (*n*) name in handwriting, usually of a famous person



Register check

Use emojis in texts, social media posts, and informal emails. Do not use them in formal emails, for example, emails for college or work.

My math homework was awful! 😱

B Pair work Think critically Why does Angie's email have three paragraphs?

C Writing skills Read the topic sentence from the email below. The topic sentence tells you what the paragraph is about. Read the email again and underline the three topic sentences.

Do you remember this postcard? (= this paragraph is about a postcard.)

Write it

D Imagine you have a box of old things from your childhood. Write an email to a friend about two or three things in the box. Use a new paragraph for each thing. Write a topic sentence for each paragraph. You can use emojis.

E Pair work Read your partner's email. What interesting things do they write about in the email?



11.5 Time to speak

TV memories

Lesson objective

- talk about TV shows from your childhood



A **Prepare** Work with a partner. Talk about old TV shows you remember from your childhood. Write notes.

B **Agree** Compare your ideas with other students. Which shows do a lot of people remember?

C **Discuss** Choose a TV show from your conversations in exercise A or B. What do you remember about it? Talk about the names, places, and things in the show.

Find it

D **Prepare** Prepare a presentation about your TV show from exercise C. Include the ideas below and your own ideas. You can go online and find information you don't remember.



E **Present** Present your memories of the TV show to the class with your partner. Which shows does everyone remember?

Useful phrases

Discuss

- I remember … from my childhood.
- What about you?
- Let's talk about the characters in …
- What were their names?
- I liked that show because …

Agree

- What do you remember?
- A lot of people / I remember …

Present

- We're talking about …
- Our show was really popular.
- It was on TV in (year).

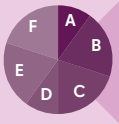


11.5 Time to speak

TV memories

Lesson objective

- talk about TV shows from your childhood



Time on each stage

Introduce the task Choose an old TV show your Ss would like. Display a photo or show a short video clip online. Write **characters' names, ages, personalities,** and **places** on the board. Write the information from the TV show next to the relevant categories as you describe the show and follow the plan in D on page 116.

Vocabulary support *Character* = a person in a movie, book, or TV show.
Personality = the way you behave

- Direct Ss to the **Useful phrases** section at the bottom of the page. Remind them that they can use them during the relevant stages of the lesson.

A Prepare **Aim: Ss talk about TV shows they remember.**

- Consider giving other options for Ss who might not have watched TV, don't have phones, and/or don't remember a TV show. Suggest they do the task with memorable movies or books.
- **Pair work** Ss make a list of the shows they remember.

B Agree **Do the task** **Aim: Ss share their ideas.**

- **Class work** Ask Ss to circulate and talk to classmates, carrying their lists from Activity A to remember which TV shows to talk about. Monitor.

C Discuss **Aim: Ss discuss the TV shows in detail.**

- **Pair work** Ask Ss to work with their original partner again. They choose one of the shows and discuss the questions together. Circulate and monitor.

D Prepare **Aim: Ss prepare their presentation.**

- **Class work** Go through the instructions carefully and refer Ss to the presentation you gave at the start of the class.
- **Individually** Ss prepare to present their favorite childhood TV show.
- **Preparation for speaking*** Encourage Ss to rehearse what they are going to say in their heads. Ss could record themselves speaking, listen to the recording, and make a note of how to improve.

E Present **Review** **Aim: Ss give their presentations to the class.**

- **Class work** Set a time limit, say two minutes, for Ss to present their memories to the class. If Ss don't want to speak to the whole class, allow them to do their presentations in small groups. As Ss speak, take notes on language usage so you can give feedback later.*
- **Feedback for speaking activities*** Give the class positive feedback based on the notes you made earlier in the activity.

*These tips can help you to create a safe speaking environment. They can also be used with other speaking activities. For more information, see page T-xxii.

PROGRESS CHECK

Students can assess their learning in this unit by completing the **Progress check**. Please go to the Teacher's Resources on Cambridge One to download this material and for activity suggestions.

Teacher development Reflection

You can answer these questions in a reflection journal or discuss them with your peers.

1. In planning Development Activity 1, which adjectives and which aspects of meaning did you choose to focus on? Why? Will you change your choices if you use this material again?
2. Were the questions clear to Ss? What about the answers? Were there any areas of confusion? How could these have been avoided?
3. Development Activity 2 highlights how color words, and adjectives in English generally, can be placed in sentences. What questions or techniques did you use to make the patterns clear to your Ss?
4. List three or four other kinds of vocabulary for which this activity would be useful. (It is particularly suited to focusing on things like word order, dependent prepositions, and grammar patterns associated with words.)

Stop, eat, go

12

Teacher development Introduction

Strategy 3: Building learners' confidence to speak – Providing feedback on spoken language

In Unit 9, we looked at ways of listening to the spoken language that students produce. When you hear incorrect language, you need to decide how you'll correct it. There are two possibilities: you can correct the language as students are talking, or you can make a note of the error and give feedback to the class as a whole. Correcting immediately means students get instant feedback, which they often find useful. However, it can interrupt the flow and fluency of their speaking. Giving feedback after the activity to the whole class means that all students get the benefit of the feedback. It's important not to say who made the mistake because this can cause embarrassment.

In this unit, we look at two activities that can be used to provide feedback on spoken language.

Providing immediate feedback (Activity 1): Predicting mistakes allows for immediate feedback while keeping teacher talk to a minimum. You will have the opportunity to try this in Lesson 12.1.

Delayed feedback (Activity 2): This is a simple but effective extension activity that turns giving feedback into a classroom game. You can try this in Lesson 12.3.

Pages 94 to 96 of Penny Ur's *A Course in English Language Teaching, Second Edition* (Cambridge University Press 2012) describes different ways of correcting students. Please go to the Teacher's Resources on Cambridge One to download this material.

Introduce the theme of the unit

Books closed. Write three meals on the board: **breakfast, lunch,** and **dinner**. Ask Ss: **What time do you eat dinner?** Elicit answers.

- Display or dictate: **What did you eat yesterday for breakfast, lunch, and dinner?** Ss work in pairs and tell each other the information. They can use their phones to show photos, if needed. Elicit answers when they finish.

Unit objectives

Read the unit objectives aloud. Tell Ss to listen and read along. Explain any vocabulary that Ss might not understand.

Please go to the Teacher's Resources on Cambridge One to download the following photocopiable activities for this unit:

12.1 Grammar: Simple past statements

12.2 Grammar: Simple past questions; *any*

12.1 Vocabulary: Snacks and small meals

12.2 Vocabulary: Food, drinks, and desserts

Unit 12 Speaking: The foodie survey (Lesson 12.2)

Start speaking

A **Ss look at the photo and discuss in pairs. Elicit answers as a class.**

B **Ss discuss in pairs before you elicit answers.**

C **Ss can use any of the ideas from the start of this lesson to help them. Ask Ss to share their ideas.**



12

Stop, eat, go

Unit objectives

- talk about snacks and small meals
- talk about meals in restaurants
- offer and accept food and drink
- write a restaurant review
- create a menu for a restaurant

Start speaking

A Which meal do you think these people are eating: breakfast, lunch, or dinner? Is it a big meal or a small meal? Are they enjoying their food?

B For a good meal, you need good food – and what else? Do you see these things in the photo?

C Talk about a good meal you remember. You can talk about where and when it was, who you were with, and why it was good.

12.1 Backpacking and snacking

Lesson objective
- talk about snacks and small meals

1 Vocabulary: Food and drink (1)

A 12.01 **Pair work** Listen and repeat. Then choose something you want to eat now.


apple


banana


beef


bread


butter


cheese


chicken


coconut


crackers


lamb


orange


pineapple


potato


sandwich


soup


tomato

> **!** To make these words plural, add *-s* or *-es*:
> banana → bananas tomato → tomatoes sandwich → sandwiches
> Some nouns are non-count, for example, ***cheese*** and ***soup***.

B Now do the vocabulary exercises for 12.1 on page 155.

C **Pair work** Look at the photos in exercise 1A and find:
- seven words for fruit and vegetables
- three words for meat
- two words for dairy products
- two words for grain products
- two words for small meals

2 Language in context

A Read the post. Where is Tyler? Where was he last week?

B Read again. Check (✓) the sentences that are true. Correct the false ones.

- ☐ **1** Tyler ate a lot on the trip.
- ☐ **2** There was meat in Tyler's sandwich.
- ☐ **3** There were dairy products in Tyler's breakfast, lunch, and dinner.
- ☐ **4** There are meat and fruit in pho.



Travel With Tyler



Hello from Ho Chi Minh City, Vietnam! I'm happy to be here after a really long trip. Yesterday, I took the bus from Nha Trang. I ate a little before the trip – just some **bread** and **butter**. Then I was on the bus for over eight hours. We stopped in a lot of places, but I stayed on the bus because I was tired. I ate some **crackers** and a **banana**, and I drank a bottle of warm water (yuck!)

I arrived in Ho Chi Minh City in the afternoon, and I was *really* hungry. I had dinner at the bus station! I went to a food stand, and I bought a banh mi. It's a **sandwich** with bread, **chicken**, and vegetables. I needed it! And I liked it – I'm going to eat it again tomorrow.

Vietnamese food is great. Last week, in Hanoi, I tried pho. It's a **soup** with **beef** and noodles. I love the fruit in Vietnam, too, but because I'm "backpacking and snacking," it's not always easy to eat. You can't eat **pineapples** and **coconuts** on a bus!

Glossary
food stand (*n*) a place to buy food on the street
hungry (*adj*) wanting or needing to eat

12.1 Backpacking and snacking

Lesson objective
- talk about snacks and small meals

Introduce the lesson Elicit from Ss the three main meals – **breakfast, lunch, and dinner** – and write them on the board. Then write, dictate, or display: **What's your favorite meal?**

- In pairs, Ss discuss what foods they eat for their favorite meal. Elicit responses from the class.
- Write **snack** on the board. Explain that a snack is a small amount of food people eat between meals. Ask Ss: **Do you eat snacks? When do you eat them?** Elicit responses.

Pronunciation support You may want to focus on pronunciation of *ea* in *breakfast*, the *u* in *lunch*, and/or the initial *s* in *snack*.

1 Vocabulary: Food and drink (1)

A 12.01 **Present the vocabulary** **Play the audio. Pause after each word for Ss to repeat together. Check for pronunciation. Ss share what they want to eat now with the class.**
- Ask Ss to read the **Notice** box aloud.

Vocabulary support Plurals are usually made by adding an *s* to the noun, but there are spelling variations. After *o*, *ch*, and *sh*, add *-es*.

This vocabulary set is an opportunity to review non-count nouns (*beef, bread, butter, cheese, chicken, lamb, soup*).

Extra activity

Ask Ss to complete a class survey by circulating and asking the following question to their classmates: **What is your favorite snack?**
- Ss can use their phone to show photos of unknown words. They should make a list of what other Ss like.

Find out what the most popular snack is. Write new vocabulary for food on the board for Ss to copy and remember.

B **Direct Ss to page 155 to complete the vocabulary exercises. Teacher's tips for vocabulary exercises are on page T-145.**

C Pair work **Do the task** **Ask volunteers to read the categories aloud. Check for meaning by eliciting one example from each category.**
- Ss complete the task in pairs before you elicit their answers as a group.

Answers
Fruit and vegetables: coconut, pineapple, apple, banana, orange, tomato, potato
Meat: chicken, beef, lamb
Dairy products: butter, cheese
Grain products: bread, crackers
Small meals: soup, sandwich

2 Language in context

A **Read the questions as a class. Set a time limit for Ss to read the post, say three minutes. They should focus on answering the questions and not worry about words they don't understand. Ss check their answers with a partner before you ask for the correct answers.**

Answers
Tyler is in Ho Chi Minh City, Vietnam. He was in Hanoi last week.

Vocabulary support *Yuck* means food or drink is horrible. *Mmmm* means food or drink is delicious.

B **Ask Ss to read again quietly and decide if the sentences are true or false. Ss check their answers with a partner.**
- Ask Ss to read the full sentences as you elicit answers. Write the corrected sentences on the board so Ss can copy them down.

Answers
1 False. He ate a little on the trip.
2 True.
3 False. There weren't dairy products in Tyler's lunch or dinner.
4 False. There are meat (beef) and noodles in pho. There's no fruit.

Extra activity

Play board scrabble with the words from this unit.

Extra activity

Make food flashcards. Collect photos from the internet or magazines, or draw pictures of common food and drinks. Making flashcards can take time, but over many uses, they are worth it. Show Ss the flashcards and ask them to repeat together or individually. Use them for spelling tests. Flashcards are especially useful for lower-level learners.

3 Grammar: Simple past affirmative

A **Present the grammar** **Before Ss circle the answers, explain that they can refer to the examples in the Grammar box.**

Answers
1 -ed 2 don't have 3 doesn't change

Grammar support You can concept check negative and affirmative forms by saying affirmative sentences to Ss and having them make the sentences negative. e.g.,
I went to a restaurant. – I didn't go to a restaurant.
She had a banana. – She didn't have a banana.
Ss quickly pick up the addition of *didn't* to make past tense sentences negative. Remind Ss not to make the verb after *didn't* past tense as well.
I didn't went to work. = incorrect
I didn't go to work. = correct

Extra activity

Explain to Ss that a good way to learn vocabulary and spelling is to *look, say, cover, write, check*. Ss look at the word and say it, they then cover the word, and write it again. Then they check it. Writing words three or four times will help Ss remember.

B **Do the task** **Have Ss read the Notice box first, then ask Ss to circle the correct word individually before they share their answers with a partner. Check as a class.**

Answers
1 ate 2 had 3 bought 4 needed 5 arrived
6 drank

C **Direct Ss to page 143 to complete the grammar exercises. Teacher's tips for grammar exercises are on page T-129.**

D **Pair work** **Review** **Explain that Ss can use the photos of food on the previous page to help them. If necessary, model the first sentence as an example.**
- Monitor for examples of language used in the lesson. When Ss finish, ask them to read some of their sentences.
- Help Ss with emergent language of the food they actually ate or have them look up words in a dictionary. Check that they are using the words correctly, for example, with count and non-count nouns or with plurals (if any).

4 Speaking

A **Pair work** **As Ss discuss the food, circulate and monitor, listening for language usage that you can give feedback on at the end of the session.**
- **Optional activity** Ss watch Bianca's video and identify the things she likes and doesn't like. They say whether they like / don't like the same things. You may want to elicit the meaning of the words *beans* and *milk*.

Real student

Hi! My name is Bianca. I like Japanese food and pasta. I don't like beans or milk.

B **Pair work** **Model the example with a volunteer, providing an answer to the question. As Ss discuss their meals and snacks, circulate and monitor.**
- Ask Ss to share with the class what food they ate last week. Find out if Ss like to eat the same food.

Extra activity

Ss do a class survey of the food they ate over the last week.

Homework ideas

After exercise 3C, tell Ss they are going to have a spelling test on irregular verbs in the next class.

Teacher development Activity 1

Providing immediate feedback

Often with speaking activities, you can predict the kinds of errors that Ss will make. With this activity, it is likely they will have problems using the correct past form and say *Yesterday I eat a sandwich for lunch.* The suggestion below shows how you can give immediate feedback while keeping teacher talk to a minimum.
- Before the lesson, prepare a card with *past?* written on it.
- Write an incorrect sentence on the board, e.g., **Last Tuesday I have four cups of coffee**. Elicit from Ss that it is incorrect and hold up your *past?* card and elicit the correct form.
- Tell Ss you will use this card when you listen to them talk.
- As Ss talk together in pairs, monitor and listen. When you hear an incorrect past form, hold up the *past?* card and get the S to self-correct.

3 Grammar: Simple past affirmative

A Look at the sentences in the Grammar box. Then circle the correct option to complete the rules.

Grammar Simple past affirmative

Regular	Irregular
I **arrived** on time.	Yesterday, I **took** the bus to the city.
She **arrived** at 9:00 a.m.	He **had** some soup in the afternoon.
They **wanted** sandwiches for lunch.	I **drank** a bottle of warm water.
We **listened** to music on the bus.	You **ate** some crackers.

1 Simple past regular verbs end with **-ed / -es**.
2 Irregular verbs **have / don't have** spelling rules.
3 The spelling for regular and irregular verbs **changes / doesn't change** for each subject (*I*, *she*, *he*, *it*, *they*, *we*, *you*).

! **Irregular past simple verbs do not end in *-ed*. For example, *I took the bus*, not *I ~~taked~~ the bus*.**
eat → ate drink → drank have → had go → went take → took buy → bought
Go to the inside back cover to see more irregular verbs.

B Read the information about irregular verbs in the Notice box. Then circle the correct words.

1 It was a really big sandwich, but I **ate** / **eat** it all.
2 We **have** / **had** fish for dinner last night.
3 She **buy** / **bought** food at the supermarket.
4 I was hungry and really **needed** / **need** some food.
5 We **arrive** / **arrived** at the restaurant at 5:30, but it wasn't open.
6 He **drinks** / **drank** a pink fruit juice last night.

C Now go to page 143. Look at the grammar charts and do the grammar exercises for 12.1.

D Pair work **Complete the sentences so they're true for you. Then compare with a partner.**

1 For breakfast, I ate _____, and I drank _____.
2 Last week, I bought _____ at the supermarket.
3 The last movie I watched was _____.
4 Last weekend, I went to _____ with _____.

4 Speaking

A Pair work **Talk about the food in exercise 1A on page 118. Say which things you like and which you don't like. For ideas, watch Bianca's video.**



Real student
Do you like / not like the same things as Bianca?

B Pair work **Give examples of snacks and small meals you ate last week. Ask your partner questions about what they ate.**

Yesterday, I had lamb for dinner.
Was it good?



12.2 What did you eat?

Lesson objective
- talk about meals in restaurants

1 Vocabulary: Food and drink (2)

A 12.02 Look at the photos. Listen and repeat.

B **Pair work** Which things in exercise 1A are drinks? Which are desserts? Which ones do you like? Which don't you like?

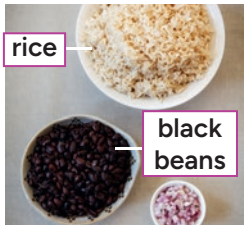
C Now do the vocabulary exercises for 12.2 on page 155.

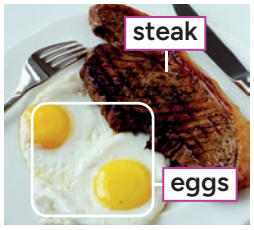
D **Group work** What do you usually eat and drink for breakfast, lunch, and dinner? Tell your group. For ideas, watch Jirapat's video.

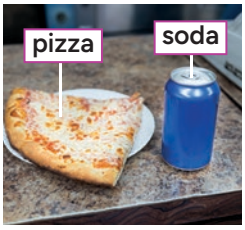


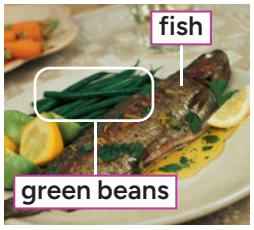
Real student

What's Jirapat's food routine? Is your routine the same or different?

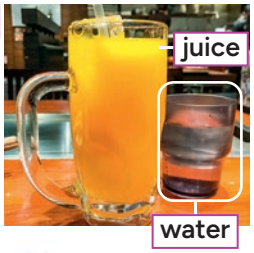












2 Language in context

A 12.03 Lana and Miyu are writing an online restaurant review. Read and listen. Did they like their meal?

B 12.03 Read and listen again. What did Lana and Miyu eat? What did they drink?



12.03 Audio script

Lana Where's our dessert? It's slow here.

Miyu I know. Let's write a review on my phone while we wait.

Lana Good idea. Did you like your meal?

Miyu Yes, I did. The **steak** and **green beans** were great. But I didn't like the potatoes because they were cold. Let me type that. OK. What did you think of your food?

Lana Well, the **fish**, **rice**, and **black beans** were wonderful, but I didn't drink my **soda**. It was warm. You can write that. What did **you** drink? Did you have soda?

Miyu No, I didn't. I just had **water**.

Lana You don't need to write about the water.

Miyu True! So, how many stars should we give?

Lana Let's see ... great fish, steak, rice, and beans, but cold potatoes and warm soda. Maybe three stars?

Miyu Done! Wait ... the server is coming with dessert. Wow! Look at our **chocolate cake** and **ice cream**!

Lana Yum! Let's change three stars to five stars!

Insider English

Some people use ***waiter*** for a man and ***waitress*** for a woman. But many people use the word ***server*** for a man or a woman.

12.2 What did you eat?

Lesson objective
- talk about meals in restaurants

Introduce the lesson Tell Ss about the last restaurant you visited. Explain where it was and what you ate. Display a photo or draw a picture of the food and the restaurant if possible. Write the following questions on the board and answer them:

What did you eat? / What did you drink? / How was the food?

Encourage Ss to ask questions about the restaurant.

1 Vocabulary: Food and drink (2)

A 12.02 **Present the vocabulary** **Before playing the audio, ask Ss to go through all the food and drinks to make sure they recognize them. Play the audio, pausing after each word or phrase. Ask Ss to repeat the words aloud together. Check for pronunciation.**

B Pair work **Do the task** **Ss work in pairs to answer the questions before you elicit and write the answers on the board.**

Answers
Juice, soda, and water are drinks.
Chocolate cake and ice cream are desserts.
Answers may vary for likes and dislikes.

C **Direct Ss to page 155 to complete the vocabulary exercises. Teacher's tips for vocabulary exercises are on page T-145.**

D Group work **Before they begin the activity, tell Ss the food that you usually eat. They can use your language as a model. Ss answer the questions in pairs before you elicit their ideas.**
- **Optional activity** Ss watch Jirapat's video and listen for the three meals that he mentions. They say whether their food routine is similar or different. You may want to teach or review the words *sausage*, *fried eggs*, and *fried pork*.

Real student

Hi, my name is Jim. For breakfast, I usually have fried egg and sausage. At lunch, I eat noodles. And for dinner, I enjoy rice topped with stir-fried pork and basil.

2 Language in context

A 12.03 **Do the task** **Read and explain the instructions. Play the audio as Ss count the questions they answer. Play the audio again if necessary. Elicit answers from Ss.**

Answers
They liked their meal, but Miyu didn't like the potatoes because they were cold. Lana didnt like the soda because it was warm.

B 12.03 **Review** **Ss read before you play the audio again, and then answer the questions. Ss share their answers before you check as a class. Play the audio again if necessary.**
- Ask volunteers to read the **Insider English** section aloud.
- If time allows, ask Ss to read and role play the conversation with a partner. Monitor for pronunciation and stress as Ss read. Give feedback on the pronunciation or stress you heard when Ss have finished.

Answers
Miyu had steak, potatoes, and green beans. Lana had fish, rice, and black beans. They both had chocolate cake and ice cream.
Miyu drank water and Lana had a soda.

Fast finishers

Encourage fast finishers to keep working on the food and drink flashcards (see the **Extra activity** on page T-118), either drawing more food and drinks or looking for photos online.

3 Grammar: Simple past negative and questions

A **Introduce the grammar** **Before Ss circle the answers, explain that they can refer to the examples in the Grammar box.**

Answers
1 didn't 2 did 3 did + subject + verb

- Ask volunteers to read the examples. Point out that for both *did* and *didn't*, the verb does not change. Check *yes/no* and information questions by asking Ss questions. Ask all the Ss a question if possible, e.g., **Did you drink coffee yesterday?** to elicit **Yes, I did.** or **No, I didn't.**
- Then, ask simple information questions, e.g.,

  What did you have for breakfast?

  Try to make questions relevant to your Ss.

Extra activity

Ask Ss to write one or two questions in the past tense to ask you. The questions must be about food or restaurants. Check that Ss' sentences are correct before you allow them to ask their questions. Alternatively, Ss use their questions to have a circle discussion about food and restaurants.

B **Pair work** **Ss check their sentences with a partner before you elicit answers as a class. Ask Ss to read the complete sentences aloud when you make corrections.**

- Monitor as Ss ask and answer the questions with their partners.

Answers
1 A Did, eat
B did
2 A did, have
B ate, didn't have
3 A Did, go out
B didn't, didn't want
4 A did, buy
B didn't find
5 A Did, give
B didn't, didn't have

C **Direct Ss to page 144 to complete the grammar exercises. Teacher's tips for grammar exercises are on page T-129.**

D **Pair work** **Review** **Allow Ss time to write their sentences. Circulate and correct their work as they write.**

- When Ss finish, elicit some questions and write these on the board.

Suggested answers
What did you do (yesterday morning / in the afternoon / last Tuesday / in April)?
Did you have (a banana for breakfast / pizza for lunch / Mexican food for dinner) yesterday?
Where did you go (last night / on Thursday / last summer)?
Answers to the questions may vary.

- As Ss talk to each other, circulate and take note of language usage that you can give feedback on when the task is over. Elicit answers as a class.

4 Speaking

A **Pair work** **Ask volunteer Ss to read the questions aloud. Check pronunciation and understanding. Allow Ss time to write two more questions; circulate and help Ss as they write. Correct the sentences as you go.**

Pronunciation support You may want to take advantage of this drill-like exercise to talk about connected speech and the way *did* blends with the words before and after it. Knowing that can help Ss with listening – they do not need to practice saying it now. But they could benefit from practicing connected speech with these questions.

B **Pair work** **Model the sample sentences by reading them aloud with a volunteer. Monitor as Ss talk to each other. Take note of language usage that you can give feedback on when the task is over.**

- When Ss finish, ask volunteers to perform their conversations for the class.
- Elicit ideas and then give feedback.

3 Grammar: Simple past negative and questions

A Look at the sentences in the Grammar box. Then circle the correct option to complete the rules.

Grammar Simple past negative and questions

Negative statements	*yes/no* questions	Information questions
I **didn't like** the potatoes.	**Did** you **have** soda?	**What did** you **drink**?
She **didn't drink** soda.	Yes, I **did**. / No, I **didn't**.	**Why did** she **order** fish?
They **didn't eat** at the park.	**Did** she **like** the potatoes?	**Where did** they **eat**?
We **didn't try** the cake.	Yes, she **did**. / No, she **didn't**.	**When did** they **write** a review?
	Did they **eat** ice cream?	
	Yes, they **did**. / No, they **didn't**.	

1 To make negative statements in the simple past, use **did** / **didn't** + verb.
2 In simple past *yes/no* questions, use **did** / **didn't** + subject + verb.
3 In simple past information questions, use question word + **did** + **subject** + **verb** / **did** + **verb** + **subject**.

B Pair work **Complete the conversations with the correct simple past form of the verbs in parentheses ( ). Then practice with a partner and make the answers true for you.**

1 **A** _____ you _____ (eat) breakfast?
B Yes, I _____ .
2 **A** What _____ you _____ (have) for lunch?
B I _____ (eat) an egg sandwich. I _____ (not have) a drink.
3 **A** _____ your friends _____ (go out) for dinner last night?
B No, they _____ . They _____ (not want) to go out.
4 **A** What _____ your sisters _____ (buy) at the mall?
B Nothing! They _____ (not find) the new boots they wanted.
5 **A** _____ your teacher _____ (give) you homework yesterday?
B No, she _____ . I _____ (not have) homework last night.

C Now go to page 144. Look at the grammar charts and do the grammar exercises for 12.2.

D Pair work **Write questions with these words. Use your ideas for the words in parentheses ( ). Then ask and answer the questions with a partner.**

what / do / (time or day) | have (food item) / for (meal) / yesterday | where / go / (time or day)

4 Speaking

A Pair work **You're going to ask your partner about a meal they had in a restaurant last month. Ask the questions in the box below. Then think of two more questions.**

What did you eat?	What did you drink?
Where did you eat?	Was the food expensive?
Did you have dessert?	Did you like the restaurant?
Did you wait for a table?	Who did you eat with?

B Pair work **Ask and answer the questions from exercise 4A about a meal you ate last month.**

Where did you eat?

I had dinner at The Fish Dish.

12.3 Please pass the butter

Lesson objective
- offer and accept food and drink



1 Functional language

A 12.04 **Elisa has dinner in two different places on different nights. Read and listen to two conversations. What food and drink does Elisa want? What doesn't she want?**

12.04 Audio script

1
Elisa I really like this fish, Dan. It's so good!
Dan Thanks. **Do you want** some more?
Elisa Yes, please. Thanks. **Can I have** some bread, please?
Dan **Of course.** Here. **Would you like** some potatoes?
Elisa No, thanks, but **please pass** the butter.
Dan OK. **Here you are.**

2
Server **What would you like to eat?**
Elisa **I'd like** the chicken and rice, please.
Server **All right.** And what would you like to drink?
Elisa **Do you have** iced tea?
Server Yes. **We have** small and large iced teas.
Elisa I'd like a large iced tea, please. It's so hot today!



Glossary
more (*det*) another piece (of fish, for example)
iced tea (*n*) cold tea

B **Complete the chart with expressions in bold from the conversations above.**

Offering food and drink	Requesting food and drink
1 _____ some more?	4 _____ some bread, please?
2 _____ some potatoes?	5 _____ the butter.
3 _____ to eat? / to drink?	6 _____ the chicken and rice, please.
What would you like for dessert?	7 _____ iced tea?

Responding to requests

Of 8 _____ .
Here. / Here 9 _____ .
All 10 _____ . / OK.
11 _____ small and large iced teas.

C 12.05 **Pair work** **Put the two conversations in the correct order. Listen and check. Then practice with a partner.**

1
___ Yes, please. It's good!
___ OK. Here you are.
___ Would you like some more chicken?
___ And please pass the potatoes.

2
___ No, sorry.
___ What would you like for dessert?
___ I see. OK, I'd like ice cream and coffee, please.
___ Let me think. Do you have chocolate cake?

12.3 Please pass the butter

Lesson objective
- offer and accept food and drink

Introduce the lesson Scramble the following sentences on the board and ask Ss to unscramble them with a partner.
What would you like to eat?
Can I have a banana please?
Make sure Ss understand the language.

- Ask them to go back to pages 118 and 120 and look at the food photos. They take turns asking polite questions. Model an example, e.g.,

  A What would you like to eat?
  B Can I have some bread, please?

- Remind Ss to use *some* with the non-count nouns and *a / an* with the count nouns.

Grammar support Tell Ss that we use *would* in polite requests. Explain that at a restaurant, a server will never say: *What do you want?* as this sounds rude, but they will say: *What would you like?* Model and have Ss practice the pronunciation of the *w* in *would*. Emphasize the *l* is silent.

1 Functional language

A 12.04 **Ask volunteers to read the questions aloud. Check understanding and pronunciation. Play the audio while Ss listen and answer the questions.**
- Ss share their answers with each other before you elicit corrections.

Answers
Conversation 1: Elisa wants (more) fish, bread, and butter. She doesn't want potatoes.
Conversation 2: Elisa wants chicken and rice and iced tea.

- Ask Ss to read the scripts in pairs, alternating roles. Monitor as they read.

B Do the task **Read the headings and make sure Ss understand the words *offer, request,* and *respond*. Ss complete the chart individually with the words in bold from the text. They check their answers with a partner before you go through them as a class.**

Answers
1 Do you want 2 Would you like
3 What would you like 4 Can I have
5 Please pass 6 I'd like 7 Do you have
8 course 9 you are 10 right 11 We have

C 12.05 **Pair work** **Review** **Ss work in pairs to order the conversations. Ss share their answers with a partner before you play the audio and they check.**

Answers
Conversation 1
1 Would you like some more chicken?
2 Yes, please. It's good!
3 OK. Here you are.
4 And please pass the potatoes.
Conversation 2
1 What would you like for dessert?
2 Let me think. Do you have any chocolate cake?
3 No, sorry.
4 I see. OK, I'd like ice cream and coffee, please.

- Ask Ss to role play the conversations together. As Ss talk, monitor for pronunciation and stress.

Mixed ability

For the role play, pair Ss at different levels of ability so they can help each other with pronunciation and fluency.

Extra activity

Ask Ss to brainstorm as many drinks as they can. Write these on the board, e.g., **coffee, tea, water,** etc. In pairs, ask Ss to circulate around the class and ask: **What would you like to drink?** They should make notes of what other Ss want. Monitor as Ss talk. When Ss finish, bring them back together as a class and find out what drinks Ss like.

2 Real-world strategy

A **Introduce the task** **Books closed. Write the following sentences on the board: I like fish. / The food is good.**

- Write **really** before **like** and **so** before **good**. Ask Ss if the words *really* and *so* change the meaning, to elicit that they make both sentences stronger. Open books, and ask volunteers to read the box at the top of the page.
- Ss answer the questions as a class.

Answers
She uses the adjectives *good* (so good) and *hot* (so hot). She uses the verb *like* (really like).

Extra activity

Say sentences to Ss and ask them to repeat them back to you putting *really* or *so* into the right place, e.g., **It's cold today. It's so cold today. / She doesn't like meat. She really doesn't like meat. / He's hungry. He's so hungry. / The food is good. The food is really good.**

Make your sentences relevant and interesting to Ss.

B 12.06 **Do the task** **Ask a volunteer to read the question aloud. Check for pronunciation and meaning. Play the audio. Ss check their answers with a partner. Elicit answers as a class.**

Answers
He asks for more bread.

12.06 Audio script

Man I really like this bread. It's so good.
Woman That's true.
Man Let's ask for more.
Woman Are you sure? You have steak and potatoes and ...
Man But this bread is great, Mandy. It's so warm. Excuse me! Can we have more bread, please?

C 12.06 **Play audio again. Ss answer and share with a partner. Check as a class.**

Answers
After *so*, he uses *good* (so good) and *warm* (so warm). After *really*, he uses *like* (really like).

3 Pronunciation: Saying /h/ and /r/ sounds

A 12.07 **Ss repeat the words, paying attention to the pronunciation of /h/ and /r/. Ask Ss to work in pairs. Are their /h/ and /r/ sounds the same as the speaker's?**

B 12.08 **In pairs, Ss predict the missing letters.**

- Play the audio. Ss check in pairs, then review answers as a whole class. Repeat the words again chorally.

Answers
1 h 2 h 3 r 4 h 5 h 6 r 7 h 8 r

C 12.09 Pair work **Ss practice the conversations in pairs. Monitor and help as needed.**

4 Speaking

A Pair work **Volunteers read the situations. Check understanding. Volunteers model the dialogue.**

Extra activity

Allow less confident Ss to prepare by making notes of words and phrases (not sentences) before the conversation.

B Group work **Set this up so that pairs work together to complete the task.**

- Ask Ss to work with another group.
- When Ss finish, elicit the food and drinks they mentioned.

SMARTPHONE activity

In pairs, ask Ss to use the record function on their phone to record their conversation. They can share this with you via email or social media. As a class, listen to a few of the recordings and comment on the English you hear – praising the results rather than criticizing.

Teacher development Activity 2

Delayed feedback

It's often useful to focus on examples of both correct and incorrect language when giving feedback after an activity. You can turn this into a game.

- Ss work on both activities A and B in class.
- As they do this, listen and note examples of correct and incorrect language, but don't correct it immediately.
- After the activity, write up on the board eight to twelve examples of language you heard – a mixture of both correct and incorrect language.
- In small groups, Ss decide which examples are correct and correct the sentences that are wrong.
- The group(s) with the most correct examples at the end of the activity wins the game.

2 Real-world strategy

Using *so* and *really* to make words stronger

Use *so* before adjectives to make them stronger. Use *really* before some verbs to make them stronger, for example, *like, love, don't like, need (to), want (to), have to.*

Elisa I really like this fish, Dan. It's so good!

Elisa I'd like a large iced tea. It's so hot today!



A Read the information in the box above about making words stronger. What adjectives does Elisa use with *so*? What verb does she use with *really*?

B 12.06 Listen to a conversation. What does the man ask for?

C 12.06 Listen again. What words does the man use after *so* and *really*?

3 Pronunciation: Saying /h/ and /r/ sounds

A 12.07 Listen and repeat the words. Focus on the /h/ and /r/ sounds. How are they different?

/h/ have /r/ really

B 12.08 Listen. What sound do you hear? Write /h/ or /r/.

1	___ ear	3	___ ight	5	___ appy	7	___ ad
2	___ ave	4	___ ead	6	___ ice	8	___ ed

C 12.09 Pair work Listen. Then practice the conversations with a partner. Does your partner say /h/ and /r/ clearly?

1 **A** How is your food?
B It's good. I really like this rice.

2 **A** Where did you go last night?
B We had dinner at The Happy Home restaurant.

3 **A** How did you hear about us?
B I had an email from a friend. He really likes the food here.

4 Speaking

A Pair work Have a conversation. Use exercise 1C on page 122 as an example. Choose one of these situations:

- You're at a friend's home. One person offers food. The other person asks for things.
- You're at a restaurant. One person is a server. The other person orders a meal.
- You're at a café. One person is a server. The other person orders a drink and a snack.

Would you like some chicken, Matias?

Yes, please.

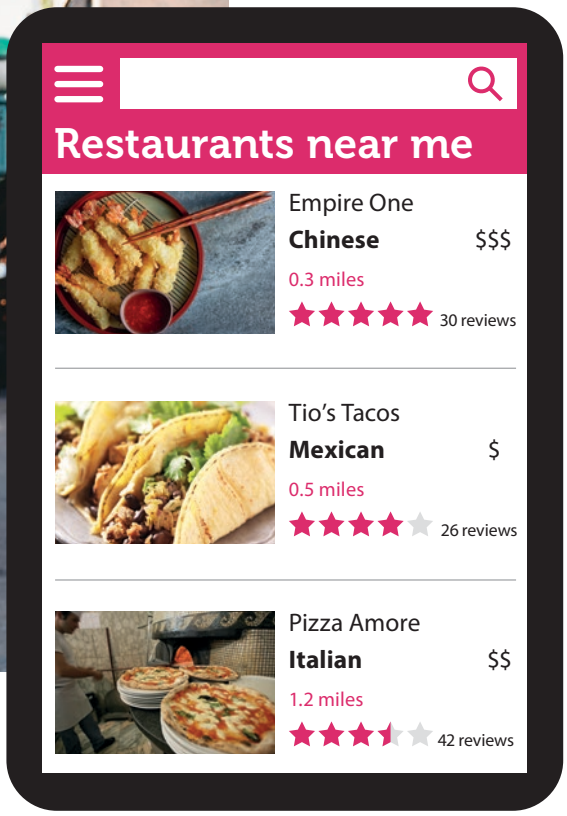
B Group work Have your conversation again, in front of another pair. Listen. What situation in exercise 4A is it? What food and drink do they talk about?



12.4 What did the reviewers say?

Lesson objective
- write a restaurant review





1 Listening

A Look at the photos. What are the people doing? When do you use similar apps?

B 12.10 **Listen for details** Listen to the conversation. What food does Mara want to eat?

C 12.10 **Listen for supporting details** Circle the reasons for each statement. Sometimes, there is more than one answer.

1 Eric wants to eat at a restaurant near where they are.
   a He's tired of walking. **b** His favorite restaurants are in the area. **c** He's hungry.

2 Mara and Eric don't go to Fish Around.
   a Mara doesn't like fish. **b** Mara ate there in the past. **c** Eric had a bad meal there.

3 They don't go to Kayla B's Kitchen.
   a The food was bad. **b** It took a long time to get food. **c** The restaurant isn't new.

4 They go to Tio's Tacos.
   a It has good reviews. **b** Mara had a good meal there before. **c** It's Eric's favorite restaurant.

2 Pronunciation: Listening for *Do you want to ... ?*

A 12.11 Listen and repeat. Focus on the underlined words. How is the pronunciation different to the written words?

1 Where do you want to eat? 2 Do you want Chinese, Mexican, or Italian food?

B 12.12 Listen to three speakers. How do they say *want to*? Match the speaker (1–3) with the pronunciation (a–c).

a wanna ___ **b** /dʒu/ want ___ **c** /dʒu/ wanna ___

12.4 What did the reviewers say?

Lesson objective
- write a restaurant review

Introduce the lesson Write the name of a local restaurant and rate it by drawing one to five stars below the name. Review the concept of a *review*.

- Write the names of three restaurants on the board that your Ss will know. Then write these categories: **servers, time, food, price**.
- Ss rate the restaurants using 1–5 stars for each category, where one star means really bad and five stars means really good. Explain that *time* means how long it takes to get your food. Ss work individually to complete the chart before discussing with a partner.

1 Listening

A **Introduce the task** **Ss look at the photos and discuss the questions in pairs. Elicit their answers as a class.**

Suggested answers
They are looking at their phone. They want to find a restaurant.

B 12.10 **Do the task** **Play the audio for Ss. Remind them to listen closely to Mara's lines. Ss check their answer with a partner before you check as a class.**

Answer
Mara wants to eat Mexican food.

12.10 Audio script

Mara So, Eric, where do you want to eat?
Eric Why don't we go to Fish Around? I'm hungry, and it's near here.
Mara No. I mean, I love their food, but I ate there last week. How about Kayla B's Kitchen?
Eric Ugh, no. I went there with Freddy in November. My steak was awful, and the servers were really slow.
Mara OK. Well, we can try a new place. What else is near here? Let's look on the app.
Eric Good idea. OK, there are a lot of places near here. Do you want Chinese, Mexican, or Italian food?
Mara Uh … Mexican, I think.
Eric We can try Tio's Tacos. It's not very expensive, and it has good reviews.
Mara How many stars does it have?
Eric Four.
Mara That's good! What do the reviewers say?
Eric Let's see … One man says, "My meal was great, and the servers were really friendly." And a woman says, "The food is really good. I didn't get any dessert, but the chocolate cake looked wonderful. And the fruit juices …"
Mara OK, OK. You don't need to read more. Let's go!

C 12.10 **Review** **Play the audio again. Ask Ss to check their answers with a partner before you elicit them as a class. Encourage Ss to read full sentences.**

Answers
1 c 2 b 3 a, b 4 a

2 Pronunciation: Listening for *Do you want to … ?*

A 12.11 **Play the audio and have Ss repeat. Explain that the speaker is using shorter forms of the written words. This is common in spoken English.**

- Remind Ss of the pronunciation of *did* in 12.2. Explain that *do* can also be blended with surrounding words in connected speech. .

Answers
1 /dʒu/ wanna 2 /dʒu/ want

B 12.12 **Before you play the audio, guide Ss through pronouncing the options to preview what they will listen for. Then play the audio. Ss compare answers with a partner.**

Answers
wanna: 2
/dʒuː/ want: 1
/dʒuː/ wanna: 3

12.12 Audio script

1 /dʒu/ want some dessert?
2 I don't wanna go to class today.
3 /dʒu/ wanna go to Fish Around?

Extra activity

Write, dictate, or display sentences for Ss to practice saying, e.g.,

Do you want a coffee?

What do you want to do today?

Ask Ss to practice saying the sentences in pairs. Monitor for pronunciation.

3 Writing

A **Introduce the task** **Read the instructions aloud with Ss. Allow them time to read the reviews on their own. Elicit answers from the class.**

- Ask Ss to read the reviews again. They can ask a partner or check a dictionary for questions about any challenging words or expressions.

Answers

Frank ate vegetable soup, fish, rice, and ice cream. Julieta ate fish, potatoes, pineapple cake, and coconut ice cream. Frank liked the fish best. Julieta liked the pineapple cake and coconut ice cream best.

Vocabulary support Frank probably uses quotation marks around the word *forest* to show that there weren't a lot of plants in the restaurant.

B **Pair work** **While Ss discuss, circulate and monitor. If your class is less confident, you may want to do this activity as a whole group.**

Suggested answers

Frank liked his meal. He thinks the restaurant is nice. He loves fish, and their fish was great. The servers were so friendly. The meal wasn't expensive. He gave the restaurant four stars.

Julieta didn't really like her meal, but the potatoes were OK, and she loved the dessert. She didn't choose the restaurant. She went because her friends wanted to go there. She doesn't like fish. She likes meat, but there wasn't any on the menu. She gave the restaurant three stars, but only because the dessert was so great.

C **Ss underline items in pairs before you elicit answers. Ask Ss to underline more food items in the reviews themselves.**

Answers

My brother had fish and vegetables.
I had vegetable soup, fish, and rice.

D **Read the rules aloud with Ss. Give examples for each one, e.g., We bought chips and candy. She ate fruit, eggs, and bread for breakfast.**

- Ss underline the words in the reviews individually before you check as a class.

Answers

1 Don't 2 before

Frank B.

This is a nice restaurant. It's big, and has a lot of windows, so it's very light. There are some tall plants in the main dining room, but it isn't a "forest." I had vegetable soup, fish, and rice. The soup was good. I love fish, and the fish was great! My brother had fish and vegetables, and he liked his meal, too. We both had dessert. He had cake and I had ice cream. The servers were so friendly. We were really happy with our meal, and it wasn't expensive.

Julieta F.

I think this is a good restaurant, but I didn't choose it. My friends like fish, so they wanted to eat here. I like meat, but there wasn't any meat on the menu. Was the food good? Well, my friends liked it. They had fish, vegetables, rice, and dessert. I had fish and potatoes. The potatoes were OK. The fish was … well, it was fish! For dessert, I had pineapple cake and coconut ice cream. Wow! It was so good! I'm giving this restaurant three stars because the dessert was so great. The servers were nice. The price was OK – not cheap, but not expensive.

- Read the **Register check** as a class. Ask students to write a question that they can answer themselves and then write the answer, e.g., **Did I like the food? Yes, I did!**

E **Introduce the task** **After you read the instructions as a class, ask Ss to spend a few minutes thinking about the information they will put in their review. Suggest that Ss create a chart like the one you completed on the board to introduce the lesson. Allow them to use those categories or other features of the restaurant, like its appearance. If necessary, offer help with adjectives, e.g.,**

the servers [friendly, unfriendly, helpful]

the time [fast, slow, average]

the food [nice, horrible, delicious, awful]

the price [expensive, cheap, ok]

This should give Ss lots of ideas and language they can use when they write their review.

- **Do the task** As Ss write, circulate and monitor. Remind Ss to use the reviews in exercise 3A to help them.
- Help Ss with challenging words by writing them on the board.

F **Group work** **Review** **Put Ss in groups of four. Ask them to read each other's reviews. Ss decide which restaurants they would like to eat at. Encourage Ss to explain why.**

Extra activity

Display the restaurant reviews around the classroom and ask Ss to circulate and read each other's work. Take a class vote on which restaurant Ss find most appealing. Read the review aloud to Ss.

3 Writing

A Read two reviews of the restaurant Fish Around. What did Frank and Julieta eat? What was their favorite thing?

Fish Around

Los Angeles, United States

$$ Fish ★★★★☆ 98 reviews



Frank B. ★★★★☆

Los Angeles, U.S.A. This is a nice restaurant. It's big, and it has a lot of windows, so it's very light. There are some tall plants in the dining area, but it isn't a "forest." I had vegetable soup, fish, and rice. The soup was good. I love fish, and the fish was great! My brother had fish and vegetables, and he liked his meal, too. We both had dessert. He had cake and I had ice cream. The servers were so friendly. We were really happy with our meal, and it wasn't expensive.

Julieta F. ★★★☆☆

Buenos Aires, Argentina I think this is a good restaurant, but I didn't choose it. My friends like fish, so they wanted to eat here. I like meat, but there wasn't any meat on the menu. Was the food good? Well, my friends liked it. They had fish, vegetables, rice, and dessert. I had fish and potatoes. The potatoes were OK. The fish was … well, it was fish! For dessert, I had pineapple cake and coconut ice cream. Wow! It was so good! I'm giving this restaurant three stars because the dessert was so great. The servers were nice. The price was OK – not cheap, but not expensive.

B Pair work Think critically **Did Frank and Julieta like their meals? Why or why not?**

C **Read the sentences from the reviews. Underline the things the people ate.**

My brother had fish and vegetables.

I had vegetable soup, fish, and rice.

D Writing skills **Read the rules about writing lists below. Circle the correct answers. Use the sentences in exercise 3C to help you. Then underline all the lists of food in the reviews.**

1 To list two things, you can join them with *and*. **Do / don't** use a comma (,) between two things.

2 To list three or more things, you can use a comma (,) between the things. Use *and* **before / after** the last thing.

Write it

E **Write a review of a restaurant you like. You can write about:**

- the restaurant's appearance
- the food you ate
- your opinion about the food
- your opinion about the servers
- the price of the food

Register check

In informal writing, you can sometimes ask and answer your own questions.

Was the food good? Well, my friends liked it.

F Group work **Read other people's reviews. Would you like to eat at any of the restaurants?**



12.5 Time to speak

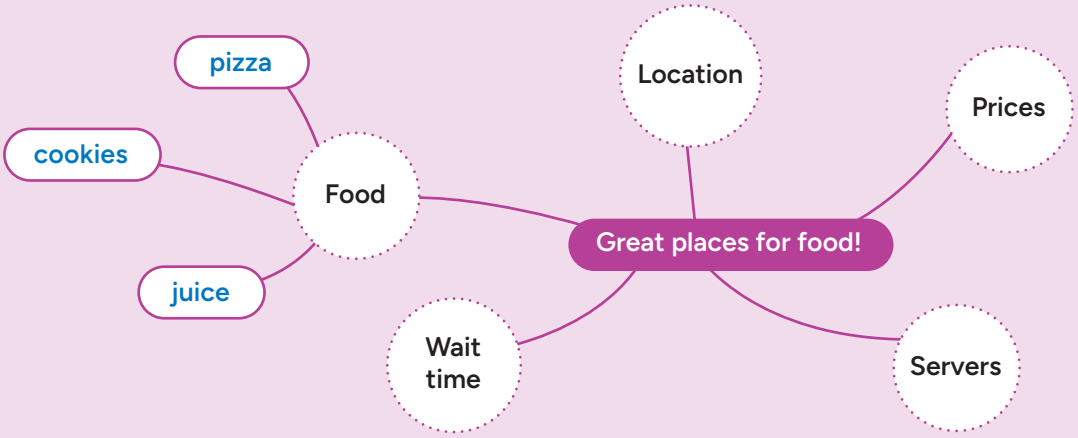
Recipe for a great restaurant

Lesson objective

- create a menu for a restaurant

A **Discuss** Talk about a great place you ate at, and say why you liked it. Then talk about a bad place, and say why you didn't like the food or service.

B **Prepare** Talk about what makes a great place to eat. Think about the things you discussed in exercise A and the things below. Then compare your ideas with other people.



Find it

C **Decide** Work with a partner. Imagine you're opening a new food truck. Choose a name for your food truck and talk about the food and drink it has. Then create a great menu. You can go online to find ideas.

D **Role play** Work with another pair. Welcome them to your food truck. They choose a meal from your menu. Then change roles. Continue with other pairs.

E **Present** Tell the class about some of the menus in exercise D. Were they good? What did you choose? What's your favorite menu?



Useful phrases

Decide

- OK. First, what's the name of our food truck?
- What kind of food do we have?
- Let's plan a great menu. We can have ...

Role play

- Welcome to ...
- What would you like to eat/drink?
- Do you have ... ?
- So, you would like ...

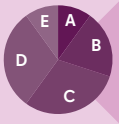
Present

- We got great food from a food truck. Its name was ...
- We liked / didn't like ...
- Our favorite menu is ... because ...



12.5 Time to speak
Recipe for a great restaurant

Lesson objective
- create a menu for a restaurant



Time on each stage

Introduce the lesson Write **Takeout menu** on the board. Elicit the kinds of food that takeout restaurants serve, like pizza, fries, and hamburgers. Write these on the board and a price next to each one, e.g.,

Takeout menu

Hamburger	**$6.50**
Pizza	**$8.00**
Fries	**$3.00**

Ask Ss: **What would you like?** to elicit **I'd like [a hamburger], please.** Ask Ss to order from your takeout menu in pairs. Monitor for pronunciation as they talk.

- Direct Ss to the **Useful phrases** box at the bottom of the page. Remind them that they can use them during the relevant stages of the lesson.

A Discuss
Aim: Ss discuss a restaurant they like.

- **Pair work** Allow time for Ss to discuss the topics together. Monitor and listen for language usage.
- **Preparation for speaking*** Give Ss time to review relevant vocabulary notes or look up words in a dictionary or on their phone.
- **Class work** Elicit ideas from the class.

B Prepare
Aim: Ss talk about what makes a great restaurant.

- **Class work** Read the headings and elicit some ideas from Ss for each one.
- **Pair work** Circulate and monitor as Ss discuss.
- **Class work** Elicit ideas.

C Decide
Do the task **Aim: Ss open a food truck.**

Find it

- **Class work** Elicit from Ss different types of foods and write them on the board, e.g., **Japanese, Mexican, pizza place, sandwich shop,** etc. Direct Ss to write the headings from Activity B and brainstorm ideas for their food truck. Encourage Ss to use the **Decide** phrases from the **Useful phrases** box.
- **Pair work** Ss create their menu. Circulate and monitor, offering suggestions and ideas.

D Role play
Aim: Pairs share their food truck with others.

- **Class work** Work with a pair of volunteers and model a role play using examples from the **Useful phrases** box. As Ss talk, take notes on language usage.

E Present Review
Aim: Ss talk about the food trucks they visited.

- **Class work** Post the menus to the walls of the classroom. Ask Ss to circulate and read each one. Take a class vote on which one is the best. Elicit Ss' opinions on the food trucks they visited.
- **Feedback for speaking activities** * Give the class positive feedback based on the notes you made earlier in the activity.

*These tips can help you to create a safe speaking environment. They can also be used with other speaking activities. For more information, see page T-xxii.

PROGRESS CHECK

Students can assess their learning in this unit by completing the **Progress check**. Please go to the Teacher's Resources on Cambridge One to download this material and for activity suggestions.

Teacher development Reflection

Either answer these questions yourself in a reflection journal or discuss them with your peers.

1. How easy do you find it to give Ss immediate feedback on errors? What do you need to be sensitive to when interrupting them to correct?
2. Some Ss want all their mistakes to be corrected immediately. Do you think it is possible to do this? Why or why not?
3. Which of Penny Ur's suggestions on page 95 did you try? Which worked best with most of your Ss? Why?
4. Penny Ur suggests that teachers should use "their professional judgement" when deciding whether to correct immediately or delay feedback. What's your opinion on this?
5. How easy was it for Ss to recognize correct examples of language in the second activity? Why do you think this is the case?

Review 4 (Units 10–12)

Introduce the review Before beginning the review, write **Grammar, Vocabulary,** and **Functional language** on the board.

- Set a time limit of two minutes. Ss close their books and work in small groups to remember as much as they can about the grammar, vocabulary, and functional language from Units 10–12. Groups write words, phrases, and example sentences in each category.
- Check answers as a class.

1 Vocabulary

A **Students close their books. Write the following words on the board: morning, light, night, yesterday.** Ask: **Which one does not belong? (light – because the others are days / times of day).**

- Ask Ss to do the task individually before they share with a partner.
- Elicit answers as a class.

Answers

1 coat, c. food 2 white, d. seasons 3 fall, a. colors
4 rice, b. clothes 5 shorts, a. colors 6 pink, c. food

B **Ss work individually. They can use their notes, Units 10–12 of the SB, or their phones to help them.**

- Ss share their answers with a partner before you elicit and write ideas for additional words on the board.

Answers

1 coat = b. clothes, *suggested:* jacket, tie
2 white = a. colors, *suggested:* orange
3 fall = d. seasons, *suggested:* spring
4 rice = c. food, *suggested:* bread, onion
5 shorts = b. clothes, *suggested:* shoes, hat
6 pink = a. colors, *suggested:* orange

2 Grammar

A **Write this sentence on the board. Where _____ you _____ last night? I _____ to the movies.** Ask **volunteers to say aloud words that would complete the sentences. (*did, go, went*)**

- Ss do the exercise individually before checking their answers with a partner.
- Elicit answers from the class. Direct Ss to read the whole sentences aloud.
- Ss practice the dialogues in pairs.

Answers

1 Did, have, was 2 did, eat, tried 3 were, was
4 did, watch, wasn't 5 Did, go, didn't buy
6 Were, worked

B Pair work **Read the task aloud. Ask Ss: What did you do yesterday? to elicit answers such as: I went to work. I cooked dinner,** etc.

- Monitor as Ss share what they did.
- When Ss finish, elicit examples of interesting activities that you heard when monitoring the class.

C **Write on the board: I _____ in a hotel. and We _____ a new car. Elicit words that could complete the sentences. (*stayed, bought*)**

- Ss complete the exercise individually, then check with a partner. Direct Ss to read the full sentences aloud when you elicit the answers.

Answers

1 went 2 bought 3 drank 4 took 5 ate 6 had

D **Tell Ss about a delicious meal you had this month. Use the simple past.**

- Allow students time to write their descriptions. Ask volunteers to share their paragraphs. Take a class vote: Who had the best meal?

3 Speaking

A Pair work **Read the task aloud and model the example sentences with a confident volunteer. Tell Ss about a trip you went on to provide an example of the language.**

- Allow Ss a few minutes to make notes. They may use Units 10–12 or their phones to research any information they might need. Remind Ss they should ask questions, too.
- Circulate and monitor as Ss speak. Listen for language usage you can share as feedback at the end of the task.

B **Circulate and offer help as Ss write their sentences. Ask Ss to share their corrected sentences with the class. Ss compare their trips. Who took the most interesting trip?**

Review 4 (Units 10–12)

1 Vocabulary

A Look at the groups of words (1–6). For each group, circle the word that does not belong. Then match the groups with the categories (a–d). Some groups match the same category.

1	cheese	fish	potato	chicken	coat	___	
2	white	winter	rainy season	summer	dry season	___	**a** colors
3	red	green	brown	fall	yellow	___	**b** clothes
4	shirt	dress	skirt	pants	rice	___	**c** food
5	purple	blue	shorts	gray	black	___	**d** seasons
6	banana	tomato	apple	pink	cake	___	

B Match each word you circled in 1–6 to a different category (a–d). Then add <u>one</u> extra word to the categories.

2 Grammar

A Make questions and answers in the simple past. Use the words in parentheses ( ).

1 A _____ you _____ (have) a good weekend?
B Yes, it _____ (be) great, thanks.

2 A What _____ you _____ (eat)?
B We _____ (try) some Japanese food.

3 A Where _____ (be) you on Saturday?
B I _____ (be) at home in the morning, but not in the afternoon.

4 A What _____ you _____ (watch) on TV last night?
B A movie, but it _____ (not be) very good.

5 A _____ you _____ (go) to the supermarket?
B Yes, but we _____ (not buy) a lot.

6 A _____ (be) you busy yesterday?
B Yes, I _____ (work) all day.

B **Pair work** Talk to a partner. Ask and answer <u>five</u> questions about things you did this month. Use the questions above, or your own ideas.

C Complete the paragraph. Use simple past forms of the verbs in parentheses ( ).

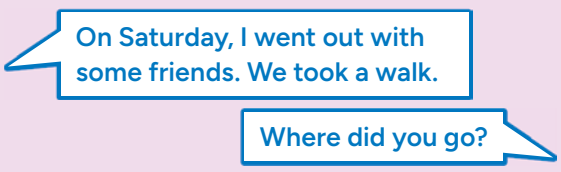
At the bus station, I [1] _____ (go) to a store, and I [2] _____ (buy) a cup of coffee and a sandwich. I [3] _____ (drink) the coffee, but I didn't have time to eat the sandwich. So I [4] _____ (take) it on the bus, and I [5] _____ (eat) it on the trip. I [6] _____ (have) lunch on the road!

D Write about a meal you had this month. Say when and where you had it, and what you ate.

3 Speaking

A **Pair work** Talk about a day out or trip you went on.

B Write <u>three</u> sentences about your day out or trip. Compare with a partner. Were your days the same or different?



4 Functional language

A **Complete the conversation with the words in the box.**

can't	don't	have	idea	Let	Let's	maybe	sorry	sure	think

Min-jun Why [1] _____ we go out on Friday night?

Jamie Um … I'm [2] _____ , but I [3] _____ . I [4] _____ to help my father on Friday.

Min-jun What about Saturday night?

Jamie [5] _____ me think. Yes, sure. Saturday's fine.

Min-jun OK. [6] _____ meet at Calendar Café. Do you know it?

Jamie I'm not [7] _____ . Is it on Fourth Avenue?

Min-jun Yes. Near the movie theater.

Jamie OK, great. What time?

Min-jun The café is busy on Saturday night, I [8] _____ . Let's get there early. How about six o'clock?

Jamie Good [9] _____ . Then [10] _____ we can go to a movie after dinner.

B **Read the conversation and circle the correct words.**

Yuri I [1] **really** / **so** like this lamb.

Susan Thanks. Would you [2] **want** / **like** some more?

Yuri [3] **Yes,** / **No,** please. [4] **Can** / **Would** I have some more green beans, too?

Susan [5] **A** / **Of course**. [6] **Here** / **Have** you are. Oh, please [7] **pass** / **give** the potatoes, Yuri.

Yuri All [8] **course** / **right**. Here.

5 Speaking

A **Pair work** **Choose one of the situations below. Talk to a partner. Have a conversation.**

1 You and your friend want to go out this weekend. Make suggestions about what you can do and where / what time you can meet. Look at page 102 for useful language.

Let's go out on Saturday night.

2 A friend asks you about a movie. They want to know the names of the actors in the movie, their nationalities, and other movies they are in. You are not 100% sure. Look at page 112 for useful language.

Who was in *Jurassic World*?

The movie series? I'm not sure. The man was American, I think. Um …

3 A friend is at your home for dinner. Offer them things to eat and drink. Look at page 122 for useful language.

Would you like some chicken?

B **Pair work** **Change roles and have another conversation.**

4 Functional language

A **Allow Ss time to do the exercise individually, then share their answers with a partner.**

- Elicit answers from the class.
- Monitor as pairs read the conversation together.

Answers

1 don't 2 sorry 3 can't 4 have 5 Let 6 Let's
7 sure 8 think 9 idea 10 maybe

B **Ss do the task individually before sharing answers with a partner.**

- After you elicit answers, ask volunteer pairs to role play the conversation aloud for the class.

Answers

1 really 2 like 3 Yes 4 Can 5 Of 6 Here 7 pass
8 right

5 Speaking

A Pair work **Read each situation aloud. Encourage volunteers to read the example sentences after the descriptions.**

- Ss choose one of the three situations and prepare a conversation. They should make notes, but not write the full conversation. For extra support, refer Ss to the functional language lessons from Units 10–12.
- Monitor as pairs have their conversations. Listen for examples of language usage and provide feedback to Ss.

B Pair work **Pairs change roles and repeat their conversations.**

- Choose pairs to perform their conversations for the class. If possible, choose a pair for each of the three situations.

Grammar reference and practice: Teacher tips

The grammar practice exercises form an integral part of the lesson. They provide controlled practice of the target language and prepare students to use new grammar with confidence.

Students can complete them individually or in pairs. Below is a list of ideas to practice using new grammar in an engaging way.

1

- Ss work in groups to think of situations in their own lives where they can use the grammar pattern. Set a time limit of three minutes.
- Groups share their ideas with the class. Write their ideas on the board.
- As a class, vote on the three most common or useful situations.
- In pairs or small groups (depending on the situations chosen), Ss write a role play for each situation. Allow them time to practice their role plays and encourage them to memorize it.
- Pairs or groups do their role plays for the class.

2

- On the board, write ten sentences using the grammar pattern, but include one grammar mistake in each one.
- In pairs or small groups, Ss work together to write all the sentences correctly.
- The first pair or group to write all the sentences correctly wins.

3

- Let a S volunteer "be the teacher."
- Give Ss time to read the information and sentences in the grammar box.
- Ss close their books.
- A volunteer comes to the board and explains the grammar pattern to the class, writing example sentences on the board. The "teacher" then asks other Ss to give example sentences to show that they understand the grammar pattern.
- This activity can also be done in groups, with Ss taking turns being the teacher until all Ss have had a chance to "teach" the grammar pattern.

4

- Ss write 3–5 true sentences about themselves using the grammar pattern.
- Each S stands up and says their sentences one time (e.g., *I can sing well.*). The other Ss in the class listen and try to write the sentences they hear.
- After all Ss have read their sentences, point to a S (S1) and have them say a sentence about another S (S2), based on what they wrote (e.g., *Mari can sing well.*). If the sentence is incorrect, you or S2 can correct their fact or grammar.
- S1 then points to another S (S3) to say one of the sentences about another S (S4). Then S3 points to another S (S5), etc. Continue until all Ss have said a sentence about another S in the class.

5

- Using the grammar pattern, Ss write two true sentences and one false sentence about themselves or about any topic that they know about.
- Pairs exchange sentences and try to guess which sentence is the false one.

6

- Ss close their books. Set a time limit. Individually or in teams, Ss write as many sentences as they can using the grammar pattern.
- The person or team with the most correct sentences wins.

7

- Play "Telephone." Put Ss in rows of at least four.
- Whisper a sentence using the grammar pattern to the last S in each row.
- When you say "Go!" the last S whispers the sentence to the next S in the row, who whispers it to the next S in the row, etc.
- When the first S in each row hears the sentence, they write it on the board.
- The first team to write the correct sentence wins.

8

- Divide the class into two teams. Write a sentence on the board with a blank using the grammar pattern and two spaces for each team's answer. For example:

  I want to meet a person who _____.

  Team A: _____

  Team B: _____

- Ss discuss ideas in their groups. Set a time limit.
- One S from each group writes their answer on the board.
- Once both groups have written an answer, discuss them as a class. If the teams have different answers, discuss whose answer is correct and encourage self-correction. Give a point for each correct sentence.
- Write a new sentence with a blank and have a new S from each group write the group's answer.
- Continue as time allows. The team with the most points wins.

Grammar reference and practice

1.1 *I am, you are*

I am (= *I'm*), *you are* (= *you're*)				
	Affirmative (+)	**Negative (–)**	**Question**	**Short answers**
I	**I'm** from Lima.	**I'm not** from Mexico City.	**Am I** in room 6B?	Yes, **you are.** / No, **you're not.**
You	**You're** from Paris.	**You're not** from Bogotá.	**Are you** from Tokyo?	Yes, **I am.** / No, **I'm not.**

A **Match 1–6 to a–f to make sentences.**

1 I'm — **c** Honduras.
2 I'm from — **e** Brazil?
3 No, I'm — **a** not.
4 Are you — **f** Chinese?
5 Yes, I — **d** am.
6 Are you from — **b** Mexican.

B **Circle the correct words to complete the conversation.**

Mai Hi, [1] **I** / **I'm** Mai. [2] **You're** / **You** a teacher at my school.
Joe Hi, Mai. [3] **Am** / **Are** you from the United States?
Mai No, I'm [4] **no** / **not**. [5] **I'm** / **You're** from Japan.
Joe Wow! Are [6] **I** / **you** from Tokyo?
Mai Yes, [7] **I'm** / **I am**.

Now go back to page 3.

1.2 *What's ... ?, It's ...*

What's ... ? (= *What is*)	*It's ...* (= *It is*)
What's your first name?	**It's** Juana.
What's the name of your college?	**It's** Garcia College.
What's your email address?	**It's** juanagarcia@bestmail.com.

! **Don't repeat the subject of the question:**
~~The name of my company is~~
It's Dallas Sales.

A **Rewrite each sentence. Make the first two words into one word.**

1 What is your last name? What's your last name?
2 It is Henderson. It's Henderson.
3 What is your email address? What's your email address?
4 It is bellview@bos.net. It's bellview@bos.net.

B **Put the words in order to make questions. Then complete the answers. Use your own ideas.**

1 **A** your / name / what's / first — What's your first name ?
B It's (student's name) .
2 **A** the name / what's / your company / of — What's the name of your company ?
B It's Dallas Sales.
3 **A** email / what's / your / address — What's your email address ?
B It's (student's email address) .

Now go back to page 5.

2.1 *is/are* in statements and *yes/no* questions

is/are in statements and *yes/no* questions		
Statements	***yes/no* questions**	**Short answers**
He**'s** my brother. (he's = he is) She**'s** my sister. (she's = she is)	**Is** he your husband? **Is** she your friend?	Yes, he **is**. / No, he**'s not**. Yes, she **is**. / No, she**'s not**.
You**'re** my best friend. (you're = you are) We**'re** cousins. (we're = we are) They**'re** my parents. (they're = they are)	**Are** you brothers? **Are** we cousins? **Are** they your children?	Yes, we **are**. / No, we**'re not**. Yes, they **are**. / No, they**'re not**.

! My grandparents are American. (my grandparents = they)
Helen is nice. (Helen = she)

A **Write sentences and questions with *is* and *are*. Use *'s* or *'re* where possible.**

1 she / 22 — She's 22 .
2 they / your cousins — Are they your cousins ?
3 he / 18 — Is he 18 ?
4 my grandparents / Brazilian — My grandparents are Brazilian .
5 we / in Room 5B — Are we in Room 5B ?
6 no, you / not — No, you're not .

B **Read the questions. Then complete the answers. Use your own ideas.**

1 **A** Are you cousins? **B** No, we're not . We're friends .
2 **A** Is he from Türkiye? **B** Yes, he is . He 's from Istanbul.
3 **A** Are they Japanese? **B** No, they're not . They 're (name of a nationality) .
4 **A** Is she 18? **B** No, she's not . She she's (number) .
5 **A** Is Victoria your sister? **B** Yes, she is . She 's 15.
6 **A** Are we in the same class? **B** Yes, we're . We 're in Room number or letter .

Now go back to page 13.

2.2 *is not / are not*

is not (= *'s not*)	*are not* (= *'re not*)
He**'s not** from Rio de Janeiro. She**'s not** from Beijing.	You**'re not** shy. We**'re not** cousins. They**'re not** friendly.
***is not* (= *isn't*)**	***are not* (= *aren't*)**
Jack **isn't** Colombian. My mom **isn't** French.	The students **aren't** in the classroom. Our parents **aren't** old.

! After singular nouns (= 1 thing), use ***isn't***.
After plural nouns (= 2+ things), use ***aren't***.

A **Circle the correct words to complete the sentences.**

1 Jan **is** / **isn't** from New York City. He's from Miami.
2 **She's** / **She's not** 18. She's not 20.
3 Kenshin is in Osaka. **He's** / **He's not** in Tokyo.
4 You're not old. **You're** / **You're not** young!
5 My cousins are in Honduras. **They're** / **They're not** in the U.S.
6 **We're** / **We're not** sisters. We're friends.

B Complete the sentences with the word in parentheses ( ) and the negative (–) form of *be*.

1 He's not old. He's young. (he)
2 Mina isn't boring. She's interesting! (Mina)
3 We're not from Brazil. We're from Argentina. (we)
4 She's not Juliana. She's Camila. (she)
5 Tao and Lei aren't my cousins. They're my brothers. (Tao and Lei)

Now go back to page 15.

3.1 Possessive adjectives; possessive *'s* and *s'*

Possessive adjectives

I ➜ **my**	This is my apartment.	you ➜ **your**	Is this your room?
he ➜ **his**	His name is Sergiy.	we ➜ **our**	Our home is in La Paz.
she ➜ **her**	It's her favorite picture.	they ➜ **their**	Rita is their daughter.
it ➜ **its**	Nice cat! What's its name?		

Possessive *'s* and *s'*

Add possessive *'s* to a singular noun. (= 1 thing)

This is Sergiy**'s** room. My mother**'s** name is Kate.

Add possessive **'** after the *s* of a plural noun. (= 2+ things)

This is his parents**'** house. My cousins**'** house is in Busan.

! **Do not add another *s*:**
~~His parents's home~~ ➜
His parent**s'** home

A Circle the correct words to complete the sentences.

1 **My** / **I** email address is sky121@bestmail.com.
2 My **friends** / **friend's** name is Ramona.
3 This is **his** / **he's** hotel room.
4 Excuse me. What's **you** / **your** name?
5 This is my **parents's** / **parents'** new car.
6 David is **our** / **we** son.
7 The name of **Ann's** / **Anns'** company is Mason Sales.
8 What's **they're** / **their** telephone number?

B Correct one mistake in each sentence.

1 He first name is Jun. His
2 The house is old, and it's windows are big. its
3 My mothers' car is new. mother's
4 This is me bedroom. my
5 My parent's bathroom is big – they love it! parents'
6 They apartment is on the first floor. Their

Now go back to page 23.

3.2 *It is*

***It is* statements and *yes/no* questions**

Affirmative	Negative	Question	Short answers
The house **is** small.	The house **isn't** small.	**Is it** small?	Yes, **it is.**
It is small.	**It is not** small.		No, **it's not.**
It's small.	**It's not** small.		

! ***It*** is a pronoun. ***It*** is always singular. Use ***it*** for things. For example, ***the house*** = ***it***.
it's not / ***it isn't*** = ***it is not***
Use ***isn't*** after nouns. Use ***'s not*** after pronouns.

A Complete the sentences. Then match 1–3 with a–c.

1 **A** Their house isn't old. It's new. c

2 **A** Where's Toronto? Is it in the United States? b

3 **A** We're in your kitchen. It's really cool. a

a **B** Thanks. It's small, but it's really nice.

b **B** No, it's not . It's in Canada.

c **B** Oh. Is it a big or small house?

B Answer the questions so they're true for you. Write statements. Use *It's* and *It's not* to give more information.

1 Is your home an apartment? My home isn't an apartment. It's a house.

2 Is your bedroom cool? _____

3 Is your kitchen big? _____

4 Is your parents' house old? _____

5 Is your friend's TV new? _____

6 Is your refrigerator tall? _____

Now go back to page 25.

3.4 Information questions with *be*

Question word		*be*	
What		**is**	your name?
Where		**is**	the house?
How old		**are**	they?
Who		**are**	they?
How many	people	**are**	in the house?
How many	rooms	**are**	in it?

! Information questions ask for information about, for example, people, places, age, time, and number. Don't answer information questions with *yes*/*no* answers.

Use *is* to talk about 1 thing. Use *are* to talk about 2+ things. Use a noun after *How many … ?*

A Complete the conversation with the words in the box.

What | How many | Where | How old | Who

Mei Nice photo! [1] How many people are in your family?

Chang Four – my parents, my brother, and me.

Mei [2] How old is your brother?

Chang He's 22. He's not at home.

Mei [3] Where is he?

Chang He's in college.

Mei Oh. [4] What is his name?

Chang His name is Qian.

Mei I see five people in this photo. [5] Who is she?

Chang She's my cousin.

B Put the words in the correct order to make questions.

1 is / who / brother / your — Who is your brother ?

2 you / how / are / old — How old are you ?

3 her / is / college / where — Where is her college ?

4 email / is / what / address / your — What is your email address ?

5 many / are / people / how / the house / in — How many people are in the house ?

Now go back to page 28.

4.1 Simple present statements with *I, you, we*

Simple present statements with *I, you, we*		
	Affirmative	**Negative**
I / You / We	**have** a smartwatch. **like** my phone. **love** games. **want** a tablet.	**don't have** a smartwatch. **don't like** my phone. **don't love** games. **don't want** a tablet.

A **Put the words in order to make sentences.**

1 games / like / I — I like games.
2 your / I / smartwatch / love — I love your smartwatch.
3 don't / I / a / laptop / have — I don't have a laptop.
4 a / tablet / want / we — We want a tablet.
5 like / don't / laptops / you — You don't like laptops.
6 camera / want / I / don't / a — I don't want a camera.

B **Change the affirmative (+) sentences to negative (–).**

1 I want a new camera. — I don't want a new camera.
2 I play games on my phone. — I don't play games on my phone.
3 You have new earphones. — You don't have new earphones.
4 We like this app. — We don't like this app.
5 You post many photos. — You don't post many photos.

Now go back to page 35.

4.2 Simple present *yes/no* questions with *I, you, we*

Simple present *yes/no* questions with *I, you, we*	
***yes/no* questions**	**Short answers**
Do I **send** nice emails?	Yes, you **do.** / No, you **don't.**
Do we **post** good photos?	Yes, you **do.** / No, you **don't.**
Do you **use** social media?	Yes, I **do.** / No, I **don't.**
Do you and your friends **play** games?	Yes, we **do.** / No, we **don't.**

A **Match the questions and answers.**

1 Do you use social media? c
2 Do you and your sister send emails? e
3 Do I post good comments on social media? a
4 Do you buy apps on your phone? b
5 Do you and your friends play games? d

a Yes, you do. They're funny.
b No, I don't. They're expensive.
c Yes, I do. I use Instagram.
d Yes, we do. We love Minecraft and Fortnite.
e No, we don't. We send WhatsApp messages.

B **Write questions. Then answer the questions so they're true for you.**

1 you / call your family / on the weekend — Do you call your family on the weekend? Yes, I do.
2 you / post comments / on Instagram — Do you post comments on Instagram? _____.
3 you / send messages / to your parents — Do you send messages to your parents? _____.
4 you and your friends / watch movies / on TV — Do you and your friends watch movies on TV? _____.

Now go back to page 37.

4.4 *a/an*; adjectives before nouns

a/an	adjectives before nouns
Use *a/an* with singular nouns. It means "one." Do you have **a** laptop? (= 1 laptop) This is **an** app for photos. (= 1 app) Use *a* before consonant sounds (b, c, d, f, …): **a** tablet, **a** cookie Use *an* before vowel sounds (a, e, i, o, u): **an** app, **an** apartment	Adjectives go before a noun. You have a **nice** home. ✓ You have **a ~~home nice~~**. ✗ It's an **expensive** laptop. This is a **new** apartment. I post **interesting** photos. The ending of an adjective is the same for singular and plural nouns. Do not add *s* to an adjective. I like **small** TVs. ✓ I like **~~smalls~~** TVs. ✗

Don't use *a/an* with:

1 a plural noun: I like **photos**.
2 an adjective + plural noun: My parents have **new laptops**.
3 *this* + noun: **This tablet** is nice.
4 a number + noun: I have **one son** and **two daughters**.
5 a possessive adjective + noun: **My phone** is really old.

A Circle the correct words to complete the sentences.

1 Do you have **a camera** / **an camera**?
2 We don't want **a new TV** / **new a TV**.
3 **Your an apartment** / **Your apartment** is very nice.
4 I want coffee and **a cookie** / **a one cookie**.
5 **A game** / **This game** is really boring.
6 We have **a children** / **three children**.
7 I don't like **computers** / **computer**.
8 Do you live in **a apartment** / **an apartment**?

B Read the sentences. Check (✓) the correct sentences. Correct the mistakes.

☐	1 I have an tablet.	I have a tablet.
☐	2 You have an computer old.	You have an old computer.
☑	3 I like this photo.	
☐	4 Is it a interesting email?	Is it an interesting email?
☑	5 We have two sisters.	
☑	6 My TV is really big.	
☐	7 My mom has an olds phone.	My mom has an old phone.
☑	8 You post nice comments.	

Now go back to page 40.

5.1 Simple present statements with *he, she, they*

Simple present statements with *he, she, they*

	Affirmative	Negative
He / She	**plays** basketball.	**doesn't play** basketball.
	goes out every evening.	**doesn't go out** every evening.
	watches TV a lot.	**doesn't watch** TV a lot.
	studies on the weekend.	**doesn't study** on the weekend.
	has a big house.	**doesn't have** a big house.
They	**play** soccer.	**don't play** soccer.
	have a big house.	**don't have** a big house.

!

Use *in* to talk about times of day:
I run in the morning.
Use *on* to talk about days or the weekend:
I play soccer on Saturdays.
I don't work on the weekend.

Use adverbs of frequency to say *how often* you do things.

100% always usually often sometimes hardly ever never 0%

Put adverbs of frequency before the verb: She **sometimes** works on Saturday.

With pronouns + *be*, adverbs of frequency go after the verb: I'm **usually** at home in the evening.

A Circle the correct words to complete the sentences.

1 My sister often **watch** / **watches** soccer on TV.
2 I don't like coffee, so I **usually** / **never** drink it.
3 My grandma **don't** / **doesn't** have a phone. She **always** / **hardly ever** calls me from home.
4 My laptop is old. I **always** / **hardly ever** use it.
5 My friends are usually at work on Saturday and Sunday. They **have** / **don't have** free time on the weekend.

B Change the sentences. Use the words in parentheses ( ).

1 He always walks to work. (they / never) They never walk to work.
2 She goes out every Friday. (not / evening) She doesn't go out in the evening.
3 They sometimes play soccer in the park. (she / often) She often plays soccer in the park.
4 They have a new house. (he / not) He doesn't have a new house.

Now go back to page 45.

5.2 Questions in the simple present

Simple present: *yes/no* questions and short answers

Do	I	**work** on Friday?	Yes, you **do** / No, you **don't**.
Do	we	**have** class on Monday?	Yes, we **do**. / No, we **don't**.
Do	you	**eat** breakfast?	Yes, I **do**. / No, I **don't**.
Does	she / he	**study** in the evening?	Yes, she **does**. / No, he **doesn't**.
Does	it	**have** two bedrooms?	Yes, it **does**. / No, it **doesn't**.
Do	they	**go** to class on Monday?	Yes, they **do**. / No, they **don't**.

Simple present: information questions

How	**do**	I / we / you / they	**get** to class?
Where	**does**	he / she	**live**?
What time	**does**	it	**open**?

What time ... ?* and *When ... ?

A What time is it?
B It's 1:30.
A When does he study?
B He studies in the evening.

A Look at the questions and answers. Choose the correct question for each answer.

1 **a** Where do you work? **b** Do you work on Monday? **Answer:** Yes, I do.
2 **a** Does Lara have a job? **b** Do Dan and Carlos have jobs? **Answer:** Yes, she does.
3 **a** Where do you work? **b** When do you work? **Answer:** In the evening.
4 **a** What time does she play soccer? **b** Where does she play soccer? **Answer:** At 6:00 p.m.

B Put the words in the correct order to make questions.

1 lunch / eat / does / he / where Where does he have lunch ?
2 to / she / go / does / this school Does she go to this school ?
3 their / do / meet / friends / when / they When do they meet their friends ?
4 do / work / you / what / go / to / time What time do you go to work ?

Now go back to page 47.

6.1 *There's, there are; a/an, a lot of, some, no*

There's (= There is), There are; a/an, a lot, some, no	
Singular (= 1 thing)	**Plural (= 2+ things)**
There's a restaurant near the hotel. = one	**There are no** stores on our street. = zero
There's no shower in the bathroom. = zero	**There are three** bedrooms in the house. = an exact number
	There are some chairs in the kitchen. = a small number
	There are a lot of apps on my phone. = a big number

A **Look at the words in parentheses ( ). Then complete the sentences with the words in the box.**

There's a | There's no | There are no | There are a lot of | There are some

1 There are no parks in the city. (zero)
2 There are a lot of people in the café. (a big number)
3 There are some great stores on Pacific Street. (a small number)
4 There's a park next to the hospital. (one)
5 There's no restaurant in this museum. (zero)

B **Complete the sentences. Use *There's* or *There are* and *a/an*, *a lot of*, *some*, or *no*.**

1 There's a hospital in my town. It's by my house.
2 There are no good restaurants here, so I cook at home.
3 There are a lot of parks in my city – over 100!
4 There are some movie theaters in this city – maybe two or three.
5 There's no mall here, so I go to small stores downtown.

Now go back to page 55.

6.2 Count and non-count nouns

Count nouns (nouns with a singular and plural form)		
Singular	**Plural**	
Use *There's* with *a/an* or *no*.	Use *There are* with *no*, *some*, *a lot of*, or a number.	
There's **a plant**.	There are **no plants**.	There are **some plants**.
There's **no plant**.	There are **a lot of plants**.	There are **two plants**.
Non-count nouns (nouns with no singular or plural form)		
Use *There's* with *no*, *some*, or *a lot of*. Do not use *a*, *an*, or a number.		
There's **no grass**.	There's **some grass**.	There's **a lot of grass**. ~~There's three grass.~~

A **Read the sentences. Write C for count and N for non-count for the nouns in bold.**

1 N There's no **water** in my glass.
2 U There's a lot of **grass** in the park.
3 C There are 50 **stores** in the mall.
4 U There's no **desert** in my country.
5 C There are some nice **beaches** by the ocean.
6 U There's a lot of **snow** in Alaska.

B **Write sentences with *There's* or *There are*. Make some nouns plural.**

1 a lot of / plant / in my house — There are a lot of plants in my house.
2 no / milk / in the refrigerator — There's no milk in the refrigerator.
3 a / restaurant / in the museum — There's a restaurant in the museum.
4 some / sugar / on the table — There's some sugar on the table.

Now go back to page 57.

7.1 Present continuous statements

Present continuous statements	
Affirmative	**Negative**
I**'m cooking** breakfast right now.	I**'m not cooking** breakfast right now.
He**'s helping** the children.	He**'s not helping** the children.
She**'s taking** a shower.	She**'s not taking** a shower.
It**'s drinking** milk.	It**'s not drinking** milk.
You**'re eating** breakfast.	You**'re not eating** breakfast.
We**'re cleaning** the kitchen.	We**'re not cleaning** the kitchen.
They**'re learning** a lot at school.	They**'re not learning** a lot at school.

! After pronouns, use ***'s not*** or ***'re not*** and a verb + ***-ing***.
He**'s not helping.**
After nouns, use ***isn't*** or ***aren't*** and a verb + ***-ing***.
Larry **isn't helping.**

A Circle the correct answers.

1 Mr. Lin isn't **teach** / **teaching** right now.
2 The kids **isn't** / **aren't** brushing their teeth at the moment.
3 **I'm not** / **I'm** cleaning the kitchen, but I'm cleaning the bathroom.
4 We **is** / **are** going to the movies now.
5 He's **not** / **no** taking a bath.
6 **You** / **You're** helping me a lot.

B Put the words in the correct order to make sentences.

1 my / aren't / TV / parents / watching — My parents aren't watching TV .
2 coffee / cup / drinking / a / I'm / of — I'm drinking a cup of coffee .
3 a / she's / now / bath / taking / right — She's taking a bath right now .
4 TV / in / room / Jack / his / watching / is — Jack is watching TV in his room .
5 eating / the moment / they're / breakfast / at — They're eating breakfast at the moment .
6 isn't / homework / her / Maria / doing — Maria isn't doing her homework .

Now go back to page 67.

7.2 Present continuous questions

Present continuous: *yes/no* questions and short answers	
Am I **talking** to John?	Yes, you **are**. / No, you**'re not**.
Is she **cleaning** the house?	Yes, she **is**. / No, she**'s not**.
Is he **riding** his bike right now?	Yes, he **is**. / No, he**'s not.**
Is it **working** at the moment?	Yes, it **is**. / No, it**'s not**.
Are you and your sister **sending** text messages?	Yes, we **are**. / No, we**'re not**.
Are they **waiting** at the bus stop?	Yes, they **are**. / No, they**'re not**.

Present continuous: information questions			
Who	**am**	I	**talking** to?
Why	**is**	he / she	**carrying** a bag?
How	**is**	it	**going**?
What	**are**	we / you / they	**doing** right now?

! You can answer ***Why*** questions with ***because***.
Why is he carrying a bag?
He's carrying a bag **because** he has a lot of books.
(= a complete sentence)
Because he has a lot of books.
(= an incomplete sentence in informal speech)

A Write present continuous questions for the answers. Use the words in parentheses ( ).

1 A Are you sending a text to Carol? (you / send / a message to Carol)
B No, I'm not. I'm calling her.
2 A Why are we waiting for Paul? (why / we / wait / for Paul)
B Because he's driving us home.
3 A Are Denny and Pam doing the dishes? (Denny and Pam / do / the dishes)
B Yes, they are.
4 A Is Sandra washing the dog? (Sandra / wash / the dog)
B No, she isn't. She's watching TV.
5 A Who is your sister helping right now? (who / your sister / help / right now)
B My brother.

B Write present continuous questions for the answers. Use your own ideas.

1 A Are you working ? B No, I'm not. I'm studying.
2 A Why (is he cleaning the kitchen) ? B Because it's dirty.
3 A Are they (driving to work) ? B No, they're not. They're taking the bus.
4 A When / What time (are you/we going to dinner) ? B We're going at 6:00 p.m.
5 A Is she (washing her hair) ? B Yes, she is.

Now go back to page 69.

8.1 *can* and *can't* for ability; *well*

can* and *can't* for ability; *well

	Affirmative	Negative	Questions	Short answers
I	**can paint**.	**can't paint well**.	**Can** I dance?	Yes, I **can.** No, I **can't.**
He / She / It	**can paint**.	**can't paint**.	**Can** she dance **well**?	Yes, she **can.** No, she **can't.**
You / We / They	**can paint well**.	**can't paint**.	**Can** they dance?	Yes, they **can**. No, they **can't**.

A Match the questions (1–5) with the answers (a–e).

1 Can Eva snowboard well? c
2 Can your brothers swim? e
3 Can you surf? b
4 Can I dance well? a
5 Can your father play the guitar? d

a Yes, you can!
b No, I can't.
c Yes, she can.
d No, he can't.
e Yes, they can.

B Read the sentences. Check (✓) the correct sentences. Correct the mistakes.

✓ 1 Carla can swim well.
☐ 2 Can he drives a car? Can he drive a car?
☐ 3 I can no play the guitar. I can't play the guitar.
✓ 4 Can you draw and paint?
☐ 5 I can't skateboard very good. I can't skateboard very well.
☐ 6 My brother can fixed your tablet. My brother can fix your tablet.

Now go back to page 77.

8.2 *can* and *can't* for possibility

***can* and *can't* for possibility**	
Information questions and answers with *can*	
Where can I **sit**?	You **can sit** in the chair. You **can't sit** on the desk.
Where can he **eat** lunch?	He **can eat** in the cafeteria. He **can't eat** at his desk.
How can she **get** to the office?	She **can take** the bus. She **can't ride** her bike.
What can it **do**?	It **can print** text. It **can't write** text.
What time can you **start**?	I **can start** at 8:00. I **can't start** at 7:00.
When can we **work** from home?	You **can work** from home on Monday. You **can't work** from home on Tuesday.
Who can they **ask** about the meeting?	They **can ask** their coworkers. They **can't ask** their boss.

A Complete the conversation with *can* and a verb from the box.

ask get send start ~~take~~ work

1 When can I take breaks?
2 You can work from home on Fridays.
3 Who can she send an email to from her phone?
4 They can ask their coworkers for help.
5 How can we get to the office?
6 What time can he start the meeting?

B Read the answers. Then write questions.

1 A Where can we work ?
B We can work in the meeting room.
2 A What can we watch ?
B We can watch a movie.
3 A How can we get to the mall ?
B We can get to the mall by bus.
4 A When can we have a meeting ?
B We can have a meeting on Friday.
5 A Who can we call ?
B We can call my cousin.
6 A What can we play ?
B We can play basketball.
7 A Where can we meet ?
B We can meet at the hotel.
8 A How can we take a picture ?
B We can take a photo with my phone.

Now go back to page 79.

9.1 *this* and *these*

this* and *these	
This is my ticket.	**These** are new boats.
This hotel is cheap.	**These** birds are funny.
Ryan loves **this** farm.	I don't like **these** pictures.

! **Use *this* and *these* for things that are close to you.**
This is my ticket. = The person is holding the ticket in their hand.
These are new boats. = The boats are in front of the person.

A Put the words in order to make sentences.

1 a / is / tour / this / boring — This is a boring tour.
2 these / I / birds / like — I like these birds.
3 sisters / are / these / my — These are my sisters.
4 video / watching / I'm / this — I'm watching this video.
5 really / animals are / funny / these — These animals are really funny.
6 isn't / expensive / this / vacation — This vacation isn't expensive.

B Complete the sentences with *this* or *these* and a noun. Use your own ideas.

1 These animals are very cute.
2 This (tour) is exciting!
3 These (books) are really good.
4 My friends are at this (ranch) right now.
5 I don't like this/these (hotel/chips).
6 Do you like this/these (city/birds)?

Now go back to page 87.

9.2 *like to, want to, need to, have to*

like to, want to		*need to, have to*	
I	**like to play** soccer. **want to play** soccer.	I	**need to work** on Saturday. **have to work** on Saturday.
He / She / It	**likes to play** soccer. **wants to play** soccer.	He / She / It	**needs to work** on Saturday **has to work** on Saturday.
You / We / They	**like to play** soccer. **want to play** soccer.	You / We / They	**need to work** on Saturday. **have to work** on Saturday.

A Complete the sentences with *like to, want to,* or *have to/need to* and the verbs in parentheses ( ).

1 I like to swim (swim) in the ocean, but only in July and August.
2 One day, I want to go (go) to Japan on vacation.
3 My son can't do his homework. I have to / need to help (help) him.
4 I'm late for work, so I have to / need to leave (leave) now.
5 This is a great song. I want to buy (buy) it.

! You can use *need to* + a verb OR *have to* + a verb to talk about things that are necessary.

B Correct one mistake in each sentence.

1 I need going to Istanbul for work. — to go
2 I want take the train to Chicago. — to take
3 She have to buy the ticket online. — has
4 My brother likes to travels on the weekend. — travel
5 He want to travel, but he has to save money. — wants

Now go back to page 89.

10.1 Statements with *be going to*

Statements with *be going to*		
	Affirmative	**Negative**
I	**'m going to be** home tomorrow.	**'m not going to be** here tomorrow.
He / She	**'s going to take** a walk in the park.	**'s not going to go** shopping next week.
It	**'s going to be** warm tomorrow.	**isn't going to be** cold tomorrow.
You / We / They	**'re going to be** here next weekend.	**'re not going to be** home next weekend.

Future time expressions

this evening, tonight, tomorrow
this week/weekend/month/year
on/next/this Monday
next week/weekend/month/year

A Write sentences with the correct form of *be going to*.

1 We / not play / soccer this weekend
We're not going to play soccer this weekend .

2 Vicky / meet / her friends tomorrow
Vicky is going to meet her friends tomorrow .

3 You / have / a party for your birthday
You're going to have a party for your birthday .

4 They / not go / surf / next Saturday
They're not going to surf next Saturday .

5 I / go / dancing this evening
I'm going to go dancing this evening .

6 He / not do / the dishes after dinner
He's not going to do the dishes after dinner .

B Complete the sentences with the correct form of *(not) be going to* and your own ideas.

1 I 'm not going to play soccer in the park this weekend.
2 My family is / isn't going to (travel) this winter.
3 My teacher is / isn't going to (work) next weekend.
4 My friends are / aren't going to (get together) on Friday.
5 You 're going to / not going to (see me) tomorrow.
6 We 're going to / not going to (eat) outside tonight.

Now go back to page 99.

10.2 Questions with *be going to*

be going to: yes/no questions and short answers		*be going to*: information questions
Am I **going to meet** him at 4:00?	Yes, you **are**. / No, you**'re not**.	**When are** you **going to leave**?
		Where is Min **going to go**?
Is she / he **going to see** a friend?	Yes, she **is**. / No, she**'s not**.	**What are** we **going to do** today?
Is it **going to be** rainy?	Yes, it **is**. / No, it**'s not**.	**What time is** he **going to have** lunch?
Are you / we / they **going to take** a hat?	Yes, we **are**. / No, we**'re not**.	**Who are** they **going to meet**?
		How are you **going to get** to the airport?

A Circle the correct words to complete the sentences.

1 Are you going **buying** / **to buy** some new jeans?
2 Who is he going to **go** / **going** shopping with?
3 Is she going to **cook** / **cooks** dinner for four people tonight?
4 **What** / **What time** are we going to drive to the airport?
5 Are **your parents** / **Mariana** going to send him an email?
6 What **they are** / **are they** going to wear to the party?

B Match the questions and the answers.

1 Are you going to buy this travel guide? d
2 When are you going to go shopping? c
3 Is Jordon going to wear a hat? a
4 Are they going to get together tomorrow? f
5 What are they going to do at the museum? e
6 Who is Padma going to take out to dinner? b

a Yes, he is. It's cold outside.
b Her parents.
c Tomorrow afternoon.
d No, I'm not. It's expensive.
e Look at art.
f No, they're not. They're busy.

Now go back to page 101.

11.1 Statements with *was* and *were*

Statements with *was* and *were*		
	Affirmative (+)	**Negative (–)**
I / He / She / It	**was** in the house.	**wasn't** noisy.
You / We / They	**were** at work.	**weren't** there.

A Complete the posts with the affirmative or negative form of *was* or *were*.

Carlene Rauss I remember a great vacation. It [1] was January 2018, and we [2] were in Argentina. It [3] was summer, so the weather [4] was great! Buenos Aires is an exciting city, so we [5] were really happy there. **#flashbackfriday #2018 #vacation**

Paulo Soto I remember my twentieth birthday. My friends and I [6] were at the beach, but the weather [7] was awful! It [8] was really rainy. The café on the beach [9] wasn't open, so there was no food. It's not a good memory because we [10] weren't very happy. I mean, it [11] wasn't a happy birthday. 😕

9 4

B Read each sentence and then write the next sentence. Use the words in parentheses ( ).

1 Michele wasn't in Tokyo last weekend. (he / in Osaka) — He was in Osaka.
2 My parents were home last night. (they / not / at the party) — They weren't at the party (last night).
3 My phone wasn't in my bag. (it / in my car) — It was in my car.
4 Her favorite color was blue. (it / not / purple) — It wasn't purple.
5 Julia and I were in different classes last year. (we / not / in the same class) — We weren't in the same class.

Now go back to page 109.

11.2 Questions with *was* and *were*

yes/no questions	Short answers
Was I in your English class?	Yes, you **were**. / No, you **weren't**.
Was she / he / it on time?	Yes, she / he / it **was**. / No, she / he / it **wasn't**.
Were you in Dubai?	Yes, I **was**. / No, I **wasn't**. Yes, we **were**. / No, we **weren't**.
Were they quiet babies?	Yes, they **were**. / No, they **weren't**.
Were we in Chile in 2018?	Yes, we / you **were**. / No, we / you **weren't**.
Information questions with *was* and *were*	
What color was it?	**How old were** you in 2020?
When was she on vacation?	**When were** we in Bangkok?
Where was I on Tuesday?	**Why were** they late?

! **Sometimes *you* means two or more people.**
Were **you** in the office yesterday? (you = two coworkers)
Yes, **we** were. / No, **we** weren't.

A Match the questions with the correct responses.

1 Were you on vacation last week? d
2 Where were the bedrooms in your house? c
3 Was Carla on time for the meeting? b
4 Were TVs in color in 1980? e
5 How old was Xiang on his last birthday? a

a He was 21.
b Yes, she was. She was here at 8:50.
c They were upstairs.
d No, I wasn't. I was sick.
e Yes, they were.

B Write questions with *was* and *were* to match the answers.

1 What color were the walls in your bedroom ? The walls in my bedroom were blue.
2 Where was your last vacation ? My last vacation was in Brazil.
3 When was your brother's birthday party ? My brother's birthday party was on Friday.
4 Were your parents at the party ? Yes, my parents were at the party.
5 Was your house big ? No, my house was small.
6 Why were you at work on Saturday ? I was at work on Saturday because I was busy.

Now go back to page 111.

12.1 Simple past affirmative

Simple past affirmative

Use the simple past to talk about events that are in the past and finished.

I **ate** a big lunch yesterday. We **played** soccer last weekend. We **went** to La Paz last year.

Simple past verbs can be regular or irregular. Simple past regular verbs end in *-ed*.

Some regular verbs

	-ed	*-d*	double consonant *+ ed*	change *-y* to *-ied*
I / You / He / She / It / We / They	work**ed** play**ed** watch**ed** want**ed** walk**ed**	like**d** love**d** arrive**d** use**d** dance**d**	stop ➜ stop**ped** chat ➜ chat**ted**	try ➜ tr**ied** carry ➜ carr**ied** study ➜ stud**ied**

Some irregular verbs

Base form	Simple past	Base form	Simple past	Base form	Simple past
have	had	read	read	swim	swam
go	went	write	wrote	get up	got up
eat	ate	send	sent	leave	left
drink	drank	buy	bought	meet	met
do	did	think	thought	sing	sang
take	took	run	ran	choose	chose

A Complete the chart with the words in the box.

~~arrive~~ drink go like stay take
buy eat have need stop try

Base form	Rule	Simple past
arrive	Add *-d*.	*arrived*
like		liked
need	Add *-ed*.	needed
stay		stayed
stop	Double *p* and add *-ed*.	stopped
try	Change *-y* to *-ied*.	tried

Base form	Irregular simple past form
buy	bought
drink	drank
eat	ate
go	went
have	had
take	took

B **Complete the paragraph with the simple past of the verbs in parentheses ( ).**

Yesterday, my friend Loretta and I [1] tried (try) a new restaurant on our lunch break. We [2] took (take) the bus, and then we [3] walked (walk) ten minutes to get there. We [4] had (have) a very good lunch. Loretta [5] chose (choose) the soup and sandwich, and she really [6] liked (like) her food. I [7] ordered (order) the fish, and it was excellent! But the service was slow. We [8] ran (run) back to the bus stop! We [9] got (get) to work late, but our boss wasn't angry.

Now go back to page 119.

12.2 Simple past negative and questions

Simple past negative	
I / You / He / She / We / They	**didn't eat** breakfast. **didn't like** the food. **didn't walk** home. **didn't have** homework. **didn't go** to the restaurant.

Simple past: *yes/no* questions and short answers		
Did you **have** apple juice?	Yes, I / we **did**.	No, I / we **didn't**.
Did we **arrive** on time?	Yes, we / you **did**.	No, we / you **didn't**.
Did she / he **like** the fish?	Yes, she / he **did**.	No, she / he **didn't**.
Did they **go out** for dinner?	Yes, they **did**.	No, they **didn't**.

Simple past: information questions		
How did	I / you / he / she / we / they	**hear** about the restaurant?
What did		**have** for dinner last night?
Who did		**see** at the party?

A **Put the words in the correct order to make sentences.**

1 for dinner / chicken / did / make / you — Did you make chicken for dinner ?
2 they / did / for lunch / have / what — What did they have for lunch ?
3 eat / did / any / vegetables / Tonya — Did Tonya eat any vegetables ?
4 last night / where / she / go / did — Where did she go last night ?
5 coffee / buy / we / at the store / didn't / any — We didn't buy any coffee at the store .
6 at Pete's Pizza / last year / you / did / work — Did you work at Pete's Pizza last year ?

B **Correct one mistake in each sentence.**

1 Where did Ji-an went for lunch? — go
2 Do you buy bread and cheese yesterday? — Did
3 Martin didn't had breakfast this morning. — have
4 When did you reading the reviews of the restaurant? — read
5 Did they saw my sister at the café? — see
6 We not like the beans because they were cold. — didn't

Now go back to page 121.

Vocabulary practice: Teacher tips

The vocabulary practice exercises form an integral part of the lesson. They provide controlled practice of the target language and prepare students to use new vocabulary with confidence.

Students can complete them individually or in pairs. Below is a list of ideas to practice using new vocabulary in an engaging way.

1

- Quickly come up with simple gestures for each of the vocabulary items.
- Tell Ss to cover the vocabulary pictures and/or words. Do one of the gestures and ask a volunteer to say the word.
- Alternatively, let a S do one of the gestures and then point to another S to say the word and do a different gesture, and so on.

2

- Provide Ss with index cards and let them make flashcards for each of the vocabulary words. On one side they should write the word and on the other side they can write the definition or draw a picture of the word.
- Encourage Ss to include more information on the card, for example, a synonym, an antonym, and a sample sentence.
- Ss can use the cards to review new vocabulary in pairs. S1 can use their cards to quiz S2 in several ways: by showing the picture and asking for the word; by reading the example sentence, leaving the vocabulary word blank for S2 to say; by saying a synonym and an antonym and having S2 say the vocabulary word, etc.

3

- Divide the class into teams and play "Hangman."
- Team A chooses a word, and one S from Team A (S1) writes on the board.
- One S from Team B (S2) guesses a letter. If they are correct, S1 write the letter on the board. If the letter is not in the word, S1 draws a head (a circle) on the board.
- Ss from Team B take turns guessing letters that are in the word. If they are incorrect, S1 draws a body (another circle), arms, legs, eyes, and mouth for each incorrect letter.
- The game continues until Team B correctly guesses the word, or they guess incorrectly enough times that a whole body is drawn.
- Teams switch roles.

4

- Play "Telephone." Put Ss in rows of at least four.
- Whisper a vocabulary word to the last S in each row.
- When you say "Go!" the last S whispers the word to the next S in the row, who whispers it to the next S in the row, etc.
- When the first S in each row hears the word, they write it on the board.
- Give S one point if the word is correct but misspelled, and two points if it is spelled correctly. The first team to write a correct word wins.
- For more of a challenge, whisper three vocabulary words to the last S, or whisper a sentence that uses the vocabulary word.

5

- Write the vocabulary words on the board.
- Challenge Ss to write one sentence using as many of the vocabulary words in that sentence as they can.
- Ss read their sentences to the class. Ss can vote on the best sentence.
- Alternatively, Ss can write a short paragraph of no more than five sentences using all of the vocabulary words in the paragraph.

6

- Write the vocabulary words on index cards. Make enough copies for Ss to play in small groups.
- Put the cards face down on a table in front of each team.
- One S (S1) chooses a card, but does not look at it. Instead, they hold the card on their forehead with the word facing out so their team can see it.
- Each person on their team takes turns giving one clue about the word. S1 tries to guess the word.
- Continue until each S in the group has a chance to guess the word.
- For an extra challenge, include vocabulary words from previous units for a review.

Vocabulary practice

1.1 Countries and nationalities

A **Write the country or the nationality.**

1 Are you Turkish ? (Türkiye)
2 I'm from Mexico . (Mexican)
3 I'm Ecuadorian . (Ecuador)
4 You're from Chile . (Chilean)
5 Are you Japanese ? (Japan)
6 Are you from Brazil ? (Brazilian)
7 I'm not Korean . (South Korea)
8 I'm from Madrid. I'm Spanish . (Spain)

B **Underline two correct answers for each sentence.**

1 Are you from **Türkiye** / **Chilean** / **South Korea**?
2 I'm from **American** / **Mexico** / **Japan**.
3 You're not **French** / **Peru** / **Colombian**.
4 Are you from **New York** / **Chicago** / **American**?
5 I'm not **Mexico** / **Brazilian** / **Chinese**.
6 You are **Peruvian** / **French** / **Chile**.
7 Are you **Peruvian** / **Japan** / **South Korean**?
8 I'm from **Ecuadorian** / **Lima** / **Germany**.

Now go back to page 2.

1.2 The alphabet; personal information

A **Add five missing letters to the alphabet, in order.**

1 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
2 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 **Complete the sentences with the words in the box.**

College company email address first name last name

1 The name of my company is Home Sales, Inc.
2 **A** What's your email address ? **B** It's jenatkins@abc.net.
3 **A** Hey, Ana. What's your last name ? **B** It's Gomez. Ana Gomez.
4 I'm a student at Hunter College in New York City.
5 **A** Hi, Susie Ball. How do you spell your first name ? **B** S-U-S-I-E.

Now go back to page 5.

2.1 Family; numbers

A **Write the words in the chart.**

~~aunt~~ brother child cousin daughter father grandfather grandmother husband mother parent sister son uncle wife

Men and women	Women	Men
child	aunt	brother
cousin	daughter	father
parent	grandmother	grandfather
	mother	husband
	sister	son
	wife	uncle

B **Write the numbers.**

1	twenty-two	22	5	forty-six	46	9	ninety-five	95
2	fifty-one	51	6	sixty-seven	67	10	twenty-six	26
3	thirty-nine	39	7	thirty-eight	38			
4	eighty-three	83	8	seventy-four	74			

Now go back to page 13.

2.2 Describing people; *really/very*

A **Complete the sentences with the words in the box. You won't use all the words.**

boring	interesting	really	shy	tall
friendly	old	short	smart	young

1 Carrie is two. She's really young .
2 He's a college student. He's smart .
3 My father is 190 cm. He's very tall .
4 He's not interesting. He's boring .
5 My friend Georgio is really funny!
6 Ariana is 95. She's very old .

B **Unscramble the letters in parentheses ( ). Write the adjectives.**

1 Susana is interesting and really tall . (nteisreignt) / (tlal)
2 My son is smart and funny . (mtras) / (ynufn)
3 My grandfather is old and short . (dlo) / (rosth)
4 The child is very young and shy . (ynugo) / (ysh)
5 They're friendly and not boring . (fienrdyl) / (bgrion)

Now go back to page 15.

3.1 Rooms in a home

A **Read the sentences and complete the words.**

1 This is our dining area , with a picture on the wall .
2 This is my sister's bedroom . It's next to the bathroom .
3 This is our dog, Jack. He's on the floor .
4 This is the door of our house.
5 This is the living room , with one big window .
6 And this is the kitchen . It's my favorite room.

B **Circle the correct word to complete the sentences.**

1 My sister is in her **bedroom** / **floor**.
2 This is the bathroom, with one **wall** / **window**.
3 This is the **dining area** / **door** to the kitchen.
4 My family is in the **living room** / **bathroom** now.
5 The **picture** / **kitchen** on the wall is interesting.

Now go back to page 22.

3.2 Furniture

A Match the words in the box to the things in the photos.

chair ~~couch~~ refrigerator rug sink table television

1 couch 2 rug 3 TV / television 4 table





5 chair 6 refrigerator 7 sink

B Circle the correct words to complete the sentences. Check (✓) the sentences that are true for you.

1 A big **bed** / **shower** is in the bedroom. ☐
2 My **rug** / **bookcase** is really tall. ☐
3 A small **shower** / **couch** is in the bathroom. ☐
4 My **TV** / **desk** is really old. It's from the year 1800. ☐
5 I have a small **lamp** / **chair** on a table in my bedroom. ☐

Now go back to page 24.

4.1 Technology

A Complete the sentences with the words in the box. You won't use all the words.

app camera earphones games laptop phone smartwatch tablet

1 Is that a really big phone, or is it a tablet ?
2 I have a computer. It's a laptop .
3 Send a message to my cell phone . The number is (593) 555-2194.
4 I don't have a watch , but I have the time on my phone.
5 This photo is great! The camera on your phone is really good.
6 My emails are on my phone. I have an email app .
7 My computer isn't for work. It's for fun. I have games on it.

B Circle the correct words to complete the sentences.

1 On my phone, I have a good **laptop** / **camera**.
2 I have a social media **app** / **smartwatch** on my tablet.
3 On my laptop, I have a **game** / **phone**.

Now go back to page 34.

4.2 Using technology

A **Cross out the word that doesn't belong with each verb.**

1	**call**	friends	~~social media~~	family
2	**watch**	movies	videos	~~messages~~
3	**use**	~~music~~	technology	apps
4	**post**	~~phones~~	comments	photos
5	**send**	text messages	email	~~with friends~~

B **Complete the sentences with the words in the box.**

chat listen play read watch

1 I listen to music with earphones on my tablet.
2 We don't watch movies on TV.
3 My brother and I play games on our tablets.
4 I don't read work emails at home.
5 Do you chat with friends on the internet?

Now go back to page 36.

5.1 Days and times of day; everyday activities

A **Read the days and times of day (a–j). Then put them in the correct order (1–10).**

a	on Thursday, in the morning	5	**f**	on Saturday, in the evening	9
b	on Tuesday, in the afternoon	2	**g**	on Wednesday, in the morning	4
c	on Thursday, in the evening	6	**h**	on Friday, in the afternoon	7
d	on Monday, at night	1	**i**	on Tuesday, in the evening	3
e	on Sunday, in the morning	10	**j**	on Saturday, in the afternoon	8

B **Use phrases from exercise A to complete the sentences so they're true for you. Write an X if you never do the activity.**

1 I go out with friends _____.
2 I watch TV _____.
3 I study _____.
4 I run _____.
5 I play soccer _____.
6 I read _____.
7 I work _____.
8 I'm in bed _____.

Now go back to page 44.

5.2 Telling the time

A **Look at the times (1–8). Then circle the correct sentence.**

1	3:40	**(a)**	It's twenty to four.	**b** It's forty to three.
2	12:30	**a**	It's twenty thirty.	**(b)** It's twelve thirty.
3	6:15	**(a)**	It's a quarter after six.	**b** It's a quarter to six.
4	12:00 a.m.	**(a)**	It's midnight.	**b** It's noon.
5	1:45	**a**	It's a quarter to one.	**(b)** It's one forty-five.
6	8:07	**a**	It's seven to eight.	**(b)** It's eight-oh-seven.
7	9:15	**(a)**	It's nine fifteen.	**b** It's nine fifty.
8	4:52	**a**	It's five forty-two.	**(b)** It's four fifty-two.

B **Underline the correct words to complete the paragraph.**

Carmen [1] **gets up** / **goes to bed** at 7:15 a.m. She eats [2] **lunch** / **breakfast** at 7:45. Then she [3] **goes to work** / **gets up**. She usually has [4] **dinner** / **lunch** at 12:30 p.m. She drinks [5] **coffee** / **class** in the afternoon. On Tuesday, she goes to [6] **class** / **lunch** after work – she studies English. She usually eats [7] **dinner** / **coffee** at 7:00. She goes to [8] **bed** / **class** at 11 p.m.

Now go back to page 46.

6.1 Places in cities

A **Complete the sentences with the words in the box.**

café college hotel museum park school mall zoo

1 We often eat breakfast in a café .
2 I sometimes run in the park .
3 The museum has hundreds of old photos and a lot of art.
4 The school in my neighborhood has 160 children.
5 The students at the college are 18 to 22 years old.
6 This is a great mall . It has a lot of my favorite stores.
7 The rooms in the hotel have bathrooms with showers.
8 The zoo in my city has 20 elephants.

B **Cross out one word that does not complete each sentence.**

1	We have lunch in a _____ on Saturdays.	**restaurant**	**~~store~~**	**park**
2	We learn about things at a _____ .	**school**	**~~restaurant~~**	**museum**
3	We shop at the _____ every weekend.	**mall**	**~~hospital~~**	**supermarket**
4	The _____ has a big TV.	**~~park~~**	**hotel**	**restaurant**
5	She studies English in _____ .	**school**	**college**	**~~a movie theater~~**

Now go back to page 54.

6.2 Nature

A **Complete the email with the words in the box.**

flowers lake mountain snow trees

< Inbox

Hi Julia,

How are you? I'm great! My new town is *really* cool. I like nature, and there's a lot of nature here! There's a big, tall [1] mountain near my house. There's a forest on the mountain, with a lot of [2] trees. There's [3] snow on top of the mountain in January and February. There's a small [4] lake in my neighborhood, and I run next to the water in the morning. There are no [5] flowers now because it's January.

I love this town. Please visit soon!

Your friend,

Marisa

B **Circle the correct word to complete the sentences.**

1 My house is on the **beach** / **forest** next to the ocean.
2 There is a lot of **ocean** / **grass** in the park.
3 There are a lot of plants and flowers in the **forest** / **lake**.
4 There's a lot of water in the **river** / **desert**.
5 My grandma and grandpa live near the **ocean** / **flowers**.
6 A lot of animals eat **plants** / **mountains**.
7 Donna lives on a small **island** / **desert** in the Atlantic Ocean.
8 There are a lot of small **grass** / **hills** here, but there are no mountains.

Now go back to page 56.

7.1 Activities around the house

A **Match 1–6 with a–f to complete the sentences.**

1 Do they cook c
2 Karen usually washes a
3 I do a lot of e
4 They're nice. They help d
5 He takes f
6 Do you clean b

a her daughter's hair.
b your room on the weekend?
c breakfast every morning?
d me with my English.
e homework every day.
f a shower in the evening.

B **Add the words in parentheses ( ) to the correct place in each sentence. Then write the sentences.**

1 Do you the dishes after lunch? (do) — Do you do the dishes after lunch?
2 Rudy his car on the weekend. (drives) — Rudy drives his car on the weekend.
3 Does he his teeth every day? (brush) — Does he brush his teeth every day?
4 My mother usually cooks at 6:30. (dinner) — My mother usually cooks dinner at 6:30.
5 She takes a every evening. (bath) — She takes a bath every evening.
6 I often my grandmother. (help) — I often help my grandmother.

Now go back to page 66.

7.2 Transportation

A **Complete the sentences with the correct verbs in the box.**

driving	going	riding	taking	waiting	walking

1 I'm not driving to work because my son has my car today.
2 Where are you? Khanh is waiting for you at the train station.
3 Xenia is walking with her dog in the park right now.
4 We're going to the mall because we need new shoes.
5 Tonya is riding her bike to the store.
6 Samir isn't taking the bus to class because it's late.

B **Circle the correct words to complete the sentences.**

1 Vic is at **the bus stop** / **his bike**.
2 Why are you carrying **a plant** / **the train**?
3 I usually take **the train station** / **the subway** to work.
4 When are you going to your **parents'** **house** / **mall**?
5 I'm sorry. I'm busy. I'm on **the bus stop** / **the train**.

Now go back to page 68.

8.1 Verbs to describe skills

A **Complete the sentences with the verbs in the box. You won't use all the verbs.**

dance	fix	play	skateboard	speak
draw	paint	sing	snowboard	swim

1 I don't snowboard. There's a mountain near me, but it doesn't have snow on it.
2 My friends usually play the guitar and sing songs after dinner.
3 In my art class, we draw and paint a lot of different things.
4 I speak two languages – English and Korean.
5 In February and March, I swim in the ocean.
6 Do you have a problem with your laptop? My brothers fix computers.

B **Complete the words with vowels (a, e, i, o, u).**

1 d a nc e
2 f i x th i ngs
3 sn o wb o a rd
4 sw i m
5 pl a y the g u i t e r
6 sp e a k tw o l a ng u a g e s
7 r e a d m u s i c
8 dr a w
9 sk a t e b o a rd
10 p a i nt
11 s i ng
12 s u rf

Now go back to page 76.

8.2 Work

A **Complete the sentences with the words in the box.**

breaks	coworkers	meeting	think
company	home	office	worker

1 I work for a big Japanese company .
2 I have a new desk and a chair in my office .
3 She's doing a great job. She's a very good worker .
4 Workers can take breaks and have a cup of coffee.
5 I work in a team with six co-workers .
6 I work in the office Tuesday to Friday, but I work from home on Monday.
7 Can we talk about this? Can we have a meeting about it?
8 I don't know the answer. Can I think about it for five minutes?

B **Circle the word that doesn't belong in each group.**

1 living room office kitchen bedroom
2 go to a meeting play games call a coworker think about a problem
3 drink coffee have lunch take breaks go to a meeting
4 company couch chair desk
5 worker brother teacher coworker

Now go back to page 78.

9.1 Travel

A **Circle the correct words to complete the sentences.**

1 I have a **ticket** / **tour** for the bus.
2 This **city** / **ranch** is in the country.
3 I'm on **vacation** / **country** with my family.
4 My seat on the **plane** / **ticket** is by the window.
5 My house is in a small **town** / **boat**, but I work in the city.
6 This **tour** / **ticket** is expensive, but it's really interesting.

B **Circle the word that doesn't belong in each group.**

1 vacation tour work
2 ranch farm ticket country
3 boat hotel plane bus
4 ticket tour plane friend
5 country town city

Now go back to page 86.

9.2 Travel arrangements

A **Match 1–6 with a–f to complete the sentences.**

1 You can buy tickets c
2 We can check in for our e
3 I don't usually travel on d
4 We're arriving at our a
5 I'm staying at a really nice f
6 We're flying from the new b

a destination.
b airport.
c online.
d trains.
e flight.
f hotel.

B **David is traveling from Chicago to London. Put his trip in the correct order.**

g → d → b → f → h → e → c → a

a Stay in the hotel.
b Drive to the airport.
c Arrive at the hotel.
d Leave home.
e Take a bus from the airport to the hotel.
f Check in for the flight at the airport.
g Buy a plane ticket online.
h Fly to the destination.

Now go back to page 88.

10.1 Going out

A **Circle the correct word to complete the sentences.**

1 Can you **meet** / **go** me at the airport on Friday?
2 Jennifer wants to **take** / **look** her brother to lunch for his birthday.
3 We're **doing** / **having** a picnic right now.
4 I like to **get** / **meet** together with friends on the weekend.
5 Do you usually **make** / **go** shopping at the mall?
6 I never **take** / **eat** outside.

B **Complete the sentences with the words in the box.**

art coffee family hotel shopping walk

1 Do you want to take a _____ in the park?
2 I like to look at interesting _____ in museums.
3 I want to take you out for _____ to my favorite café.
4 We often get together with _____ on the weekend.
5 I have to meet my coworker at his _____ on Friday.
6 Fatima never goes _____ with us. She doesn't like it.

Now go back to page 98.

10.2 Clothes; seasons

A **Complete the clothes words with vowels (a, e, i, o, u).**

1 I want to buy some j e a ns and a sw e a t e r.
2 I'm going to wear a T-sh i rt and sh o rts to the beach.
3 This store sells sh o e s and b o o ts.
4 I'm going to buy a winter c o a t and h a t.
5 We usually wear p a nts and a sh i rt at work.
6 Is she going to wear a dr e ss or a sk i rt?

B **Complete the paragraph with the words in the box.**

dry season | fall | rainy season | spring | summer | winter

In Japan, we have four seasons. I love [1] spring (OR summer) and [2] summer (OR spring) because there are a lot of flowers then. After summer, it's [3] fall, and this is usually from September to November. Then it's [4] winter, and you can do a lot of fun activities, for example, snowboard in the mountains. We have a short [5] rainy season, too. It usually starts in June and ends in July, and it is *very* rainy. We don't have a [6] dry season in Japan. It's not a desert country.

Now go back to page 100.

11.1 Describing people, places, and things

A **Match the sentences with the correct responses.**

1 This new restaurant isn't good. e
2 Your daughter is quiet. d
3 This is a beautiful picture. a
4 I love beach parties. f
5 The train was very slow today. b
6 These children are really noisy. c

a Thanks. I think the artist is wonderful.
b Really? It's usually fast.
c Yes, but they're really cute.
d That's true. She's really shy.
e I know. The food is awful.
f Me, too. They're exciting, and the ocean is beautiful.

B **Read the sentences and complete the words.**

1 My cousin is beautiful, and her children are really cute.
2 It's a nice, quiet restaurant, and it has wonderful food!
3 This movie is awful. It's slow and boring.
4 I love soccer games. They're always noisy and exciting.
5 My brother has a new car. It's really fast.

Now go back to page 108.

11.2 Colors

A **Unscramble the color words (1–10.) Then match the words to the colors (a–j).**

1 dre red — a 8
2 nreeg green — b 6
3 leub blue — c 10
4 tiwhe white — d 7
5 weyoll yellow — e 1
6 nbwor brown — f 3
7 knip pink — g 9
8 ragnoe orange — h 5
9 ygra grey — i 4
10 klacb black — j 2

B **Match five of the colors in exercise A to the things below.**

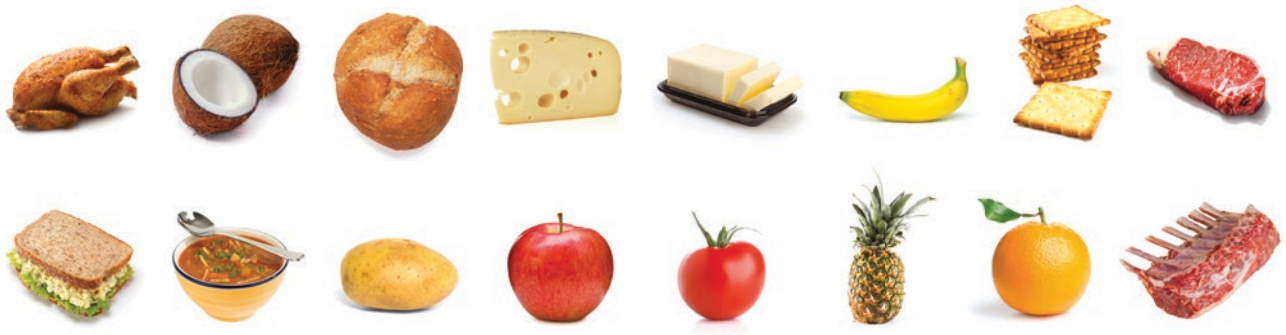
1 some milk i
2 a coffee with milk b
3 some grass j
4 the ocean f
5 an elephant g

Now go back to page 110.

12.1 Food and drink (1)

A Look at the photos. Write the words in the chart.

Fruit and vegetables		Meat	Dairy products	Grains	Small meals
apple banana coconut orange	pineapple potato tomato	beef chicken lamb	butter cheese	bread crackers	sandwich soup



B Circle the correct words to complete the sentences.

1 I can't have dairy, so I don't eat butter or **coconut** / **cheese**.
2 For a small meal, I like soup and **bread** / **potato**.
3 My favorite sandwich has bread, **butter** / **orange**, and chicken.
4 Beef is very good with **bananas** / **tomatoes**.
5 My brother really likes fruit. He eats bananas and **apples** / **lamb** every day.
6 I'm not very hungry. I'm just going to have some **beef** / **crackers** and cheese.

Now go back to page 118.

12.2 Food and drink (2)

A Complete the menu with the words in the box.

beans	cookies	juice	soda
chocolate cake	ice cream	pizza	

B Circle the correct words to complete the sentences.

1 **Steak** / **Rice** is my favorite meat.
2 **Cookies** / **Green beans** are good for you because they are vegetables.
3 Do you want some **pizza** / **ice cream** for dessert?
4 I like to eat **eggs** / **water** for breakfast.
5 Did you drink any **rice** / **juice** with your meal?
6 **Chocolate cake** / **Soda** is my favorite dessert.

Now go back to page 120.

Meals

Fish with rice and black 1 _____

Cheese and tomato 2 _____

Drinks

3 _____

Apple, orange, or pineapple 4 _____

Desserts

5 _____

6 _____

7 _____

Pair work practice (Student A)

1.3 Exercise 5C Student A

1 You are Sandra, the visitor. Give your information to your partner.

2 You are the hotel clerk. Ask for your partner's information. Complete the hotel card.

Hotel information card:
City Bed & Breakfast

First name:	Sandra
Last name:	Mills
Number of nights:	three
Email:	sandra85@listmail.net
Phone number:	(367) 555-0219
Company/School:	Big City Travel

Hotel information card:
Tree House Hotel

First name:	
Last name:	
Number of nights:	
Email:	
Phone number:	
Company/School:	

2.3 Exercise 3D Student A

1 Say a person from the table. Say the incorrect birthday. Then correct yourself.

> Akira. Her birthday is August 15. No, sorry, August 13.

Person	Akira	Martin	Paulo	Rosa	Jacob
Incorrect birthday	August 15	December 2	June 5	October 21	April 12
Correct birthday	August **13**	December **3**	**July** 5	October **31**	April **20**

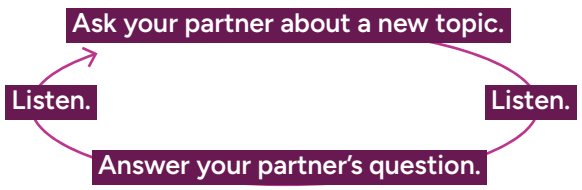
2 Listen to your partner. Write the correct birthday. Underline the correction (the number or the month).

Person	Gloria	Chen	Helena	Susan	Bruno
Incorrect birthday	September 13	November 6	May 9	February 30	January 25
Correct birthday					

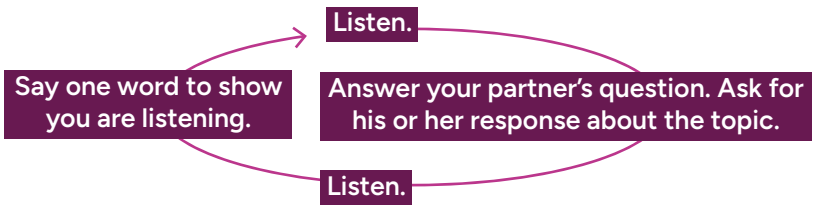
4.3 Exercise 2D Student A

1 Follow the flow chart. Use the topics in the box or your own ideas. Talk about two or three topics.

laptops	music videos
social media	video chat



2 Follow the flow chart. Talk about the topics your partner chooses.



5.3 Exercise 2D Student A

1 **Choose one of the jobs in the box. Don't tell your partner. Then complete the sentences about the job with *always, usually, often, sometimes, hardly ever, or never.***

doctor hotel clerk server student

1 I _____ get up early.
2 I _____ eat at home.
3 I _____ have free time.
4 I _____ work with friends.
5 I _____ read books.
6 I _____ send emails for work.
7 I _____ go to bed late.
8 I _____ work on the weekend.

2 **Your partner is a teacher, salesperson, chef, or artist. Ask questions and guess the job.**

Do you get up early? Always. Do you eat at home? Never. Are you a ... ?

3 **Your partner asks you questions. Answer with one or two words. Your partner guesses your job.**

6.3 Exercise 2D Student A

Give the directions below to Student B. Student B repeats and you listen. Is it correct?

1 Turn left here. Then go straight. It's on the left.
2 It's over there. Go two blocks. Turn right. Then turn right again.
3 Turn left here. Then turn left again. It's on the right.

7.3 Exercise 2D Student A

Imagine you're talking to your partner on the phone. Say the news below, and your partner reacts. Then your partner says some news to you, and you react. Take turns.

1 My new job is really boring.
2 I'm having a cup of coffee.
3 It's my birthday today.
4 My dog is eating my lunch.
5 The people at my new college are friendly.
6 I'm on the subway.

8.3 Exercise 2D Student A

1 **Say the sentences below to your partner. Add information to explain or say more. Then your partner gives his or her opinion.**

- Basketball is/isn't my favorite sport. I mean, ...
- I can/can't read music. It's difficult/easy. I mean, ...
- I like / don't like art. I mean, ...
- I think computer skills are important. I mean, ...

Basketball is my favorite sport. I mean, I can play really well, and it's fun. I don't like basketball. I think soccer is the best sport.

2 **Listen to your partner. Then give your opinion.**

10.3 Exercise 2D Student A

You make a suggestion. Your partner says they can't and gives a reason. Take turns.

Suggestion	Reason
have coffee now	(Your partner)
(Your partner)	go home at lunchtime
have a meeting on Monday	(Your partner)
(Your partner)	go to the supermarket
go shopping on Saturday	(Your partner)
(Your partner)	work late

Let's have coffee now.

I'm sorry, but I can't. I have to go to a meeting.

11.3 Exercise 2D Student A

1 **Ask your partner these questions. Listen to their answers. Then tell your partner the correct answers.**

Question	Answer
What was Leonardo DiCaprio's name in *Titanic*?	Jack Dawson
Where is the singer Carol Konka from?	Brazil
What country is *Crouching Tiger, Hidden Dragon* from?	China
What was Elvis's last name?	Presley
What band is Jisoo in?	BLACKPINK
What was the dog's name in *The Wizard of Oz*?	Toto

What was Leonardo DiCaprio's name in ***Titanic***?

Uh, I think it was Jack. / Um, I have no idea.

It was Jack Dawson.

2 **Answer your partner's questions. Use expressions of uncertainty for answers you don't know or are unsure about.**

Pair work practice (Student B)

1.3 Exercise 5C Student B

1 **You are the hotel clerk. Ask for your partner's information. Complete the hotel card.**

2 **You are Tom, the visitor. Give your information to your partner.**

Hotel information card:
City Bed & Breakfast

First name:	
Last name:	
Number of nights:	
Email:	
Phone number:	
Company/School:	

Hotel information card:
Tree House Hotel

First name:	Tom
Last name:	Delaney
Number of nights:	four
Email:	delaneyt@techmail.com
Phone number:	(437) 555-8812
Company/School:	Warton Homes

2.3 Exercise 3D Student B

1 Listen to your partner say the incorrect birthdays, and then the correct birthdays. Write the correct birthday. Underline the correction (the number or the month).

Person	Akira	Martin	Paulo	Rosa	Jacob
Incorrect birthday	August 15	December 2	June 5	October 21	April 12
Correct birthday					

2 Say a person from the table. Say the incorrect birthday. Then correct yourself.

Gloria. Her birthday is September 13. No, sorry, September 30.

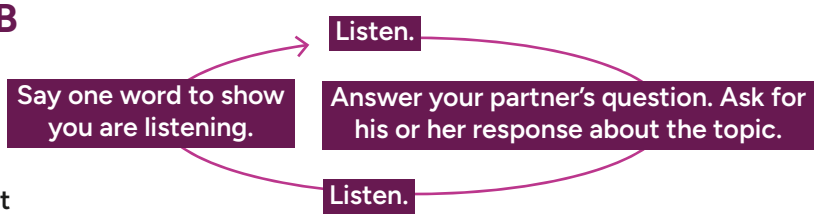
Person	Gloria	Chen	Helena	Susan	Bruno
Incorrect birthday	September 13	November 6	May 9	February 30	January 25
Correct birthday	September **30**	November **16**	**March** 9	February **20**	January **24**

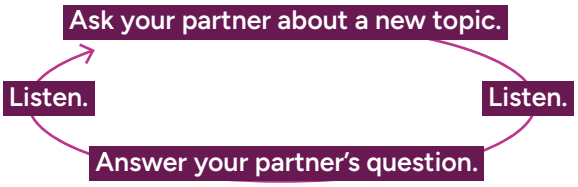
4.3 Exercise 2D Student B

1 Follow the flow chart. Talk about the topics your partner chooses.

2 Follow the flow chart. Use the topics in the box or your own ideas. Talk about two or three topics.

laptops	music videos
social media	video chat





5.3 Exercise 2D Student B

1 Choose one of the jobs in the box. Don't tell your partner. Then complete the sentences about the job with *always, usually, often, sometimes, hardly ever, or never.*

artist chef salesperson teacher

1 I _____ get up early.
2 I _____ eat at home.
3 I _____ have free time.
4 I _____ work with friends.
5 I _____ read books.
6 I _____ send emails for work.
7 I _____ go to bed late.
8 I _____ work on the weekend.

2 Your partner asks you questions. Answer with one or two words. Your partner guesses your job.

Do you get up early? Always.

Do you eat at home? Never.

Are you a ... ?

3 Your partner is a student, doctor, server, or hotel clerk. Ask questions and guess the job.

6.3 Exercise 2D Student B

Give the directions below to Student A. Student A repeats and you listen. Is it correct?

1 Turn left. Go straight. That's San Gabriel Street.
2 Go straight. Then turn right. It's on the right.
3 Turn right here. Turn right again. Then turn left. It's on the right.

7.3 Exercise 2D Student B

Imagine you're talking to your partner on the phone. Your partner says some news to you, and you react. Then you say the news below, and your partner reacts. Take turns.

1. I'm cooking dinner.
2. I'm at a party on the beach.
3. I'm watching TV.
4. I'm working on Saturday and Sunday.
5. I have a new car.
6. My train is three hours late.

8.3 Exercise 2D Student B

1 **Listen to your partner. Then give your opinion.**

Basketball is my favorite sport. I mean, I can play really well, and it's fun.

I don't like basketball. I think soccer is the best sport.

2 **Say the sentences below to your partner. Add information to explain or say more. Then your partner gives his or her opinion.**

- Friday is/isn't my favorite day. I mean, ...
- I like / don't like music. I mean, ...
- I can/can't snowboard. It's difficult/easy. I mean, ...
- I think good food is important. I mean, ...

10.3 Exercise 2D Student B

Your partner makes a suggestion. You say you can't and give a reason. Take turns.

Suggestion	Reason
(Your partner)	go to a meeting
have lunch	(Your partner)
(Your partner)	go out
take a walk after work	(Your partner)
(Your partner)	study this weekend
watch a movie tonight	(Your partner)

Let's have coffee now.

I'm sorry, but I can't. I have to go to a meeting.

11.3 Exercise 2D Student B

1 **Answer your partner's questions. Use expressions of uncertainty for answers you don't know or are unsure about.**

2 **Ask your partner these questions. Listen to their answers. Then tell your partner the correct answers.**

Question	Answer
What was Kate Winslet's name in *Titanic*?	Rose deWitt Bukater
Where is the band BTS from?	South Korea
How many Harry Potter movies was Daniel Radcliffe in?	eight
What is Shakira's last name?	Mebarak Ripoll
What band was John Lennon in?	The Beatles
What animals are in *101 Dalmatians*?	dogs

What was Kate Winslet's name in ***Titanic***?

Uh, I think it was Rose. / Um, I have no idea.

It was Rose deWitt Bukater.

Unit 1 Language summary

Nouns

Countries

Brazil
Chile
China
Colombia
Ecuador
France
Honduras
Japan
Mexico
Peru
South Korea
Spain
The United States
Türkiye (Turkey)

The Alphabet

Aa Bb Cc Dd Ee Ff Gg Hh Ii
Jj Kk Ll Mm Nn Oo Pp Qq
Rr Ss Tt Uu Vv Ww Xx Yy Zz

Personal information

college
company
email address
first name
last name (family name)

Numbers

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

Jobs

artist
chef
doctor
hotel clerk
salesperson
server
student
teacher

Adjectives

Nationalities

American
Brazilian
Chilean
Chinese
Colombian
Ecuadorian
French
Honduran
Japanese
Mexican
Peruvian
South Korean
Spanish
Turkish

Greetings, introductions, goodbyes

Good evening.
Hello. How are you?
I'm fine, thanks. And you?
I'm fine.
(X), this is (Y).
Hi, (Y). Nice to meet you.
Nice to meet you, (X).
See you later.
Bye.

Insider English

My last name is Garcia.
Uh-huh. What's your email address?
Your room number is two-**zero**-one.
My address is seven-**oh**-nine ...

Saying where you're from

I'm Brazilian.
I'm not from Peru.
You're from Mexico City.
You're not from Bogotá.
Am I in room 6B?
Yes, I am. / No, I'm not.
Are you from Tokyo?
Yes, you are. / No, you're not.

Asking for and giving personal information.

What's your first name?
It's Juana/Shima.
What's the name of your college/ company?
It's Garcia College / Warton Homes.
What's your email address?
It's keikoshima@xyz.com.

Checking in to a hotel

Clerk

What's your phone number?
Please sign here.
Here's a pen.
This is the key.
You're in room 6B.

Guest

It's (593) 555-2192.
I'm here for three nights.

Writing a profile

Hello. My name is ...
Hi! I'm ...
I am Peruvian / French / Japanese.
I'm from Türkiye / Honduras / Toronto / Amsterdam.
I am / I'm a teacher / student / salesperson.
The name of my school / college / company is ...
My email is ...

Meeting new people

Role playing

Are you (American)?
Yes, I am. / No, I'm not. I'm ...
I'm from (city).
How do you spell it?
What's your phone number?
It's ... (number).

Agreeing

The person is from (city).
The phone number is ...
It's (name of person).

Discussing

My favorite person is ...
Me, too.

Checking spelling

My name is Paulo Vasques.
How do you spell your first / last name?
How do you spell it?
V-A-S-Q-U-E-S.

Unit 2 Language summary

Nouns

Family

aunt
brother
child
children
cousins
daughter
father (dad)
grandchildren
grandfather (grandpa)
grandmother (grandma)
grandparents
husband
mother (mom)
parents
sister
son
uncle
wife
wives

Months

January February March April May June July August September October November December

Numbers

11 eleven	12 twelve	13 thirteen
14 fourteen	15 fifteen	16 sixteen
17 seventeen	18 eighteen	19 nineteen
20 twenty	21 twenty-one	22 twenty-two
30 thirty	40 forty	50 fifty
60 sixty	70 seventy	80 eighty
90 ninety	100 one hundred	

Days of the month (ordinals)

first	second	third
fourth	fifth	sixth
seventh	eighth	ninth
tenth	eleventh	twelfth
thirteenth	fourteenth	fifteenth
sixteenth	seventeenth	eighteenth
nineteenth	twentieth	twenty-first
twenty-second		thirtieth
thirty-first		

Adjectives

Describing people

boring
friendly
funny
interesting
old
short
shy
smart
tall
young

Adverbs

Making adjectives stronger

really
very

Glossary

both

Talking about your family

Are you both Elizabeth?
Yes, we are.
She's Elizabeth One, and I'm Elizabeth Two!
Is he your husband?
No, he's not.
My husband isn't here.
Are your parents here?
No, they're not.

Describing friends and family

He's not short.
She's not from Miami.
My sister isn't old.
They're not boring!
We're not in Texas.
My parents aren't from Miami.

Asking about ages and birthdays

How old is he?
When's your birthday?
When's his/her birthday?

Saying ages and birthdays

She's eight.
He's three years old.
His party is on March 29.
Miranda's birthday is April 2.

Giving birthday wishes

Happy birthday!

Writing a post about friends in a photo

We're in Seattle, at college.
This is Nuwa, on the left / right.
Guy is next to me.
Guy is between Nuwa and me.
We're four college students in Seattle, and we're in a band.
She's very interesting and smart.

Comparing information about friends and family

Discussing

Hello. / Hi.
My name is ...
True for me.
Not true for me.
Really? *(for surprise)*
Goodbye.

Presenting

(Name) is the same.
(Name) is different.

Correcting yourself

He's twenty. No, sorry, twenty-one.
It's March twenty-first. Sorry, I mean May twenty-first.

Unit 3 Language summary

Nouns

Rooms in a home

bathroom
bedroom
dining area
kitchen
living room
door
floor
picture
wall
window
cat
dog

Furniture and objects

bed
bookcase
chair
couch
desk
lamp
refrigerator
rug
shower
sink
space
television / TV
table

Drinks and snacks

coffee
cookie
milk
sugar
tea

Adjectives

big
boring
cool
funny
great
interesting
new
nice
old
small

Insider English

Sure. A cookie, please.

Talking about your home

Welcome to my home.
This is your bedroom.
This is her bedroom.
This is his bedroom.
This is their bedroom.
This is my parents' bedroom.
Milka is our cat.
T-Rex is Sergiy's dog.
This is my apartment. Its windows are old, but its doors are new.

Talking about furniture

It's great for college students.
This desk isn't just a desk.
This couch and table are good for a small space.
It's a nice table for dinner.

Offering and accepting a drink and snack

Making offers

Coffee or tea?
With milk?
Sugar?

Replying to offers

Coffee, please.
No, thanks.
Yes, please.

Writing an email about a home-share

Where is it?
How many bedrooms/bathrooms are in it?
How many people are in the house?
Are they students?
The house is on …
It's big, with four bedrooms, three bathrooms, and a big kitchen.
Three people live in the house.
They are students at …

Choosing things for a home

Discussing

This is the kitchen/living room …
It's good for him.
It's not good for him.

Preparing

Where's a good place for a (couch/…)?
In the living room?

Deciding

What's important for Jason?
What about this (TV)?
This is a big/small (TV).
This TV is good for Jason.
It's $250. *($ = dollars)*
I agree. / I don't agree.
It's expensive. *($$$)*
It's cheap. *($)*
Good idea!

Asking about words you don't understand

Sorry, I don't understand. What's a (word)?

Unit 4 Language summary

Nouns and noun phrases

Technology

app
camera
phone
earphones
(computer) game
laptop
smartwatch
tablet
... on my phone / tablet
... on my computer / laptop
... on my smartwatch
... on the internet

Music

band
songs
singer

Adjectives

famous
popular

Verbs and verb phrases

Talking about your favorite things

have
like
love
want

Using technology

buy apps / games / music / movies
call friends / family
chat with friends / family
listen to music / podcasts
play games
post photos / comments
read emails / messages
send emails / (text) messages
leave voice messages / comments
use apps / social media / technology
watch movies / videos / TV

Insider English

What else? Do you listen to music on your phone?
I call family and send messages to my friends. That's about it.

Glossary

product review

Talking about your favorite things

I love this idea.
I don't love it.
I have a water bottle.
I don't have a smartwatch.
You want this app.
You don't want a new tablet.
We love the Earth.
We don't love our phones.

Saying how you use technology

Do I post good photos?
Yes, you do. / No, you don't.
Do you use social media?
Yes, I do. / No, I don't.
Do you and your friends chat online?
Yes, we do. / No, we don't.

Talking about how you communicate

Asking about a new topic

What about email?
Do you post photos?
Do you send cards / use social media?

Asking for a response

Do you post photos, too?
How about you?
What about you?
And you?

Writing product reviews

They're great (earphones), but they are expensive.
I don't like it because it's ...

Talking about your favorite music

Discussing

This song is my favorite.
Me, too!
I don't like this song.

Agreeing

What music do you have on your list?
I have ... on my list.
Let's have this song on the list.
I don't want this song on the list.
What do you think?

Deciding

Do we want ... or ... ?
Here are our ten songs for the party playlist.

Showing you are listening

Right.
Yeah.
OK.

Unit 5 Language summary

Nouns and noun phrases

Days of the week

Monday Tuesday Wednesday
Thursday Friday Saturday Sunday

Times of day

afternoon
evening
morning
night
the weekend
weekdays
at night
in the morning / afternoon / evening
on Monday / Thursday / the weekend / weekdays
from Monday to Friday

Verbs and verb phrases

Everyday activities

drink coffee / tea
eat / have breakfast / lunch / dinner
get up
go out
go to bed / work / classes
play soccer
run
study
work

Telling the time

It's eight o'clock.
It's five fifteen.
It's three-thirty.
It's ten forty-five.
It's (a) quarter after five.
It's (a) quarter to eleven.
It's nine-oh-five.
It's six fifty.
It's twelve p.m.
It's 12:00 a.m.
It's five after nine.
It's ten to seven.
It's noon.
It's midnight.

Adverbs of frequency

always
hardly ever
never
often
sometimes
usually

Glossary

after
before
every
late
routine
tired
way of life

Talking about weekday and weekend activities

Sam works Monday to Friday.
She chats with family in the afternoon.
They have fun in the evening.
He doesn't work on the weekend.
She doesn't chat with friends at work.
They don't have fun at work.

Telling the time and talking about your routines

Do you go out with friends?
Do I have class today?
Does he go to classes every day?
Does your tablet have good apps?
Do they have dinner before you?
How do I get to class?
What time do you go out with friends?
When does he go to classes?
What does it do?
Where do they eat dinner?

Showing you agree

I agree.
That's true.
That's right.
Yeah, I know.

Showing you have things in common

Me, neither.
Me, too.

Comparing

Preparing

Which ... is your favorite?
... is my favorite.

Discussing

I have a ... life.
I get up / have breakfast at ...
I work from ... to ...
Before/After work, I ...
I have free time from ... to ...

Deciding

... is good for me because ...
I like / don't like ... because ...
I want ... on the weekends / in the evenings.
I like long/short work days.

Short answers with adverbs of frequency

A Do you always run at lunch?
B Usually. And what about you? Do you run?
A Hardly ever.

Unit 6 Language summary

Nouns

Places in cities

bookstore
café
college
hospital
hotel
mall
movie theater
museum
park
restaurant
school
store
supermarket
zoo

Nature

beach
desert
flower
forest
grass
hill
island
lake
mountains
ocean
plants
river
snow
tree

Verbs

Insider English

No way! Central Park is great.

Glossary

neighborhood

Talking about places in the city

There's no restaurant in my hotel.
There's a zoo in the park.
There's a nice café near here.
There are some interesting museums near the park.
There are a lot of good places to see on the weekend.
no = zero
a/an = one
some = a small number
a lot of = a large number

Talking about nature

Count nouns

There's an ocean near here.
There's a river in my city.
There are no oceans near here.
There are two rivers.
There are some plants.
There are a lot of flowers.

Non-count nouns

There's no / some / a lot of grass.
There's no / some / a lot of water in the ocean.

Asking for directions

Where am I? / Where are we?
I don't understand the map.
Where's Garcia Moreno Street?
Is it near here?
Excuse me? Is this Garcia Moreno Street?

Giving directions

Turn left/right (here).
It's that way.
Go one block / three blocks.
Go straight.
It's on the left / right.
It's over there. / It's here!
That's Garcia Moreno Street.
Look on your phone. Zoom in / Zoom out. It's here.

Writing a fact sheet

It has a lot of interesting animals and birds.
It is a nice, big forest.
Tijuca Forest is very important to Rio de Janeiro.

Planning a new neighborhood for a city

Discussing

I have children. A school is really important.
What about ...?
Me, too.
I agree. / I disagree.
I think ... is good for the neighborhood.
I want ... for the neighborhood.
I like / don't like ...
I think ... are very important / not very important.

Presenting

We want ...
Everyone in the class likes ...

Checking information

It's that way. Turn left here. Go one block, and then turn right.
So, turn left here. Go one block, and then turn right.

Unit 7 Language summary

Verb phrases

Activities around the home

brush my teeth/my hair
clean the kitchen/my room
cook breakfast/lunch/dinner
do my homework/the dishes
help my daughter/my father
take a bath/a shower
wash my hair
wash the car/the dog

Transportation

be at the bus stop/train station
be on the bus/train/subway
carry a bag
drive
go to the mall/a store/your parents' house
ride your/my bike
take the bus/train/subway
wait
walk

Insider English

Say happy birthday for me.

Glossary

noise
running late
studio

Talking about activities around the house/things happening now

I'm cooking breakfast right now.
Stevie isn't drinking his milk.
You're not eating your breakfast.
They're learning a lot at school this year.

Asking and answering questions about travel

Are you going to work?
Is she carrying a plant?
Are they waiting at the bus stop?
Why is he carrying a plant?
Who are they waiting for?
What are you doing?

Sharing news on the phone

Answering the phone and greeting people

Hello.
Hi, Jennifer. It's Luana.
Hey, Luana!

Asking people how they are

How's it going?
How are you doing?
How are you?

Responding

Not, bad, thanks.
Good, thanks.
I'm fine.

Writing a post about things happening now

I'm cooking dinner for my cousins.
And I'm making a cake, too.
My wife is helping me.
She's cleaning all the mess I'm making.
And she's taking photos of me, too.
Also, my son is helping. But not in the kitchen.

Asking what people are doing these days

Preparing

I like/don't like ...
I think ... is interesting/boring.
And you?

Role playing

Hi, [name]. How's it going?
Hey, [name]! What are you doing these days?

Agreeing

... is a popular topic.
A lot of people are doing ...

Reacting to news

A I have a new job. **B** Oh, wow!
A I'm busy. **B** Oh.
A My apartment is very expensive. **B** Oh, no!

Unit 8 Language summary

Nouns and noun phrases

Work

company
coworkers
meetings
office
take breaks
think
workers
work from home

Verbs and verb phrases

Skills

dance
draw
fix things
paint
play the guitar
read music
sing
skateboard
snowboard
speak two languages
surf
swim

Insider English

So, Mia. You know it's your mom's birthday next month, right?

Glossary

noise
robot
terrible

Talking about your skills and abilities

I can swim.
She can draw.
We can surf well.
I can't play the guitar.
He can't sing well.
They can't read music.
Can you fix things?
Can he surf well?
Can they speak two languages?

Saying what you can and can't do at work

You can work from home on Friday.
The company can save money.
They can't take breaks at their desks.
What can't they do in the office?
How can companies make their workers happy?
Where can we have a meeting?

Saying why you're the right person for a job

Asking for opinions

What do you think?
Why do you think (that) … ?

Giving opinions

I think so.
I don't think so.
I think (that) …
I don't think (that) …

Writing an online comment with your opinion

I think … is right.
… is right, too. She says, "…"
She also says, "…"

Talking about what people are good at

Discussing

Where can people cook really well?
(Chinese) food is always great.
I think people can (cook) really well in (Rome and Naples).
What do you think?

Deciding

What can we do really well in this country?
We can … well.
I agree. / I disagree.
Our three skills for the video are …

Agreeing

What are your ideas?
Good idea!
Our three favorite skills are …

Explaining and saying more about an idea

A company is a big team. I mean, it's a group of people, and you work with them every day.
I can speak two languages. I mean, I speak Spanish and English.

Unit 9 Language summary

Nouns

Travel
boat
country
farm
plane
ranch
ticket
tour
town
vacation

Travel arrangements
airport
destination
flight
online
trip

Verbs

Travel arrangements
arrive
buy
check in
fly
leave
stay
travel

Insider English

At an airport: Where is the men's restroom?

At a friend's house: Sorry, where's your bathroom?

Glossary

local
high-speed
tour guide
travel guide
wonderful

Talking about travel and vacations

This ticket is expensive.
We're at this cool ranch.
These birds are funny.
I don't like these photos.

Making travel plans

I like to do the right thing.
You need to check in before the flight.
We want to leave on Friday.
She wants to take a bus.
He has to buy tickets.
My mom likes to sleep on a flight.

Asking for and giving information in a store

Asking for information

Where are the travel guides, please?
How much is that?
Is it the same price, $19.99?
What time does the café open?
Where is the men's restroom?

Giving information

It's $19.99.
They're two for $35.
It opens in about ten minutes.

Writing a review of a place

This island is really nice.
It's not very big, bit there's a lot to see and do.
Hike to the top of the mountain.
Don't touch them.
The island is famous for ...
You can see a lot of stars.

Planning a vacation for someone

Discussing

I think [name] likes to ... on vacation.
What do you think [name] likes to do?
My three ideas for [name] are ...
I agree. / I disagree.
Let's think of one new idea for [name].

Deciding

A good thing to do is ...
A good place to go is ...
On the first day, they can ...

Agreeing

We're planning a vacation for ...
This is our plan.
Our favorite plan is ... because it's interesting/fun/nice.

Asking someone to repeat something

Where are the travel guides?
Sorry, can you say that again?

Unit 10 Language summary

Nouns

Clothes

boots
coat
dress
hat
jeans
pants
shirt
shoes
shorts
skirt
sweater
T-shirt

Seasons

dry season
fall
rainy season
spring
summer
winter

Verbs phrases

Going out

eat outside
get together with friends
go shopping
have a picnic
look at art
meet someone at the airport
take a walk
take someone out to dinner

Insider English

Oh, I know! I can borrow some of my sister's clothes.

Glossary

borrow
sunrise
surprise
thrift store

Making outdoor plans for the weekend

I'm going to be home tomorrow.
I'm not going to be home tonight.
It's going to be busy at the park.
It isn't going to be busy at the park.
You're going to meet me at the airport.
My friends aren't going to go shopping.
We're going to get together with some of my friends.
They're not going to eat outside this weekend.

Discussing plans

Are you going to take some sweaters?
Yes, I am. / No, I'm not.
Is she going to see a friend?
Yes, she is. / No, she's not.
What are you going to take?
When are you going to leave?
Where is she going to go?
Who are you going to meet?

Suggesting plans

Making suggestions

Why don't we go out tonight?
Let's meet at the hotel.

Accepting suggestions

OK, sounds good.
Good idea.
Yes, sure.

Refusing suggestions

I'm sorry, but I can't.
Sorry, I'm busy.

Writing an online invitation

You're not going to ...
Don't be late!
Don't eat ...
We're going to ...
It's a great place for ...
Why don't we ...?

Planning and presenting a fun weekend

Researching

Let's talk about the summer / February / the rainy season.
What fun things can we do during the day / at night / outside?

Discussing

We're going to have breakfast in the park.
Are you going to have a picnic?

Presenting

We're planning a fun weekend in (season/month).
First, we're going to ...
On Saturday/Sunday, ...

Saying why you can't do something

I'm sorry, but I can't. I have to go home first. How about eight-thirty?

Unit 11 Language summary

Adjectives

Colors

black
blue
brown
gray
green
orange
pink
purple
red
white
yellow

Adjectives

People, places and things

awful
beautiful
cute
exciting
fast
new
noisy
quiet
slow
wonderful

Insider English

Where was the green phone? Oh, yeah! It was at my grandmother's house.

Oh, yeah, and my bedroom walls were pink and green.

Glossary

actor
autograph
childhood
keep
memories
remember
ugly
yard

Describing people, places and things in the past

I was in the yard.
I wasn't in the house.
She was on time.
He wasn't on time.
It was new.
It wasn't old.
They were fast cars.
They weren't slow cars.
We were on vacation.
You weren't on vacation.

Talking about colors and memories

Were you at home?
No, I wasn't.
Was the phone in the kitchen?
Yes, it was.
How old were you?
I was two.
What color were the walls?
They were orange.

Expressing uncertainty – very unsure

I have no idea.
I'm not sure.
I don't know.

Expressing uncertainty – a little unsure

Her first name begins with Z, I think.
I think her name begins with Z.
Maybe it's Zoe Saldaña?

Writing an email about things you keep from your past

Do you remember this ...?
There was also ...
Your old ... was in the ...

Talking about TV shows from your childhood

Discussing

I remember ... from my childhood.
What about you?
Let's talk about the characters in ...
What were their names?
I liked that show because ...

Agreeing

What do you remember?
A lot of people remember ...
I remember ...

Presenting

We're talking about ...
Our show was really popular.
It was on TV in (year).

Taking time to think

Um, I have no idea.
Let me think. Maybe it's Zoe Saldaña?

Unit 12 Language summary

Nouns

Dairy products
butter
cheese
Desserts
chocolate cake
ice cream
Drinks
juice
soda
water
Fruit and vegetables
apple
banana
black beans
coconut
green beans
orange
pineapple
potato
tomato
Grains
bread
crackers
rice
Meat and main meals
beef
chicken
eggs
fish
lamb
pizza
steak
Snacks
sandwich
soup

Insider English

server
waiter
waitress

Glossary

food stand
hungry
iced tea
more

Talking about snacks and small meals

I arrived on time.
She arrived at 9:00 a.m.
They wanted sandwiches for lunch.
We listened to music on the bus.
Yesterday, I took the bus to the city.
He had some soup in the afternoon.
I drank a bottle of warm water.
You ate some crackers.

Talking about meals in restaurants

I didn't like the potatoes.
She didn't drink soda.
They didn't eat at the park.
We didn't try the cake.
Did you have soda?
Yes, I did. / No, I didn't.
Did she like the potatoes?
Yes, she did. / No, she didn't.
Did they eat ice cream?
Yes, they did. / No, they didn't.
What did you drink?
Why did she order fish?
Where did they eat?
When did they write a review?

Using polite language at mealtimes

Offering food and drink
Do you want some more?
Would you like some potatoes?
What would you like to eat / to drink?
What would you like for dessert?
Requesting food and drink
Can I have some bread, please?
Please pass the butter.
I'd like the chicken and rice, please.
Do you have iced tea?
Responding to requests
Of course.
Here. / Here you are.
All right. / OK.
We have small and large iced teas.

Writing a restaurant review

This is a nice / good restaurant.
I had …
My brother / friend had …
The … was good / OK.
The servers were (really) nice / (so) friendly.
We were (really) happy with our meal.
He liked his meal.
It wasn't expensive.
The price was OK – not cheap, but not expensive.

Creating a menu

Deciding
OK. First, what's the name of our food truck?
What kind of food do we have?
Let's plan a great menu. We can have …
Role playing
Welcome to our . . .!
What would you like to eat/drink?
Do you have … ?
So, you would like …
Presenting
We got great food from a food truck. Its name was . . .
We liked / didn't like …
Our favorite menu is … because …

Using *so* and *really* to make words stronger

I really like this fish. It's so good!
I'd like a large iced tea. It's so hot today.

Student's Book audio scripts

Track 1.08
Lesson 1.3, page 7, Exercises 3A and 3B

Man Hello. Welcome to the Westside Hotel. What's your name?
Woman My name is Lisa Carlton. I'm here for two nights.
Man How do you spell your last name?
Woman C-A-R-L-T-O-N.
Man Ah, yes. Here you are. What's your phone number?
Woman It's (555) 889-3245.
Man OK. Thank you. And what's your email address?
Woman It's lcarlton01@bestmail.com.

Track 1.09
Lesson 1.3, page 7, Exercise 3C

Woman How do you spell your last name?
Man What country are you from? How do you spell it?
Woman What's the name of your school? How do you spell it?

Track 2.09
Lesson 2.3 page 17, Exercises 3A and 3B

Woman How old is your daughter?
Man She's thirty. No, sorry, thirteen!
Woman Thirteen. OK!

Track 2.11
Lesson 2.4, page 18, Exercise 1B and 1C

Isabel So, Linda – here's my band!
Linda Wow! Are you good?
Isabel No! Well, we're not *bad*.
Linda And where are you, in this photo?
Isabel We're not in Las Vegas! We're in Seattle, at college.
Linda Are they your friends from college?
Isabel Yeah. This is Joshua, on the right.
Linda Yeah?
Isabel He's really funny.
Linda Great! And this is … ?
Isabel This is Nuwa, on the left.
Linda OK.
Isabel She's really smart. And I'm here, and Guy is next to me. He's between Nuwa and me.
Linda Sorry, what's his name?
Isabel Guy. He's really cool … but he's shy.
Linda He's a shy Guy!
Isabel Yeah!

Track 2.12
Lesson 2.4, page 18, Exercise 3A

Woman **Here's** my band.
Man **We're** in Seattle.
Woman **He's** really funny.
Man **You're** great!

Track 3.06
Lesson 3.3, page 27, Exercises 3A and 3B

Woman Coffee or tea?
Man Tea, please.
Woman Sugar?
Man Yes, please.
Woman Milk?
Man No, thanks.
Woman OK. And a biscuit?
Man Sorry, I don't understand. What's a … biscuit?
Woman This is a biscuit.
Man Oh, a cookie.
Woman Yes. In the United States, it's a cookie. Here in Australia, it's a biscuit.
Man OK! So, yes, please.
Woman Here you are.

Track 4.06
Lesson 4.3, page 39, Exercises 2B and 2C

Woman Do you talk to your family on the phone?
Man Well, I talk to my parents on the phone. They're 81 years old.
Woman OK.
Man So they don't like computers. They like the phone.
Woman Yeah.
Man But I send emails to my son and daughter.
Woman Right.

Track 4.09
Lesson 4.4, page 40, Exercises 1B and 1C

Woman 1 I have two TVs. This one is in my bedroom, on my desk. I like it because it's small. I don't like big TVs. Also, it's not expensive. $99 is a good price. It's cheap, but it's nice.
Man I love games, and this tablet is great for games. It's really fast, and it has a nice design. It's $625. Not cheap. But it's expensive because it's a great product. I love it.
Woman 2 This is an app for photos. You take a photo. Then you change it with the app, but it's difficult, and the photos aren't good. A bad app? Yes! Sorry, but I don't like it.

Track 5.06
Lesson 5.3, page 49, Exercises 2B and 2C

Man You run, right?
Woman Yeah, every morning.
Man So do you get up early?
Woman Usually.
Man On weekends, too?
Woman That's right.
Man No way!
Woman Do you get up early on weekends?
Man Never!

Track 6.06
Lesson 6.3, page 59, Exercises 2A and 2B

Man Excuse me. Is the City Hotel near here?

Woman Yes. Turn left here. Go straight. It's on the right.

Man So, turn left here. Go straight. It's on the right.

Woman Yes.

Track 6.07
Lesson 6.3, page 59, Exercise 2C

Woman1 Turn right here. Then turn right again.

Man Go one block. Then turn left.

Woman1 Go straight. Turn left. Then turn right.

Man Go three blocks. It's on the left.

Track 6.11
Lesson 6.4, page 60, Exercises 1B and 1C

Yasmin Welcome to "Walk with Yasmin." Where am I today? Well, there are some tall trees and a lot of big plants here. And do you hear the water? There's a river near me, too. And listen! There are a lot of interesting animals here. But I'm not in a zoo.

I'm on a mountain in a forest. But trees and animals aren't the only things near me. There's an ocean and some beautiful beaches. And there are people, too. More than six million people! And a lot of buildings – hotels, stores, and restaurants.

So where am I? This is Tijuca Forest, in the big, busy city of Rio de Janeiro.

Track 7.06
Lesson 7.3, page 71, Exercises 2B and 2C

Man I'm in my car.

Woman Oh.

Man I have a new car...

Woman Oh, wow!

Man Yeah, but I have a problem with it. A big problem.

Woman Oh, no! OK, where are you?

Track 8.06
Lesson 8.3, page 81, Exercises 2B and 2C

Coach So, Lori, why are you the right person for the dance team?

Lori Because I work really hard. I mean, I dance about two hours a day.

Coach I see. And can you meet in the mornings?

Lori Oh, yes. I'm not busy. I mean, I work in a restaurant at night, but I have free time in the morning.

Coach OK. Great.

Track 8.09
Lesson 8.4, page 82, Exercises 1B and 1C

Chris Today on *Technology Talks* I'm with Joanna Ramos. She's from ITCI – a computer company. Welcome, Joanna.

Joanna Thank you, Chris.

Chris Joanna ... a big question: Can computers take all our jobs? What do you think?

Joanna Well, first, I think there's another question. What can computers do? Some examples: They can make things. They can talk. They can check us out at the supermarket. They can write texts. Computers can even make other computers.

Chris They can do a lot of things.

Joanna Yes, they can. But ... they can't do those things 100% of the time. Computers can write texts, but people tell them what to write. And the texts aren't always good. Computers check people out at the supermarket. But they can't always help with problems. Workers do that. And, OK, computers can talk, but they can't always understand us. My phone doesn't always understand me.

Chris And now for a question I hear a lot. Can computers think?

Joanna Yes, they can. They can think, and they can learn. But not like we do. Computers can't dream or imagine. I mean, they can't today!

Chris Well, OK. So *are* computers taking a lot of jobs?

Joanna I don't think so. They are taking *some* of our jobs. But *people* design computers and computer programs. Also, people check texts from computers. And people's voices are the computers' voices. So there are a lot of new jobs, too.

Chris *A lot* of new jobs? Is that true? I don't think that I've read that ...

Track 8.10
Lesson 8.4, page 82, Exercise 2A

Woman What can computers do?

Woman They can make things.

Woman They can't do those things 100% of the time.

Track 8.11
Lesson 8.4, page 82, Exercise 2B

Woman Computers can write texts.

Woman They can talk.

Woman Computers can't dream or imagine.

Woman They can't always understand us.

Track 9.06
Lesson 9.3, page 91, Exercise 2B

Woman Excuse me. How much is this phone?

Man It's usually $650, but today it's just $600.50.

Woman Sorry, can you repeat that, please?

Man It's usually $650. Today it's just $600.50.

Woman Oh! Good price!

Track 10.07
Lesson 10.3, page 103, Exercises 2B and 2C

Man Why don't we have a meeting on Monday?

Woman I'm sorry, but I can't. I have to help my parents on Monday. How about Tuesday?

Man OK. Let's meet on Tuesday.

Track 10.11

Lesson 10.4, page 104, Exercises 1B and 1C

Presenter This week on *Let's Take a Tour*, I'm in a city that never sleeps. No, this isn't New York. I'm in Montevideo – the capital city of Uruguay. And this *really* is a day-and-night city. Now, we're not far from the Pocitos neighborhood. Pocitos is a *great* place to go out at night in Montevideo. It has restaurants, cafés, places to go dancing … but I'm not going to go dancing now. Let's wait for tonight! First, we're going to walk by the ocean in Old City.

Old City is … an *old* neighborhood, of course. It has some beautiful buildings and some really interesting museums. So come on! Let's take a tour … in Montevideo.

Track 10.13

Lesson 10.4, page 104, Exercise 2B

Man 1 We're gonna visit some museums.

Man 2 We're not going to a restaurant. We're going to a café.

Woman 1 We're gonna walk around the Old City.

Woman 2 We're going to go out in the Pocitos neighborhood.

Track 11.06

Lesson 11.3, page 113, Exercises 2B and 2C

Woman What was your favorite concert?

Man Let me think … it was BTS. It was very exciting!

Woman What year was it?

Man Uh, 2018, I think.

Track 12.06

Lesson 12.3, page 123, Exercises 2B and 2C

Man I really like this bread. It's so good.

Woman1 That's true.

Man Let's ask for more.

Woman1 Are you sure? You have steak and potatoes and …

Man But this bread is great, Mandy. It's so warm. Excuse me! Can we have more bread, please?

Track 12.10

Lesson 12.4, page 124, Exercises 1B and 1C

Mara So, Eric, where do you want to eat?

Eric Why don't we go to Fish Around? I'm hungry, and it's near here.

Mara No. I mean, I love their food, but I ate there last week. How about Kayla B's Kitchen?

Eric Ugh, no. I went there with Freddy in November. My steak was awful, and the servers were really slow.

Mara OK. Well, we can try a new place. What else is near here? Let's look on the app.

Eric Good idea. OK, there are a lot of places near here. Do you want Chinese, Mexican, or Italian food?

Mara Uh … Mexican, I think.

Eric We can try Tio's Tacos. It's not very expensive, and it has good reviews.

Mara How many stars does it have?

Eric Four.

Mara That's good! What do the reviewers say?

Eric Let's see … One man says, "My meal was great, and the servers were really friendly." And a woman says, "The food is really good. I didn't get any dessert, but the chocolate cake looked wonderful. And the fruit juices …"

Mara OK, OK. You don't need to read more. Let's go!

Track 12.12

Lesson 12.4, page 124, Exercise 2B

Man /dʒu/ want some dessert?

Woman I don't wanna go to class today.

Man /dʒu/ wanna go to Fish Around?

Workbook answer key

Unit 1 I am ...

1.1 I'm Brazilian. And you? *pages 2–3*

1 VOCABULARY: Countries and nationalities

A **1** Peruvian **2** Japan **3** Honduras **4** Spanish **5** Colombia **6** Brazilian **7** China **8** Turkish **9** the United States **10** South Korean **11** Chilean **12** Mexican **13** Ecuadorian **14** French

2 GRAMMAR: *I am, you are*

A **1** am **2** Are **3** Are **4** 'm **5** 're **6** 'm

B *Luis* Hello! [1]**Are you** Ana?
Ana Yes, [2]**I am**.
Luis Hi, [3]**I'm** Luis. I'm from Lima. And you?
Ana Oh, [4]**you're** Peruvian. I [5]**'m** Brazilian.
Luis [6]**Are** you from Rio?
Ana No, [7]**I'm not**. I'm from the capital city.
Luis Are [8]**you** from Brasília?
Ana Yes, I am.

3 GRAMMAR AND VOCABULARY

A Possible answers:
1 I'm not a teacher.
2 I'm a student.
3 I'm from Kyoto. OR I'm not from Kyoto.
4 I'm not American. OR I'm American.
5 I'm Turkish. OR I'm not Turkish.
6 I'm from Chile. OR I'm not from Chile.

B Answers will vary.

1.2 What's your last name? *pages 4–5*

1 VOCABULARY: The alphabet; personal information

A **1** Palmira
2 Fernandez
3 Hotshot
4 Agostino
5 Max@mymail.org

B **1** d **2** c **3** a **4** e **5** b

C **1** My college is John Hopkins University.
2 My company is Microsoft.
3 My email address is marcoravella@mymail.org.
4 My last name is Ravella.
5 My first name is Marco.

2 GRAMMAR: *What's ...?, It's ...*

A **1** What's **2** It's **3** What's **4** What's **5** It's **6** It's

B **1** **What's** your first name? **It's** Mike.
2 **What's** your last name? **It's** Ramirez.
3 **What's** the name of your **college**? It's Nippon College.

3 GRAMMAR AND VOCABULARY

A *Jae* Hello. What'**s** your last name?
Aldo It's Santos. S-A-N-T-O-S.
Jae Uh-huh. What's your first name?
Aldo It**'s** Aldo.
Jae And what's your email address?
Aldo **It's** aldosantos@mymail.org.

B Possible answers:
1 It's Montero. **2** It's Marisol. **3** It's mmont@mymail.org.

1.3 This is the key *pages 6–7*

1 FUNCTIONAL LANGUAGE: Checking into a hotel

A *Clerk* Hello. [1]**Welcome** to the Capital Hotel.
Aiko Hello. I'm Aiko. I'm here for two [2]**nights**.
Clerk What's your [3]**last** name, Aiko?
Aiko It's Kato. K-A-T-O.
Clerk Ah, yes. Aiko Kato. What's your [4]**cell phone number**, Aiko?
Aiko It's (415) 555-1968.
Clerk And [5]**what's** your email address?
Aiko [6]**It's** kato35@mymail.org.
Clerk Thank you. One moment. Please [7]**sign** here.
Aiko OK.
Clerk [8]**This is** the key. You're in [9]**room** 10F.
Aiko Great. Thank you.
Clerk You're welcome.

2 REAL-WORLD STRATEGY: Checking spelling

A **1** How do you spell Gonzales / your last name?
2 What's your email address?
3 How do you spell Martin / the name (of your company)?

3 FUNCTIONAL LANGUAGE AND REAL-WORLD STRATEGY

A

	A hotel clerk	A hotel guest	A hotel clerk OR hotel guest
1 Good afternoon.			✓
2 Welcome to Plaza Center Hotel.	✓		
3 What's your name?	✓		
4 How do you spell your last name?	✓		
5 I'm here for three nights.		✓	
6 What's your phone number?	✓		
7 Here's the key.	✓		
8 You're in room 316.	✓		
9 Thank you.			✓
10 You're welcome.			✓
11 My name is Daniel Williams.		✓	

B Possible conversation:

Daniel Hello.
Hotel clerk Hello. Welcome to Plaza Center Hotel.
Daniel Thank you. I'm here for one night. My name is Daniel Williams.
Hotel clerk How do you spell your last name?
Daniel W-I-L-L-I-A-M-S.
Hotel clerk And what's your nationality, Mr. Williams?
Daniel I'm American.
Hotel clerk What's your cell phone number?
Daniel It's (212) 555-9900.
Hotel clerk Thank you. Please sign here.
Daniel OK.
Hotel clerk Here's the key. You're in room 316.
Daniel Thank you.
Hotel clerk You're welcome.

1.4 My profile *pages 8–9*

1 VOCABULARY: Jobs

A 1 Yes, I am. **2** No, I'm not. I'm a doctor. **3** No, I'm not. I'm a chef. **4** Yes, I am.

2 READING

A ✓ 1, 2, 4, 5

3 WRITING

A 1 A Hello B Hello OR Hi
2 A Hi OR Hey B Hi OR Hey

B 1 I'm Carla Nobrega.
2 I'm a Brazilian artist.
3 My home is in Miami.
4 I'm from Fortaleza in Brazil.
5 I'm Brazilian and American.
6 I'm a teacher.
7 The name of the school is Miami Art School.
8 My students are from the United States, Canada, Mexico, and Brazil.

C Possible answers:

1 I'm not Carla Nobrega. I'm Lisa Chong.
2 I'm not an artist. I'm a student.
3 My home is not in Miami. My home is in Los Angeles.
4 I'm not Brazilian. I'm South Korean.
5 I'm not from Fortaleza. I'm from Seoul.

Unit 2 Great people

2.1 A family party *pages 10–11*

1 VOCABULARY: Family; numbers

A 1 father **2** grandmother **3** brother **4** children **5** sister **6** wife **7** son **8** daughter **9** aunt **10** grandfather **11** mother **12** uncle

B

13 – thirteen	50 – fifty
18 – eighteen	65 – sixty-five
47 – forty-seven	46 – forty-six
16 – sixteen	100 – one hundred
82 – eighty-two	15 – fifteen
19 – nineteen	93 – ninety-three
60 – sixty	11 – eleven
94 – ninety-four	12 – twelve
88 – eighty-eight	24 – twenty-four
30 – thirty	71 – seventy-one
55 – fifty-five	10 – ten
29 – twenty-nine	39 – thirty-nine
70 – seventy	14 – fourteen

2 GRAMMAR: *is/are* in statements and *yes/no* questions

A Hello! My name [1]is Kiara. I live with my parents and sister in Querétaro, but we [2]are from Veracruz. We [3]are Mexican. Our new city [4]is beautiful! My grandparents [5]are from Córdoba. My father [6]is a chef, and my mother [7]is a teacher. My sister [8]is 18 years old. My sister and I [9]are college students.

B 1 Is your name Vanessa?
No, it's not. It's Kiara.
2 Are you from Córdoba? No, I'm not. OR No, we're not.
3 Are you Mexican? Yes, we are.
4 Are your grandparents from Córdoba? Yes, they are.
5 Is your father a teacher?
No, he's not. / No, he isn't. He's a chef.
6 Is your sister 21? No, she isn't. / No, she's not. She's 18.

C Possible questions and answers:

1 Is your mother a teacher? Yes, she is.
2 Are you and your sister college students? Yes, we are.

3 GRAMMAR AND VOCABULARY

A Possible questions:

1 Is your mother American?
2 Are your cousins here?
3 Is your brother a student?
4 Is your mother a doctor?
5 Are you Japanese?
6 Are your grandparents from Tokyo?
7 Are you from China?
8 Is your father a teacher?

2.2 They're really funny! *pages 12–13*

1 VOCABULARY: Describing people; *really/very*

A 1 old **2** young **3** boring **4** interesting **5** short / tall **6** tall / short **7** shy **8** funny **9** smart **10** friendly

B 1 b **2** c **3** c **4** a

2 GRAMMAR: *is not / are not*

A 1 He's not / He is not **2** He's not / He is not
3 We're not / We are not **4** They're not / They are not
5 She's not / She is not / It's not / It is not **6** It's not / It is not / He's not / He is not

B 1 My parents aren't from Florida, and they're not from the United States. They're from Ecuador.
2 My dad isn't boring. He's very funny!
3 My mom isn't tall, but she's very smart.
4 My dad is good at math, but he's not / he isn't a Math teacher. He's an English teacher at Dade College.
5 My brother, Ben, is nine. He's not / He isn't shy. He's very interesting.
6 My sister isn't in the picture. Andrea isn't in Florida this summer. She's in Ecuador with my grandparents.

3 GRAMMAR AND VOCABULARY

A Possible answers:

1 My mother isn't very tall. My father is tall.
2 My parents are very friendly.
3 My father is tall.
4 My grandparents are interesting.
5 My cousins are really shy.
6 My sister isn't tall.
7 My brother is young.
8 My best friend is really smart.
9 My teacher is funny.

2.3 When is your birthday? *pages 14–15*

1 FUNCTIONAL LANGUAGE: Asking about and saying ages and birthdays

A *Marc* Today is my birthday.
Selma Happy birthday, Marc!
Marc Thanks. Oh, Selma. This is my son, Mateo.
Selma Hello, Mateo. My name is Selma. How old are you?
Mateo I'm eight, and my sister is five years old.
Selma Oh, wow! When is your birthday, Mateo?
Mateo It's on December 5.
Selma You're seven this month? Happy birthday!

B **1** four, fourth **2** thirty, thirtieth **3** one, first **4** twenty-two, twenty-second **5** thirty-one, thirty-first **6** three, third **7** twenty-seven, twenty-seventh **8** eighteen, eighteenth

2 REAL-WORLD STRATEGY: Correcting yourself

A **1** No, sorry, 12. OR Sorry, I mean 12.
2 No, sorry, May 30. OR Sorry, I mean May 30.
3 No, sorry, 19. OR Sorry, I mean 19.
4 No, sorry, September 13. OR Sorry, I mean September 13.

3 FUNCTIONAL LANGUAGE AND REAL-WORLD STRATEGY

A *Paul* This is my niece, Himari.
Gabriela Hi, Himari! How [1]**old** are you?
Himari I'm 10. Sorry, I [2]**mean** nine. I'm nine years and eleven months old.
Gabriela You're a tall girl! [3]**When** is your birthday?
Himari It's June 31.
Gabriela June 31?
Himari No, [4]**sorry**, July 31.
Gabriela Oh. So you're nine [5]**years** old, and your birthday is July 31.

B Answers will vary.

2.4 Here's my band *pages 16–17*

1 LISTENING

A They are in the same band.

B **1** Tony **2** Claudia **3** Aniko **4** Zack **5** Flora

C **1** Zack **2** Aniko **3** Aniko **4** Tony **5** Claudia **6** Claudia

2 GRAMMAR: Prepositions of place

A **1** between **2** on **3** next to **4** in **5** me

3 WRITING

A **1** circle **2** underline **3** circle **4** circle **5** underline **6** underline

B Possible answers:

1 My friends and I are from different countries, and we are different ages.
2 I am from France, and Ji-young and Jin-ho are from South Korea.
3 One friend is from China, and two friends are from Brazil.
4 Ming and I are artists, and we are friends.
5 I'm 22, and Ming is 24.

C Possible answer:

My college is in Mexico City, and my classmates and I are from Mexico City. Our teacher is from Guadalajara. Six of the students in the class are my friends. María and Jose are 20. María is very smart. José is really funny. Diego is funny, too. He and I are 19. Lupe is very interesting, and she's really tall. Stefano is a little shy, but he's really smart. He's only 18. His sister is in the class. She isn't shy, and she isn't 18. She's very friendly. Her name is Isabella. The class is always interesting. It's never boring.

Unit 3 Come in

3.1 Welcome to my home *pages 18–19*

1 VOCABULARY: Rooms in a home

A **1** No, it's a wall. **2** No, it's a / the bedroom. **3** No, it's the bathroom. **4** No, it's a door **5** No, it's a picture. **6** No, it's the living room. **7** No, it's a window. **8** No, it's the kitchen. **9** No, it's the dining area. **10** No, it's the floor.

2 GRAMMAR: Possessive adjectives; possessive *'s* and *s'*

A **1** My **2** Our **3** Their **4** our **5** her **6** your

B 1 It's their **granddaughters'** bedroom. **2** It's **Raúl's** picture **3** It's **his cousin's / Ricardo's cousin's** house. **4** It's his **wife's** cat. **5** They are his **children's** books. **6** That's his **friends'** company.

3 GRAMMAR AND VOCABULARY

A Possible answers:

1 My bedroom is big. OR My bedroom isn't big.
2 Our dining area is next to the kitchen.
3 The kitchen isn't new.
4 The picture in my friend's living room is really interesting.
5 My parents' living room is small.
6 Our bathroom is between the kitchen and the bedroom.

3.2 Is it really a chair? *pages 20–21*

1 VOCABULARY: Furniture

A **1** desk; living room or bedroom
2 bookcase; living room or bedroom
3 sink; kitchen or bathroom
4 rug; living room, dining area, bedroom, or kitchen
5 shower; bathroom
6 television; living room, kitchen, or bedroom
7 lamp; living room, dining area, or bedroom

8 bed; bedroom
9 chair; living room, dining area, kitchen, or bedroom
10 table; living room, dining area, or kitchen
11 refrigerator; kitchen
12 couch; living room

2 GRAMMAR: *It is*

A **1** isn't, It's **2** is, It's not **3** isn't, It's **4** is, It's not **5** Is, it's **6** Is, it's

B *Emma* This is our home. [1]**It's** in Boston.
Nari [2]**Is it** an apartment?
Emma No, [3]**it isn't (OR it's not)**. [4]**It's (OR It is)** a house.
Nari [5]**Is it** big?
Emma No. [6]**It's (OR It is)** small.
Nari [7]**Is it** new?
Emma Yes, [8]**it is**. And it's very nice. Is your home in Seoul?
Nari My home [9]**isn't (OR is not)** in Seoul. It's in Daejeon. And [10]**it's (OR it is)** an apartment, not a house. The apartment [11]**isn't** very big. It's small, but I love it.

3 GRAMMAR AND VOCABULARY

A Possible answers:
1 The desk in my bedroom isn't very old.
2 The bed in my bedroom is really big.
3 The bookcase in the living room isn't short.
4 The couch in the living room is really great.
5 The refrigerator in the kitchen is tall.
6 The rug in the dining area is very nice.
7 The table in the kitchen is interesting.
8 The TV in the living room isn't very new.
9 The sink in the bathroom is small.
10 The chair in the bedroom is cool.

3.3 Coffee or tea? *pages 22–23*

1 FUNCTIONAL LANGUAGE: Making and replying to offers

A Possible answers:

1 *You* Coffee or tea?
Dan Tea, please.
You With milk?
Dan No, thanks.
You With sugar?
Dan Sure. One, please.
You A cookie?
Dan Yes, please.
You Here you are.
Dan Thank you.

2 *You* Coffee or tea?
Coco Coffee, please.
You With milk?
Coco **No, thanks.**
You Sugar?
Coco **No, thanks.**
You A cookie?
Coco **Yes, please.**
You Here you are.
Coco **Thanks.**

3 *You* Coffee or tea?
Dalia **Tea, please.**
You **Milk?**
Dalia **Yes, please.**
You **With sugar?**
Dalia **Yes. Two, please.**
You **A cookie?**
Dalia **Sure.**
You **Here you are.**
Dalia **Thank you.**

2 REAL-WORLD STRATEGY: Asking about words you don't understand

A **1** False **2** True **3** False **4** False **5** True

3 FUNCTIONAL LANGUAGE AND REAL-WORLD STRATEGY

A *Lina* Coffee or tea?
Carlos Tea, **please**.
Lina **With** milk?
Carlos Yes, please.
Lina Sugar?
Carlos Yes, please.
Lina One? Two?
Carlos Two, please.
Lina Biscuit?
Carlos **Sorry,** I don't understand. What is a biscuit?
Lina It's a cookie.
Carlos Oh, a cookie. Sure.
Lina Here you are!
Carlos Thank you.

3.4 Home-share *pages 24–25*

1 READING

A **1** ($100/night, downtown Alghero, Sardinia) two people
2 ($90/night, Bosa, Sardinia) family

B

	Alghero, Sardinia	Bosa, Sardinia
1 bathroom		✓
2 bedroom	✓	✓
3 dining area		
4 kitchen	✓	✓
5 living room	✓	
6 bookcase	✓	
7 desk		
8 pictures	✓	
9 shower		✓
10 television	✓	

2 GRAMMAR: Information questions with *be*

A **1** e **2** d **3** a **4** c **5** b

B **1** What is your email address? It's myb@xyzmail.com.
2 Where is the apartment? It's in Bosa, Sardinia.
3 How old is the apartment? It's six years old.
4 Who is the owner? The owner is Raquel Ancelotti.
5 How many rooms are in the apartment? It has three rooms.

3 WRITING

A Dear Ms. Ancelotti,
This email is about your apartment. We are a small family. We have one child and one dog. Our daughter is seven years old. How many bedrooms are in your apartment**?** Where is your apartment**?** Is the TV in the living room**?** What other furniture is in your apartment**?**
Thank you.
Sincerely,
Rose Chu

B Formal.

C Possible answer:
Dear Mr. Yamamoto,
This email is about your home-share. In the pictures, your apartment is very nice.
Is the refrigerator big? Where is the apartment? Is the apartment on the first floor?
How many people live in the apartment?
Thank you.
Best regards,
Renée Gounod

Unit 4 I love it

4.1 Favorite things *pages 26–27*

1 VOCABULARY: Technology

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

B **1** game **2** camera **3** phone **4** apps **5** smartwatch **6** laptop **7** tablet **8** earphones

2 GRAMMAR: Simple present: statements with *I, you, we*

A **1** I don't have a camera. I have a phone.
2 I like apps. I don't like video games.
3 You want a small house. You don't want a big house.
4 I love music apps. I don't love social media apps.
5 We have a cat. We don't have a dog.
6 We don't want more apps. We want earphones.

B **1** don't like Cat Fun
2 like Cat Fun
3 love the new UWatch smartwatch / have the new UWatch smartwatch
4 want the new UWatch smartwatch
5 have the new Sound1 earphones / love the new Sound1 earphones

3 GRAMMAR AND VOCABULARY

A Possible answers:
1 I love video games. I have games on my phone. OR I don't love video games. I don't have games on my phone.
2 I have cool apps on my phone. They're great!
3 I like earphones. I use them every day.
4 I don't want a new laptop. I have a good laptop.
5 I have an old tablet. It's good.
6 I love the Earth. I recycle plastic.
7 I want a smartwatch. My smartwatch is old.
8 I like the news app on my phone. I learn a lot.

4.2 My phone is my world *pages 28–29*

1 VOCABULARY: Using technology

A **1** b, c **2** a, c **3** b, c **4** b, c **5** a, c **6** a, b **7** a, b **8** b, c **9** b, c **10** b, c

B **2** I take notes on my phone.
3 You do homework on your laptop.
5 I play games on my tablet.
6 We send emails on our computers.

2 GRAMMAR: Simple present *yes/no* questions with *I, you, we*

A **Jacob** Grandpa, $_{1}$ **do you have** a laptop?
Grandpa Yes, I $_{2}$ **do**. Grandma has her tablet, and I have my laptop.
Jacob $_{3}$ **Do you use** social media? I have Grandma on Facebook, but I don't have you.
Grandpa No, I $_{4}$ **don't**. I use Grandma's Facebook on her tablet. $_{5}$ **Do you use** a tablet?
Jacob No, I $_{6}$ **don't**. I don't want one. I have my laptop. $_{7}$ **Do you like** my pictures on Facebook?
Grandpa Yes, I $_{8}$ **do**! I love them. $_{9}$ **Do you post** videos on social media, too?
Jacob No, I $_{10}$ **don't,** but I love other people's videos! $_{11}$ **Do you watch** animal videos on the internet?
Grandpa Yes, we $_{12}$ **do**! Your grandma and I love animal videos!
Jacob I know a great website. Let me show you …

3 GRAMMAR AND VOCABULARY

A **1** music **2** send **3** read **4** emails **5** laptop **6** call **7** game **8** use **9** post **10** watch **11** leave

B Possible questions and answers:
1 Do you post comments on social media?
Yes, I do. OR No, I don't.
2 Do you chat with your family on your phone?
Yes, I do. OR No, I don't.
3 Do you send emails on your tablet?
Yes, we do. OR No, we don't.
4 Do you listen to music with your earphones?
Yes, we do. OR No, we don't.
5 Do you leave voice messages for your friends?
Yes, I do. OR No, I don't.
6 Do you call your friends a lot?
Yes, I do. OR No, I don't.

4.3 What about you? *pages 30–31*

1 FUNCTIONAL LANGUAGE: Continuing a conversation

A **7** Afet No, I don't. I send birthday cards and call people on their birthdays.
2 Kenji Yes, but my parents like video chat more.
1 Afet Do you send messages to your parents?
6 Kenji Do you use social media for birthdays, too?
4 Kenji No, I don't send cards. I use email or social media for birthday messages. How about you?
3 Afet What about cards?
5 Afet I send birthday cards and thank-you cards. I like cards with cool pictures.

2 REAL-WORLD STRATEGY: Showing you are listening

A **1** Yeah, me too. **2** No. How about you? **3** Yeah. **4** Right. **5** Yeah. **6** No, I don't.

3 FUNCTIONAL LANGUAGE AND REAL-WORLD STRATEGY

A *Jun-seo* I don't send messages to my parents on my phone.
Paola *Really?*
Jun-seo *Yeah, my parents like to talk, not send messages. They love video chat.*
Paola *1* **What about your brothers?**
Jun-seo *Yes, I message my brothers every day. They don't like video chat.* *2* **What about your family?** *OR* **How about your family?**
Paola *My parents and sister chat on the internet. They use video chat a lot!*
Jun-seo *3* **Right. OR Yeah. OR OK.**
Jenna *My family and I use WhatsApp for video chat.* *4* **How about you? OR What about you?**
Jun-seo *Yes, my parents and I use WhatsApp for video chat, too. It's free and easy.*
Jenna *5* **Right. OR Yeah. OR OK**. *Do you use WhatsApp with your brothers?*
Jun-seo *Yes, I do. But my brothers like Instagram. They post comments and photos all the time!*
Paola *6* **How about YouTube? OR What about YouTube? OR Do you use YouTube?**
Jun-seo *No, I don't use YouTube a lot.*
Jenna *Really? love YouTube! You have to see this funny video …*

4.4 Great! Five stars *pages 32–33*

1 LISTENING

A 2

B **1** Tami **2** Marco **3** Tami **4** Tami **5** Both **6** Both **7** Marco

2 GRAMMAR: a/an; adjectives before nouns

A **1** We don't have **an** apartment.
2 We have **a** house.
3 She has **an** app for meetings.
4 You don't have **an** email address.
5 He doesn't use **a** tablet.

B **1** It's an interesting book.
2 I have an expensive TV.
3 It's a funny birthday card.
4 Are they boring games?
5 It's an old movie.
6 It's a cool smartwatch.

3 WRITING

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

B Dear Aunt Martha and Uncle Tom,
Thank you for the smartwatch. It's really cool! I use it all the time. I love to chat with you on my new watch!
Love,
Dana

C Possible answer:
Dear Ana,
Thank you for the earphones. They're really great! I love to listen to music and podcasts with them.
Love,
Emi

Unit 5 Mondays and fun days

5.1 Play or fast-forward? *pages 34–35*

1 VOCABULARY: Days and times of day; everyday activities

A Activities: play soccer, work, run, go out, study
Days of the week: on Saturday, on Wednesday, on Thursday, on Friday, on Monday, on Tuesday, on Sunday
Times: in the morning, in the evening, at night, in the afternoon

B Answers may vary slightly.
1 Fatma works **in the morning from Monday to Friday**.
2 On Saturday, Fatma **runs with Pablo**.
3 On Wednesday evening, Fatma **goes out with Emi** and **Leo**.
4 Fatma **goes out** with her family **on Sunday afternoon**.
5 Leo **studies** in the morning from Monday to Thursday.
6 On the weekend, Leo **plays soccer**.
7 Leo works **in the evening on Monday, Tuesday, and Thursday, and on Friday morning**.
8 On Friday night**, Fatma** and **Leo** go out.

2 GRAMMAR: Simple present statements: he/she/they

A **1** I never use my tablet.
2 My friends and I hardly ever play soccer.
3 My sister usually studies at night.
4 I often go out on Friday night.
5 They are always at home on the weekend.

B **1** don't go **2** live **3** don't study **4** have **5** plays **6** goes **7** don't live **8** don't see **9** chat **10** doesn't play **11** does **12** doesn't do

3 GRAMMAR AND VOCABULARY

A Possible answers:
1 I always **sleep in the morning** on the weekends.
2 I usually **walk with my dog** in the evening.
3 I often **listen to the radio** in the morning.
4 I sometimes **have fun with my friends** on Monday afternoon.
5 I hardly ever **work** on Sunday.
6 I never **drink coffee at night.**

B Possible answers:
1 Camila doesn't go out on Friday night. Rafael usually goes out on Friday night.
2 Rafael never has fun on the weekends. He always works on Saturday and Sunday.
3 Camila sometimes watches soccer games on Saturday. Rafael never watches soccer games on Saturday.
4 Camila and Rafael usually run early in the morning.
5 Camila hardly ever studies in the morning. Rafael usually studies in the morning.
6 Camila often has fun on weekends. She never works on Saturday and Sunday.

5.2 Listen to your body clock *pages 36–37*

1 VOCABULARY: Telling the time; everyday activities (2)

A **1** It's two-thirty OR half past two.
2 It's six fifty-five OR five to seven.
3 It's ten fifteen OR a quarter after ten.

4 It's nine ten OR ten after nine.
5 It's five forty-five OR a quarter to six.
6 It's one o'clock.

B *Answers for the third column will vary.*
1 d **2** g **3** e **4** b **5** a **6** f **7** c

2 GRAMMAR: Questions in the simple present

A 1 Does your family **have** a big lunch on Saturday? No, my family doesn't have a big lunch on Saturday.
What does your family have on Saturday? They have a big breakfast on Saturday.
2 Do you **get up** late on Monday? No, I don't get up late on Monday.
When do you get up late? I get up late on Sunday.
3 Does your best friend **play** basketball? No, he doesn't play basketball.
What does your best friend play? He plays soccer.
4 Does your teacher **work** on weekends? No, she doesn't work on weekends.
When does your teacher work? She works from Monday to Friday.
5 Do you **eat** lunch at school? No, I don't eat lunch at school.
Where do you eat lunch? I eat lunch at home.
6 Do your friends go to bed late on Friday and Saturday? Yes, they go to bed late on Friday and Saturday.
What time do your friends go to bed on Friday and Saturday? They go to bed after midnight.

B 1 What does your family ~~has~~ for breakfast? **What does your family have for breakfast?**
2 When you get up on the weekend? **When do you get up on the weekend?**
3 Where do your best friend play soccer? **Where does your best friend play soccer?**
4 What time ~~does~~ you eat lunch? **What time do you eat lunch?**
5 Does you work in an office? **Do you work in an office?**
6 Do he goes to class every day? **Does he go to class every day?**

3 GRAMMAR AND VOCABULARY

A, B Possible answers:
1 Do your parents go out on the weekend? OR When do your parents go out? They go out on their birthdays.
2 What does your teacher do on weekends? I don't know.
3 What time do you eat breakfast? I eat breakfast at 7 o'clock.
4 When do your brother and sister go to bed? They go to bed early, but at different times.
5 Where does your sister go out? She goes out to the movie theater.
6 Do your friends play basketball? No, they don't.
7 Does your mother drink coffee? Yes. She loves coffee.

5.3 That's right! *pages 38–39*

1 FUNCTIONAL LANGUAGE: Showing you agree and have things in common

A 1 a **2** c **3** b **4** a

B 1 Me, too. **2** Me, neither. **3** Me, neither. **4** Me, too. **5** Me, too. **6** Me, neither.

2 REAL-WORLD STRATEGY: Short answers with adverbs of frequency

A Possible answers:
1 Usually. **2** Sometimes. **3** Always. **4** Hardly ever. **5** Never. **6** Sometimes.

3 FUNCTIONAL LANGUAGE AND REAL-WORLD STRATEGY

A *Min-seo* [1]**Do** you watch TV a lot?
David [2]**Hardly ever**. I think it's boring.
Min-seo I [3]**agree**. I only watch sports on TV.
David What sports do you watch?
Min-seo I like tennis and basketball, but I watch a lot of soccer.
David Me [4]**too**.
Min-seo Do you play sports?
David No. I don't have a lot of free time.
Min-seo Me, [5]**neither**.
David But I run three days a week after work. Exercise is good.
Min-seo That's [6]**true**.
David How about you? Do you do exercise?
Min-seo [7]**Sometimes**. My friends and I run or play soccer at Green Miles Park on the weekends.
David I go to that park, too! It's beautiful.
Min-seo [8]**Yeah**, I know.

B Possible answer:

The other person	I often make dinner.
Me	Me, too. It's fun.
The other person	I agree. Do you make dinner for a lot of people?
Me	No, I don't.
The other person	Me, neither. I make dinner for my family.
Me	Does your wife cook?
The other person	Hardly ever. She works late.

5.4 A happy life *pages 40–41*

1 READING

A Title Two: "All Work and No Play is Not Good for Children"

B Possible answers:

Morning activities
1 She gets up at 6:00 a.m. **2** She studies for an hour before breakfast. **3** She goes to school at 8:30 a.m.
Afternoon activities
1 She studies for an hour after lunch. **2** On Monday, she has guitar lessons. **3** On Tuesday and Thursday, she has Chinese class.
Evening/Night activities
1 She has dinner. **2** She plays the guitar and studies from 7:00 to 10:30 p.m. **3** She goes to bed at 11:00 p.m.

2 LISTENING

A 1 six or seven / 6 or 7 **2** five **3** ten **4** always **5** ten, twelve / 10, 12 **6** never

3 WRITING

A Possible answers:

Great for you

a I drink ten glasses of water a day.

b I eat very good food. / I always eat a lot of fruit and vegetables.

Not good, but not bad for you

c I sleep about six or seven hours a night.

d I have about five cups of coffee a day.

Really bad for you

e I work from ten to twelve hours a day.

f I never do exercise.

B **1** Ben goes to bed at midnight.
2 He goes to work at seven-thirty in the morning.
3 He eats lunch at noon.
4 He has more coffee at four in the afternoon.
5 He arrives home at eight in the evening. / He arrives home at eight at night.

C Possible answers:

Great for you
1 I eat breakfast, lunch, and dinner. **2** I run twice a week. **3** I don't usually sit at a desk.
Not good, but not bad for you
1 I sometimes eat ice cream. **2** I don't always walk. **3** I often don't drink water.
Really bad for you
1 I sleep five hours every day. **2** I eat a lot of cookies. **3** I drink eight cups of tea with sugar.

Unit 6 Zoom in, zoom out

6.1 Good places *pages 42–43*

1 VOCABULARY: Places in cities

A **1** n **2** a **3** d **4** g **5** c **6** k **7** h **8** e **9** j **10** b **11** i **12** m **13** f **14** l

2 GRAMMAR: *There's, There are; a/an, a lot of, some, no*

A I live in a small town. In our town, [1]**there's** a big park, but [2]**there's** no zoo. [3]**There's** a big supermarket, too, and [4]**there are** three stores. My daughter goes to school and my husband is a teacher at her school. [5]**There's** an interesting bookstore. [6]And **there are** two really good restaurants!

B *Sofia* How is your hotel? Do you like it?
Liam Yes, I do. It's big! There are [1]**a lot of** rooms.
Sofia Does it have a restaurant?
Liam Yes. It has [2]**a** big restaurant. I eat breakfast there every day before I go to the office.
Sofia What about the restaurants near the hotel? Are they good?
Liam Yes, there are [3]**some** good restaurants . There's 4an Italian restaurant with great pizza.
Sofia That's great! We don't have Italian restaurants near the office. And is your room nice?
Liam It's OK. There's [5]**a** desk, refrigerator, [6] **a** chair, and [7] **a** big TV, but there's [8]**no** desk. It's not very comfortable. I don't want to work on the bed!
Sofia Well, you have only two more days!

3 GRAMMAR AND VOCABULARY

A I live in a fun city. It's not very big, but it has a lot of cool places! [1] **There are a lot of** nice parks. [2] **There's a** zoo. It has all my favorite animals! [3] **There's an** art museum. It's famous! [4] **There are some** great hotels. [5] **There's a** big movie theater, too. [6] **There are no** colleges, but [7] **there are some** high schools. [8] **There are a lot of** cafés near the schools. Students usually study there after class.

B Possible answers:
1 There are a lot of great restaurants.
2 There are a lot of nice houses.
3 There's a big mall.
4 There's no movie theater.
5 There's an interesting museum.
6 There are a lot of cars.
7 There are some good bookstores.

6.2 City life, wild life *pages 44–45*

1 VOCABULARY: Nature

A **1** island, lake, snow **2** beach, flowers, ocean 3 forest, river, mountains **4** plants, desert, hills

2 GRAMMAR: Count and non-count nouns

A **Count nouns:** animal, apartment, artist, house, plant, refrigerator, restaurant
Non-count nouns: furniture, grass, milk, nature, snow, sugar, water

B **1** a **2** a **3** an **4** a **5** an **6** some **7** a 8 a **9** a **10** some **11** a **12** some **13** a **14** some

3 GRAMMAR AND VOCABULARY

A 1 **There are a lot of** hills in my city.
2 **There's a** very tall tree.
3 **There's a lot of** grass.
4 **There are a lot of** flowers.
5 **There's a** lake.
6 **There are a lot of** plants.
7 **There's a** mountain.
8 **There's a lot of** snow on the mountain.

B Possible answers:
There are some trees outside my window.
There is an animal near my window.
There are no flowers.
There are some houses.
There is a car.
There are some people.

6.3 Is it near here? *pages 46–47*

1 FUNCTIONAL LANGUAGE: Asking for and giving directions

A *Marina* Excuse me. I don't understand the [1]**map** on my phone. [2]Where's Central Hospital?
Ricky It's on Milk Street.
Marina Is [3]**this** Milk Street?
Ricky No, it's not. This is Garden Street.
Marina Is Milk Street [4]**near** here?
Ricky Yes, it is. Look on your phone. [5]**Zoom** out. It's here. [6]turn right on Park Street.
Go one [7]**block**. The hospital is on the left.

2 REAL-WORLD STRATEGY: Checking information

A **1** So, go one block and turn right on Good Street.
2 So, go straight and it's on my left.
3 So, San Carlos Street is that way.
4 So, turn right on San Carlos Street.

3 FUNCTIONAL LANGUAGE AND REAL-WORLD STRATEGY

A *Ji-young* It's on **Park** Street.
Ji-young Go two blocks and then turn **left**.
Ji-young Go one **block**. It's on the right.
Rodrigo So, go one block, and it's on the **right**?

B Possible answer:
Turn left here. Then turn right on Hill Street. Go one block. The movie theater is on the left.

C Possible answer:
Walk down Fourth Street. Go one block and then turn right on Park Street. Go one block. The museum is on the right.

6.4 A forest in the city *pages 48–49*

1 LISTENING

A ✓ on a bus
B ✓ 1, 3, 4, 7, 8, 9

2 READING

A **1** Yes **2** No **3** No **4** Yes **5** Yes

3 WRITING

A **1** We have some nice small parks.
2 There are some beautiful tall trees.
3 There are a lot of small interesting flowers.
4 There are a lot of nice big plants.
5 The park has a great big lake.

B
- The nature reserve is a **very** beautiful place.
- There are some **very** small rivers in it.
- There are a lot of **very** interesting plants.
- There are some **very** noisy birds in the nature reserve.
- Bukit Timah Nature Reserve is **very** close to Downtown Singapore.
- The nature reserve is **very** important to the city.

C Possible answer:
Fact Sheet: Yosemite National Park
- It is a very beautiful park in California.
- There are very big animals in the park.
- It has very tall mountains.
- It has very pretty waterfalls.
- There is a very expensive hotel in the park.
- There are very good restaurants and stores in the park.

Unit 7 Now is good

7.1 A good time to call *pages 50–51*

1 VOCABULARY: Activities around the house

A **1** my hair **2** coffee **3** the computer **4** her bed **5** my room **6** their breakfast **7** your home

2 GRAMMAR: Present continuous statements

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

B **1** are having **2** are playing **3** is looking **4** is bringing **5** are singing **6** is taking

3 GRAMMAR AND VOCABULARY

A **1** 'm not taking **2** isn't cooking **3** 're doing **4** 's brushing **5** 's helping **6** 're not / aren't cleaning

B **1** take **2** isn't cooking **3** do **4** brush **5** do **6** is cleaning

C Possible answers:
1 Lucia **is brushing her daughter's hair.**
2 Her daughter **is brushing her teeth.**
3 They**'re not** / They **aren't taking a shower.**
4 Enzo **is cooking dinner**. / Enzo is **not / isn't doing the dishes.**
5 His sons **are helping their dad.** / His sons **are not / aren't doing the dishes.**
6 They**'re not** / They **aren't doing the dishes.** / They **are cooking dinner.**

7.2 Texting on the run *pages 52–53*

1 VOCABULARY: Transportation

A **1** riding his bike
2 carrying a bag
3 taking the bus
4 at the train station
5 waiting for
6 going to her parents' house

2 GRAMMAR: Present continuous questions

A **1** Are you doing your homework right now?
2 Are your friends playing soccer right now?
3 Is your friend sending you a message?
4 Are you and your friends learning English?
5 Are you listening to music right now?

B **1** Yes, I am. OR No, I'm not.
2 Yes, they are. OR No, they're not.
3 Yes, he/she is. OR No, he's/she's not.
4 Yes, we are. OR No, we're not.
5 Yes, I am. OR No, I'm not.

C **1** Who is she waiting for?
2 Where are you going?
3 What is she doing?
4 Why are they carrying some big bags?
5 Why are you helping her/your daughter with her homework?
6 Are they playing soccer?

3 GRAMMAR AND VOCABULARY

A **1** Are you taking the train?
2 Are you waiting for your friend?
3 Are you on the bus?
4 Where are you walking?
5 Where are you going?
6 Are you riding your bike?

B Possible answers:
1 A Are you riding your bike?
B No, I'm not. I'm taking the bus to the movie theater.
2 A Why are you carrying bags?
B Because I'm shopping.
3 A Where are your parents going?
B They are going to the park.

7.3 A new life *pages 54–55*

1 FUNCTIONAL LANGUAGE: Answering the phone and greeting people; asking people how they are; responding

A **7** *Jesse* Really? Me, too.
1 *Jesse* Hello.
3 *Jesse* Hey, Gustavo!
5 *Jesse* Not bad, thanks. How are you?
4 *Gustavo* How are you doing?
2 *Gustavo* Hi, Jesse. It's Gustavo.
6 *Gustavo* I'm fine. I'm working in Los Angeles now.

2 REAL-WORLD STRATEGY: Reacting to news

A Good news: 1 and 3
Bad news: 4 and 6
Ordinary news: 2 and 5
Reaction:

1 *B*: Oh, wow!
2 *B*: Oh.
3 *B*: Oh, wow!
4 *B*: Oh, no!
5 *B*: Oh.
6 *B*: Oh, no!

3 FUNCTIONAL LANGUAGE AND REAL-WORLD STRATEGY

A *Anna* [1]**Hello**.
Paul Hi, Anna. [2]**It's** Paul.
Anna [3]**Hey** OR **Hi**, Paul. How [4]**are** you?
Paul Good. How are you [5]**doing**?
Anna [6]**I'm** fine, thanks. I'm walking to the bus stop. How about you? Are you at home?
Paul No. I'm on the subway. I'm going to work. to work.
Anna On Sunday?
Paul Yeah. I'm working on Sundays these days.
Anna Oh, [7]**no**! Why?
Paul I have a new job on the weekends.
Anna [8]**Oh**. Do you like it?
Paul Yeah, I love it!
Anna Oh, [9]**wow**! That's great.

B Carolina has two children.
Minato's wife, Laura, is working in Ecuador this week. He's busy with work and alone with their daughter.

C Possible answer:

Minato	Hello.
Carolina	Hi, Minato. It's Carolina.
Minato	Hey, Carolina. How are you doing?
Carolina	Not bad. My husband and I are always busy with the children and work.
Minato	Oh.
Carolina	How are you?
Minato	I'm OK, but I have bad news. Laura isn't here this week. She's working in Ecuador, and I'm busy with work and home alone with Sara.
Carolina	Oh, no!

7.4 Busy! *pages 56–57*

1 READING

A The restaurant opens at 12:00 p.m.

B

10:00 a.m.	Zoe and the other chefs are drinking coffee.
11:00 a.m.	The chefs are cooking lunch.
11:30 a.m.	The servers are cleaning their tables and preparing for lunch.
11:45 a.m.	The servers are asking questions about the menu.
12:00 p.m.	People are waiting outside the restaurant.
2:30 p.m.	Zoe is having lunch.
6:00 p.m.	The restaurant is starting to serve dinner.

2 LISTENING

A **1** **a** 100 **2** **c** five **3** a because they're not cooking at home **4** **b** eats in restaurants

3 WRITING

A Possible answers:

1 f; The chefs work hard. The servers work hard, too.
2 e; My job is busy. Also, I work a lot of hours.
3 b; The servers are cleaning tables. Also, they're learning about the menu.
4 a; I cook lunch. I cook dinner, too.
5 d; Mr. and Mrs. Garcia come for dinner on Friday. Also, they sometimes come for lunch.
6 c; I'm a chef. I'm a writer, too.

B **1** And (OR Also) **2** But (OR And) **3** Also, (OR And) **4** But

C Possible answer: "F is for Fun"
It's 8 o'clock, and I'm going to school. My friends are riding the bus with me. We're talking. It's 10:30 now. I'm in class. The teacher is talking to John. He often talks to John because John hardly ever does his homework. I like John, and the teacher likes him, too. But John's not a very good student. It's 12:30 now. I'm having lunch with my friends. We have a half hour for lunch, and we always have fun. It's 3:30 now, and I'm going home. This is my favorite time of the day because I don't have school. And I don't have a lot of homework today. It's 5:30. My friends and I are playing soccer in the park. It's 11 o'clock and it's time for a shower. Now I'm going to bed!

Unit 8 You're good!

8.1 She likes music, but she can't dance! *pages 58–59*

1 VOCABULARY: Verbs to describe skills

A **1** swims **2** draws **3** fixes things **4** speaks two languages **5** surfs **6** reads music **7** snowboards **8** paints **9** plays the guitar **10** dances **11** sings **12** skateboards

2 GRAMMAR: *can* and *can't* for ability; *well*

A **1** can **2** can **3** can't **4** can **5** can **6** can **7** can **8** can **9** can't **10** can

B **1** He can play soccer well.
2 He can drive well.
3 He can cook well.
4 My English teachers can speak English well.
5 The artists at the museum can draw well.
6 The people in the band Coldplay can play music well.

3 GRAMMAR AND VOCABULARY

A **1** Can Carla play the guitar? Yes, she can.
2 Can Tony sing? No, he can't.
3 Can Carla and Tony snowboard? No, they can't.
4 Can Carla and Tony speak two languages? Yes, they can.
5 Can Carla surf? No, she can't.
6 Can Tony paint? Yes, he can.
7 Can you read music? Yes, I can. OR No, I can't.
8 Can you fix things? Yes, I can. OR No, I can't.

B Possible questions:

1 Can your mother swim? **2** Can your brother dance?
3 Can your friend sing? **4** Can your mother ride a bike?
5 Can your friends snowboard?
6 Can your friends play the guitar?

8.2 How we work now *pages 60–61*

1 VOCABULARY: Work

A I work for a small [1] **company** called E-Solutions. There are 30 [2] **workers** in the company. I go into the [3] **office** three days a week and spend a lot of time with my [4] **coworkers**. We have [5] **meetings** and work together on different projects. On Thursdays and Fridays, I [6] **work** from home. I love it! I usually work outside in my garden. I [7] **take** breaks and walk my dog. The fresh air is great! I'm more creative outside, and I [8] **think** of ideas for my job. Then I'm ready for meetings on Monday to talk about my ideas!

2 GRAMMAR: *can* and *can't* for possibility

A **1** She can drink coffee for free.
2 She can't walk to the office.
3 She can take the subway to the office.
4 She can't choose her desk.
5 She can ask coworkers for help.
6 She can't use social media.

B Possible answers:
1 Can you be late for class?
No, I can't. OR No, we can't.
2 Can you speak your first language in class?
Yes, I/we can. OR No, I/we can't.
3 Can you do homework online?
Yes, I/we can.
4 Can you use your phone in class?
Yes, I/we can OR No, I/we can't.
5 When can you have a meeting with your teacher?
I can have a meeting with my teacher before or after class.
6 What can you do during your break?
I/We can drink coffee.

3 GRAMMAR AND VOCABULARY

A Possible answers:
1 At One World Tech Company, you can work from home or in the office.
2 At One World Tech Company, you can have online meetings.
3 At TechnoView Company, you can't have online meetings.
4 At TechnoView Company, you can't take breaks when you want.

B Answers will vary.

8.3 Are you the right person?

1 FUNCTIONAL LANGUAGE: Asking for and giving opinions

A **1** Do you think that great companies have happy workers?
2 Why do you think friends are important?
3 Do you think technology can be bad?
4 Do you think school is interesting?
5 Why do you think people want more money?

B **a** 3 **b** 5 **c** 1 **d** 4 **e** 2

C All answers will be either *I think so.*, or *I don't think so.*

2 REAL-WORLD STRATEGY: Explaining and saying more about an idea

A **1** a **2** b **3** a **4** a

3 FUNCTIONAL LANGUAGE AND REAL-WORLD STRATEGY

A *Chef* Are you the right person for this job?
Danny Yeah. [1] **I think so.**
Chef Why are you a good server?
Danny I go to different restaurants with my friends on the weekends, and I talk to a lot of servers. Good servers smile a lot. I smile, too.
Chef OK. [2] **Do you think that** it's important to work well with other servers?
Danny [3] **I don't think so.** I mean, servers don't work much with other servers.
Chef Really? In my restaurant, teamwork is important. The servers work with the chefs and other servers. We help each other.
Danny Oh.
Chef Our busy days are Friday, Saturday, and Sunday. Can you work then?
Danny I can't work on Saturdays and Sundays. [4] **I mean**, I'm busy on weekends. But I can work on Tuesdays, Wednesdays, and Thursdays.

B Possible answer: Danny is not the right person for the job. He doesn't think teamwork is important. He can't work on the busy days at the restaurant.

C Possible answer:
Chef Are you the right person for this job?
Sofia I think so. I work hard. I am a good server.
Chef Why do you think you are a good server?
Sofia I like people. I mean, I'm friendly, and I like teamwork.
Chef Do you think that it's important to work well with other people?
Sofia Yes. I think it's very important. I mean, in a restaurant people work together.
Chef Our busy days are Friday, Saturday, and Sunday. Can you work then?
Sofia Yes. I want a job on the weekend. I go to school on weekdays.

8.4 Computers and our jobs *pages 64–65*

1 LISTENING

A Emily and Joel **do not think** that a robot can be a child's friend.

B ✓ 1, 2, 6

2 READING

A **3** Robots for Our Grandparents

B ✓ 1, 2, 4

3 WRITING

A *Claudia, Bogotá* She says, "Our children are playing with their robots and not with other children."
Helena, Belo Horizonte: Joel says, "Children can play with robots and learn from them."
Moe, Toronto: She says, "Robots are now our children's friends."

B **1** Linda Miller says, "I like my talking robot."
2 Linda Miller's son says, "The robot helps my mother a lot."
3 Ronaldo Benson said, "Our company makes robots for grandparents."
4 Doctor Diaz said, "Robots are good for grandparents, because they don't usually see people every day."

C Possible answer:
I think robots for grandparents are a good idea. Sometimes they can't do or remember things at their age. Robots can help them. Also, grandparents don't see many people often. They usually live alone. Robots can give them company.

Unit 9 Places to go

9.1 I love it here! *pages 66–67*

1 VOCABULARY: Travel

A **1** vacation **2** country **3** boat **4** tour **5** Tickets **6** ranch **7** town **8** Planes

2 GRAMMAR: *this* and *these*

A **1** Is this your train?
2 Are these your tickets?
3 These photos are cool.
4 Is this your hotel?
5 These seats are comfortable.
6 This museum is interesting.

3 GRAMMAR AND VOCABULARY

A Possible answers:
1 We're on a bike tour. There are many interesting places on this tour. There are a lot of mountains and trees.
2 This is a great vacation. This city has a lot of interesting places. We have tickets for a walking tour.
3 The water here is beautiful! These boats can take you to different islands.
4 This farm is near a lake. We're staying on this farm in the country. There are many cows and horses!

9.2 San Francisco, here we come *pages 68–69*

1 VOCABULARY: Travel arrangements

A **1** on a trip **2** friends **3** stays **4** checking in at **5** destination **6** museum **7** arrive **8** on a flight

2 GRAMMAR: *like to, want, to, need to, have to*

A **1** has to **2** like to **3** needs to **4** have to **5** want to **6** want to **7** like to **8** wants to

B **1** It's 10:00 a.m. My flight is at 12 p.m. I'm late! I **need to** / **have to** go to the airport.
2 My sister **doesn't like to** / **doesn't want to** go on vacation with our parents. She likes to travel with her friends.
3 Jason's very hungry. He **wants to** eat dinner now.
4 Sari **doesn't like to** / **doesn't want to** travel on the subway. It's busy and hot.
5 My parents' car is very old. They **have to / need to** buy a new car.
6 We're planning our next vacation. We **want to** go to a lot of interesting destinations.

3 GRAMMAR AND VOCABULARY

A Possible answers:
1 We need to take a taxi.
2 We like to learn about new cultures.
3 I want to see more of the city.
4 They have to buy new phones.
5 She needs to check in.
6 He likes to study Korean.
7 I want to be a tour guide.
8 We like to take the train.

9.3 They're two for $35 *pages 70–71*

1 FUNCTIONAL LANGUAGE: Asking for and giving information

A **1** *A* Excuse me. Where **is** the women's restroom?
B It's over there, near the door.
2 *A* Excuse me. What time **does** the bus to San Francisco leave?
B It leaves at 11:15 a.m.
3 *A* Excuse me. How much **is** this guide book?
B It's $19.99.
4 *A* Excuse me. I need **to** buy a ticket to Quito. How much is it?
B A bus ticket **is** $147.00.

B **3** *A* And for a child? Is it the same price?
1 *A* Excuse me. How much is one ticket?
5 *A* Then one ticket for me and one ticket for my son, please.
7 *A* Where are seats 10A and 10B?
2 *B* Tickets are $20.
8 *B* They're on the right.
6 *B* OK. Your seats are 10A and 10B.
4 *B* No, it isn't. Tickets for children are $10.

2 REAL-WORLD STRATEGY: Asking someone to repeat something

A ✓ 2, 4

3 FUNCTIONAL LANGUAGE AND REAL-WORLD STRATEGY

A Possible answers:
1 *Lexi* Excuse me. How much is a boat trip to Cozumel?
2 *Guide* It's $20.
3 *Lexi* How much is a tour of Cozumel?
4 *Guide* It's $75. But you can have both for $85.
5 *Lexi* Sorry, can you say that again?
6 *Guide* You can have the boat trip and a tour guide for $85.
7 *Lexi* Oh, Ok. Where is a good restaurant?
8 *Guide* Go straight and turn right. It's on the left.
9 *Lexi* Sorry, can you repeat that, please?
10 *Guide* Go straight and turn right. It's on the left.
11 *Lexi* Thank you very much.
12 *Guide* You're welcome.

9.4 A great destination *pages 72–73*

1 READING

A ✓ horses, countries in South America, museums

B Possible answers.
1 A gaucho works on a ranch.
2 There are gaucho ranches in Argentina, Bolivia, Chile, and Uruguay.
3 You can stay at a ranch for a day, a week, or a month.
4 You can learn about gaucho life in a gaucho museum.

2 LISTENING

A Yes, she does.

B **1** a **2** c **3** b **4** a

3 WRITING

A **How to plan your ranch vacation**

Ranch vacations in Argentina are great, but [1]**read** the online reviews before you go. [2]**Go** from October to December or from April to June. These are good times to visit. [3]**Don't go** from January to March. It can be very hot. Some ranches are hundreds of miles from Buenos Aires. [4]**Don't drive** to the ranches. It's very far. [5]**Take** a plane and then a taxi.

Is this your first time on a horse? [6]**Take** lessons on the ranch. They're not expensive. Or can you ride a horse well? [7]**Ride** to a different part of the ranch every day. Ranches are really big. You need to visit for at least a week! [8]**Don't eat** a lot at lunch. Dinner is a big meal, and the food is great!

B **1** Come for a week. **2** Visit the place in August. **3** Take a taxi. **4** Eat a big breakfast.

C Possible answer:

How to plan your island vacation

The Bocas del Toro islands in Panama are beautiful. Learn about the different islands before you go. Go in September or October or from January to March. Don't go in November and December or from April to August. It can rain a lot!

Stay in Bocas town on Colon Island. You can travel easily to other islands or other parts of the main island. Visit the Starfish Beach on that island. Go to nearby islands, too. Red Frog Beach on Bastimentos Island is beautiful! Boat trips are not very expensive.

You need to visit for at least four days. Stay longer if you want. There is a lot to see!

Unit 10 Get ready

10.1 Midnight sun *pages 74–75*

1 VOCABULARY: Going out

A **1** meet **2** take **3** eat **4** go **5** look at **6** take **7** get **8** have

2 GRAMMAR: Statements with *be going to*

A **1** I'm going to swim **this afternoon**.
2 The doctor is going to call **tomorrow**.
3 Gabriela is going to have a party **next month**.
4 We're going to meet our friend **this Saturday**.
5 They're going to buy the tickets **tonight**.
6 We're not going to have class **next week**.

B **1** I'm going to meet my friends tomorrow.
2 He's going to take a walk tonight.
3 They're going to go to the beach next weekend.
4 She's not going to take a trip next year.
5 They're going to take a break this morning at 11:00.
6 We're going to have class on Tuesday.

3 GRAMMAR AND VOCABULARY

A Possible answers
1 On Friday, Noah is going to meet his friend at the airport.
2 On Friday evening, he is going to take his friend out to dinner.
3 Noah and his friends are going to have a picnic at the beach on Saturday.
4 On Sunday morning, Noah is going to take a walk.
5 On Sunday afternoon, Noah is going to study for an exam.

B Possible answers:
1 I'm going to meet my sister tomorrow afternoon. Then we're going to go shopping.
2 My family and I are going to have a picnic next Sunday.
3 I'm going to get together with friends this weekend.
4 I'm not going to take a walk tonight.
5 My girlfriend and I are going to see a movie Friday evening.

10.2 But it's summer there! *pages 76–77*

1 VOCABULARY: Clothes; seasons

A **1** coat **2** hat **3** sweater **4** shoes **5** boots

B **1** dry season **2** winter **3** summer **4** spring **5** rainy season **6** fall

2 GRAMMAR: Questions with *be going to*

A Ella $_{1}$ **Are you going to do** something fun this weekend?
Lily Yes, $_{2}$ **I am**! David and I are going to have a dinner party.
Ella Cool! $_{3}$ **Are you going to cook?**
Lily No, I $_{4}$ **'m not**. David is the cook at our house.
Ella He's a great cook! $_{5}$ **Are you going to invite** a lot of people?
Lily No, $_{6}$ **I'm not / we're not**. We want to have a small party. $_{7}$ **Are you going to come**?
Ella No, $_{8}$ **I'm not**. Sorry, I'm not going to be here this weekend.
Lily $_{9}$**Are you going to go** on a trip?
Ella Yes, $_{10}$ I **am**. From Friday to Monday.
Lily $_{11}$ **Are you going to go** with somebody?
Ella Yes, $_{12}$ I **am**. I'm going to meet my brother at the airport and go with him.

B Lily $_{1}$ **Where are you going to go?**
Ella My brother and I are going to go to Vancouver!
Lily $_{2}$ **What are you going to do? / Who are you going to get together with?**
Ella We're going to get together with our cousin.
Lily $_{3}$ **Where are you going to stay?**
Ella We're going to stay at our cousin's apartment.
Lily Sounds good. But the weather is colder in Vancouver. $_{4}$ **What clothes are you going to take?**
Ella We're going to take our winter clothes.
Lily. OK. You need to keep warm.
Ella Yes, of course. What about you? $_{5}$ **When are you going to have the dinner party?**
Lily We're going to have the dinner party on Saturday.
Ella $_{6}$ **What is David going to cook?**
Lily David is going to cook tacos. You know we love Mexican food!
Ella $_{7}$ **Who is going to come? / Who are you going to invite?**
Lily David's brother and his best friend are going to come. You can't come, so I'm not sure who else I'm going to invite!

3 GRAMMAR AND VOCABULARY

A Possible questions and answers:
1 Who are you going to visit this winter?
I'm going to visit my friend in Canada.
2 Who is going to go with you on your trip?
Sam and Gina are going to go with me.
3 What clothes are you going to take on your next trip?
I'm going to take shoes, jeans, shorts, T-shirts, and a hat.
4 When are you going to buy new boots?
I'm going to buy new boots next winter.
5 What country are you going to travel to in the rainy season?
I'm going to travel to Thailand in the rainy season.
6 Where is your friend going to wear her new dress?
She's going to wear it to a party.
7 Where is your cousin going to spend the summer?
He's going to spend the summer in Brazil.
8 When are you going to wear a sweater?
I'm going to wear a sweater in the winter.

10.3 Let's meet at the hotel *pages 78–79*

1 FUNCTIONAL LANGUAGE: Making, accepting, and refusing suggestions

A **1** b **2** b **3** a **4** b **5** b **6** a **7** a **8** b

2 REAL-WORLD STRATEGY: Saying why you can't do something

A **1** I'm sorry, but I can't. I have to go to the doctor.
2 I'm sorry, but I can't. I have to work.
3 I'm sorry, but I can't. I have to make dinner for my family.
4 I'm sorry, but I can't. I have to go to my aunt's (OR Aunt Beatriz's) party.
5 I'm sorry, but I can't. I have to study.

3 FUNCTIONAL LANGUAGE AND REAL-WORLD STRATEGY

A **6** *Keiko* Hello.
3 *Alex* Good idea. Let's go to the new Korean restaurant on First Street. It's really good.
1 *Alex* So, it's Keiko's birthday on Friday.
8 *Keiko* I'm sorry, but I can't. I'm busy then. My family is going to have a birthday party for me. Hey, why don't you and Alex come to the party?
7 *Alex* Hi, Keiko. It's Alex. Jay and I are talking about your birthday. We want to take you out for dinner. Why don't we meet at the new Korean restaurant next Friday?

4 *Jay* OK, great. Let's call Keiko and ask her.
2 *Jay* Oh, yeah! Why don't we take her out to dinner for her birthday?
9 *Alex* Thanks, Keiko. We love birthday parties. We can take you out to dinner next weekend.
5 *Alex* Sure. I have her number. I'm calling her now ...

B Possible answer:
A Why don't we go dancing next Saturday?
B Good idea.
C I'm sorry, but I can't. My grandmother's going to be 70 on Saturday. My family's going to have a big party for her.
B Then let's go on Friday.
C Yes, sure. Why don't we go to the new place near the beach?
A OK, great. Let's ask Jose to come. We can go together.
B Great idea.

10.4 A 24-hour city *pages 80–81*

1 LISTENING
A ✓ There are a lot of things to do.
B **a** 3 **b** x **c** 4 **d** 5 **e** 2 **f** x **g** 1 **h** x
Students should cross out b, f, and h.

2 READING
A **1** T **2** F **3** F **4** T

3 WRITING
A **Jeff's** going to be 25 on June 10. **We're** going to have a beach party for him. Be at Miami Beach near Fifth Street at 6:00 p.m. **We're** going to have a big picnic. Then **we're** going to go dancing. **It's** going to be a fun night! **Don't** tell Jeff about the party! It's a surprise! He **doesn't** know about it.
B **1** I **2** F **3** F **4** I **5** F
C Possible answer:
Come celebrate Ana's birthday!
Ana's going to be 30 on Saturday. We're going to have a barbecue at Sunset Park. We're going to be next to the lake. Bring snacks and drinks. It's going to start at 2 p.m. In the evening, we're going to see live music. A local band's going to play in the park at 6 p.m. They're going to sing "Happy birthday" to Ana, too! Don't forget your jacket. It's going to get cold in the evening.

Unit 11 Colorful memories

11.1 Flashback Friday *pages 82–83*

1 VOCABULARY: Describing people, places, and things
A **1** slow, fast **2** noisy, quiet **3** cute **4** exciting **5** beautiful , wonderful **6** awful

2 GRAMMAR: Statements with *was* and *were*
A **1** wasn't **2** was, were **3** weren't **4** was **5** was **6** weren't **7** wasn't **8** weren't **9** was **10** wasn't **11** was, were **12** was
B **1** was **2** weren't **3** were **4** wasn't **5** were

3 GRAMMAR AND VOCABULARY
A **1** I wasn't quiet in class. I was noisy.
2 I wasn't awful at sports in school. I was wonderful/great at sports in school. / I was wonderful/great at them.
3 My school wasn't in an old neighborhood. My school / It was in a new neighborhood.
4 New books weren't boring for me. New books / They were exciting for me.
5 My first job wasn't wonderful. My first job / It was awful.
6 My first car wasn't slow. My first car / It was fast.
7 My first computer wasn't new. My first computer / It was old.
8 I wasn't a good student. I was a bad student.

11.2 Our old phone was white *pages 84–85*

1 VOCABULARY: Colors
A **1** black **2** orange **3** white **4** red **5** yellow **6** gray **7** blue **8** pink **9** green **10** brown **11** purple
B Answers may vary.

2 GRAMMAR: Questions with *was* and *were*
A Kaan Hi, Marco!
Marco Hey, Kaan! [1] **Were you in English class yesterday?**
Kaan No, I [2] **wasn't**. This year I have English class on Wednesdays. [3]**Were you here all summer?**
Marco Yes, I [4] **was**. I was in summer school. Elena was here, too.
Kaan [5] **Was Elena in summer school?**
Marco Yes, she [6] **was**. It was a busy summer for both of us!
Kaan [7] **Were the classes interesting?**
Marco Yes, they [8] **were**. The teachers were wonderful, too. How about you? [9] **Were you in Seattle all summer?**
Kaan No, I [10] **wasn't**. I was on vacation in Turkey with my parents!
Marco Wow! [11] **Were you at your grandma's house in Ankara?**
Kaan No, we [12] **weren't**. We were at my uncle's house in Antalya. It's a beautiful city!

B Marco [1] **How was the weather in Antalya?**
Kaan It was very hot in Antalya!
Marco [2] **When were you there?**
Kaan We were there in July. There were a lot of people!
Marco [3] **Who was at your uncle's house?**
Kaan My uncle, aunt, my two cousins, my grandma, my brother, and I were at my uncle's house! It was fun, but noisy!
Marco No one was at my apartment this summer. It was very quiet.
Kaan A quiet home sounds nice! [4] **Where were Aidan and Andres?**
Marco Aidan and Andres were in Ecuador all summer.
Kaan [5] **Why were they in Ecuador?**
Marco They were in Ecuador because Aidan's friend lives there. But now they're back, and my apartment is noisy again!

3 GRAMMAR AND VOCABULARY

A 1 What things **were** brown in your home ?
Possible answer: Our kitchen table and chairs were brown.
2 What **was** your favorite color?
Possible answer: My favorite color was red.
3 What color **was** your favorite toy? OR What color were your favorite **toys**? *Possible answer:* My favorite toy was green. (OR My favorite toys were green, blue, and yellow.)
4 **Were** your shoes always black?
Yes, they were. OR No, they weren't.
5 **Was** your desk white?
Yes, it was. OR No, it wasn't.
6 **Was** there a gray couch in your first home?
Yes, there was. OR No, there wasn't.

11.3 I have no idea *pages 86–87*

1 FUNCTIONAL LANGUAGE: Expressing uncertainty

A 1 not **2** think **3** think **4** no **5** Maybe

2 REAL-WORLD STRATEGY: Taking time to think

A 1 Let me think **2** Uh OR Um **3** Uh OR Um

3 FUNCTIONAL LANGUAGE AND REAL-WORLD STRATEGY

A Possible answers:

1 *You* How old is Emma Stone?
Your friend Uh, I don't know.
2 *You* Where is Emma Stone from?
Your friend I have no idea.
3 *You* What was the name of that actor in *Friends*?
Your friend Uh, I think it was Matt LeBlanc.
4 *You* When was *Seinfeld* popular?
Your friend Let me think. Maybe it was from 1994 to 1998.
5 *You* Who is in The Rolling Stones?
Your friend Um, I'm not sure.

11.4 Things we keep *pages 88–89*

1 READING

A our feelings, money, the future

B 1 g **2** b **3** c **4** f **5** e

2 LISTENING

A 1 F **2** F **3** T

B Tadeo keeps his old school books because he loves them.

3 WRITING

A 1 b;
2 c;
3 a;

B 1 ✗ **2** ✓ **3** ✓ **4** ✗

C Possible answer:

Dear Marie,

Do you remember our trip to Uruguay in 2021? We went to Cabo Polonio for four days. It was a really wonderful trip. I saw some pictures from the trip on my laptop.

I have a picture of us at night on the beach. You're wearing a red and yellow shirt, and I'm wearing a blue shirt and white hat. We look very happy. There are a lot of people behind us in the picture. They had a party and played music and danced. We danced, too!

I also have a picture of you on the bus. You are eating a sandwich and listening to music on your earphones. It was a long bus ride to Montevideo! Do you remember?

Maybe we can take another trip soon!

Love,
Kimiko

Unit 12 Stop, eat, go

12.1 Backpacking and snacking *pages 90–91*

1 VOCABULARY: Food and drink (1)

A 1 potato **2** Soup **3** Lamb **4** A pineapple **5** Potatoes **6** butter **7** apples

2 GRAMMAR: Simple past affirmative

A 1 watched **2** decided **3** explained **4** cooked **5** arrived **6** smelled **7** tasted

B Everyone needs to go to The Empty Plate, a new restaurant downtown. It was my mom's birthday, and I ~~taked~~ took her and my dad there yesterday. My dad and I ~~eated~~ ate lamb, and my mom ~~haved~~ had the chicken. Both were excellent. I also ordered gazpacho, a cold Spanish soup made with tomatoes and other vegetables. It was delicious! I ~~drunk~~ drank my soup from a glass. That was different!

We go went at one in the afternoon. It was busy, but the servers were wonderful. They ~~bringed~~ brought my mom birthday cake, and they ~~sing~~ sang "Happy birthday" to her, too. She was very happy!

3 GRAMMAR AND VOCABULARY

A Possible answers:

1 I had chicken and soup for dinner last night.
2 I ate cookies and an apple for breakfast last weekend.
3 I wanted a sandwich yesterday.
4 I cooked beef last weekend.
5 I liked bananas when I was a child.
6 I had soup for lunch last week.

12.2 What did you eat? *pages 92–93*

1 VOCABULARY: Food and drink (2)

A 1 eggs **2** water **3** fish **4** cookies **5** black beans

2 GRAMMAR: Simple past negative and questions

A 1 I didn't get up early on Friday.
2 I didn't have a big breakfast.
3 I didn't take the bus to work.
4 I didn't eat lunch at my desk.
5 I didn't work late.
6 I didn't walk home.
7 I didn't watch a movie.
8 I didn't go to bed early.

B 1 Did Jose see his friend last weekend?
2 What did they do?
3 Where did they take a selfie?
4 Did they eat pizza for dinner?
5 Where did they eat it?
6 Did they have a good time?
7 What did the mother do last Saturday?
8 Did she buy steak?
9 Who did she go shopping with?

C Possible answers:
1 Yes, he did.
2 They drank coffee at a café.
3 They took a selfie at the café.
4 Yes, they did.
5 They ate it at home.
6 Yes, they did.
7 The mother bought fruit. / She bought fruit.
8 No, she didn't.
9 She went shopping with her daughter.

3 GRAMMAR AND VOCABULARY

A Possible answers:
1 Did you have juice yesterday morning?
2 Did you have soda last week?
3 Did you have water yesterday afternoon?
4 Did you eat cookies yesterday?
5 Where did you buy the bread?
6 How did you cook the black beans?

12.3 Please pass the butter *pages 94–95*

1 FUNCTIONAL LANGUAGE: Offering and requesting food and drink; responding to requests

A **1** I would like / I'd like the steak, please.
2 Would you like some ice cream with your chocolate cake?
3 What would you like to drink?
4 When would you like the bread?
5 We'd like (OR We would like) a table for six people.
6 Would you like a table near the window?

B **1** Can I have some water, please? **2** Of course.
3 Here you are **4** 'd like **5** Do you have **6** We have
7 Would **8** pass **9** Here you are.

2 REAL-WORLD STRATEGY: Using *so* and *really* to make words stronger

A **1** This pizza is **so** good.
2 I **really** want to go to the new Ecuadorian restaurant.
3 This new cooking app is **so** cool.
4 The weather is **so** awful.
5 I **really** need a vacation!

3 FUNCTIONAL LANGUAGE AND REAL-WORLD STRATEGY

A *Server* Would you 1 like something to drink?
Emma Yes, please. 2 Do you have coffee or tea? It's 3 really / so cold in here!
Server We 4 have coffee, black tea, and green tea.
Emma 5 Can I have some green tea, please?
Server 6 Of course. 7 Here you are. And what 8 would you like to eat? We 9 have chicken sandwiches and pizza.
Emma I'd 10 like the pizza, please. It smells 11 really / so good!

B Possible answer:
Server What would you like to eat?
Customer Do you have soup?
Server I'm so sorry. We don't have soup. We have fish or pizza.
Customer I'd like pizza, please. I really don't like fish.
Server Of course. Would you like dessert? We have cookies, ice cream, or chocolate cake.
Customer No, thank you. I don't want any dessert. But I'd like something to drink.
Server Would you like soda or juice?
Customer No, thank you. I'd like water.

12.4 What did the reviewers say? *pages 96–97*

1 LISTENING

A They choose Capital Hotel.

B **1** b, d **2** b, c, e **3** a, f

2 READING

A **1** + **2** X **3** + **4** X **5** + **6** – **7** + **8** X

3 WRITING

A **1** We stayed at the hotel on Monday, Tuesday, and Wednesday.
2 (no commas)
3 (no commas)
4 The hotel is near popular restaurants, cafés, and stores.
5 The busy months at the hotel are May, June, and July.
6 I went with my brother, my sister, and my cousin.

B ✓ 2, 3

C Possible answer:
I stayed at the Hotel Major last week. It is a very nice hotel with 30 rooms. The workers at the hotel are very friendly, and it has a great restaurant. I had breakfast there every morning. I also had dinner there with my friend. The food was really good. The hotel is near an interesting museum and the a beautiful park. The weather was nice and I walked to the park every day The only problem was that there was no swimming pool at the hotel.

Workbook audio scripts

1.01 Lesson 1.2, Page 4, Exercise 1A

Narrator: 1
M1 How do you spell your first name?
F1 It's Palmira, P-A-L-M-I-R-A.
Narrator: 2
M1 What's your last name?
M2 It's Fernandez. F-E-R-N-A-N-D-E-Z.
Narrator: 3
M1 What's the name of your company?
F2 It's Hotshot, H-O-T-S-H-O-T.
Narrator: 4
M1 How do you spell the name of your college?
F3 It's Agostino College. A-G-O-S-T-I-N-O.
Narrator: 5
M1 What's your email address?
M3 It's max@mymail.org. M-A-X-at-M-Y-M-A-I-L-dot-O-R-G.

2.01 Lesson 2.4, Page 16, Exercises 1A, 1B, 1C

Ruben This is a nice photo, Flora. Are they your friends?
Flora Yeah. They're cool. Uh … This is me, on the right.
Ruben Oh, yeah!
Flora And this is Zack, next to me. He's 23, and he's *really* funny. He's American, but his parents are from China. He's at a college in Chicago.
Ruben OK. And this is …?
Flora The woman here is Aniko. She's from Los Angeles. She's an artist. She's cool.
Ruben And the man on the left – what's his name?
Flora He's Tony. He's 22 and he's a college student. He's really friendly. And the woman between Tony and Aniko is Claudia. She's a doctor.
Ruben A doctor? Really? How old is she?
Flora She's 28. She lives in Chicago, with me.
Ruben An artist, a doctor, two college students, and you – all in the same picture!
Flora Yeah! We're in a band – the Great World Band.
Ruben You're in a band?

3.01 Lesson 3.3, Page 23, Exercise 2A

Lina Coffee or tea?
Jason Tea, please.
Lina Milk?
Jason Yes, please.
Lina Sugar?
Jason No, thank you.
Lina And a biscuit?
Jason Sorry, I don't understand. What's a biscuit?
Lina A biscuit is a cookie.
Jason Oh, a cookie. Sure.
Lina OK. Here is your tea and biscuit. Sorry, I mean cookie!
Jason Thank you!

4.01 Lesson 4.4, Page 32, Exercises 1A, 1B

Tami My name is Tami. I love my phone. The camera is great! I take a lot of pictures. I also read my email and send messages. And I post comments on social media. I like the games on my phone, but the apps are slow sometimes.
Marco My name is Marco. I don't like my phone. The apps are OK. I send messages and post comments on social media. But the phone is really small, and the camera is not very good. I like to take pictures and watch videos. I want a big phone with a better camera!

5.01 Lesson 5.4, Page 40, Exercise 2A

Emma Here's a magazine article about everyday routines. Is your routine good for you, Ben?
Ben My routine is OK. I want to sleep more. I sleep about six or seven hours a night.
Emma Six or seven hours? The article says that seven to nine hours a night is good. Six or seven hours isn't bad, but it's not great.
Ben Yeah, I know, Emma. I'm usually tired, but I don't sleep very well.
Emma Do you drink a lot of coffee?
Ben Yeah. I have about five cups a day.
Emma Five cups of coffee? Here they say that more than five cups is not good. Five cups isn't good, but it's not bad. Do you drink water?
Ben Yes, I do. I drink ten glasses of water a day! And I eat very healthy food. I always eat a lot of fruit and vegetables.
Emma OK. But you work at your desk all day …
Ben Yeah, that's true. I usually work from 10 to 12 hours a day.
Emma Ten to 12 hours a day! That is bad for you, Ben. You sit at your desk all day! Please tell me that you exercise. Do you run or play any sports?
Ben No, I never do exercise. I work at my desk, and then I go home.
Emma OK, you need some changes in your routine …

6.01 Lesson 6.4, Page 48, Exercises 1A, 1B

Michelle Thanks for coming with me today, Chris. I'm so excited!
Chris Sure! Let's find this place on my phone. Here's a map of Singapore.
Michelle Zoom out. Is this the forest?
Chris Yes, it is!
Michelle Wow! It's in the middle of the city!
Chris People say it's a beautiful forest. There's a hill, too.
Michelle And it's very easy to get there on the bus.
Chris Yes, this bus is great.
Michelle Look! This article says there're a lot of interesting plants and trees there.
Chris Cool! I like nature. There're a lot of birds to see in the forest, too.
Michelle I want to see some big animals!
Chris Sorry, there're no big animals, but there're some big trees!

7.01 Lesson 7.4, Page 56, Exercise 2A

Zoe My job is busy. Cooking for one hundred people every day isn't easy! I work hard! I work 13 hours, five days a week. But my job is fun, too. I make people happy! And people love my restaurant. Many people are eating dinner right now. They're chatting and laughing. They're really happy. Why? Because they're not cooking and doing the dishes at home. They're having a nice dinner with their friends, and we're cooking and doing the dishes for them. I'm happy when other people are happy. I love my job. I'm always thinking of new ideas, and I go to other restaurants a lot with my friends. I love to cook, but when I'm not at my restaurant, I never cook. I need a break!

8.01 Lesson 8.4, Page 64, Exercises 1A, 1B

Emily Hi, Joel. Welcome to the podcast!

Joel Hi, Emily! Thanks.

Emily Today we're talking about robots. So, what do you think about robots for children?

Joel I think they're great. Kids can play with robots and learn a lot from them. Robots can help kids learn about technology. It's really important today. And kids can talk with robots. My 10-year-old daughter says, "My robot is my friend."

Emily And don't you think that's a problem? I mean, saying robots are now our children's friends?

Joel No. I don't think robots are a problem. Why do *you* think they're a problem?

Emily Our children are playing with their robots and not with other children. Robots are not real friends. Do you think that robots can be our children's friends?

Joel No, I don't think so. My daughter says the robot is her friend. *I* don't say that. My daughter plays soccer with other children. She doesn't play soccer with a robot. She has birthday parties with other children, not with robots. She can talk to her robot, but talking with a robot and with other kids are not the same. But my daughter can do things with her robot all day. She can't be with other children morning, noon, and night.

Emily Yes, but ...

9.01 Lesson 9.4, Page 72, Exercises 2A, 2B

F1 Hi, Mom. It's me, Ella. Yeah. I'm having a great time. I ride my horse every day, and the gauchos are really friendly. What else? Uh ... The ranch is really big. And it's *interesting* here. I can walk outside in the afternoon and look at the different plants and animals. My bedroom is small, but it's nice. The food is *really* good. They cook different food every day. It's fun here! I want to come here again next year. You have to come, too. Yes, I *want* you to come with me.

10.01 Lesson 10.4, Page 80, Exercises 1A, 1B

Olivia For my birthday this year, I'm going to do something really different. I'm going on a trip to a big city, a day-and-night city – a city where you can be busy from morning to midnight. Am I talking about New York, Tokyo, or Mexico City? No. My birthday trip is to Stockholm in Sweden. "Stockholm?" you say. "Cold, dark Stockholm?" Yes, Stockholm! In June and July, the sun is out all day and night. In summer, Stockholm really is a day-and-night city. A great time to visit is the third week in June because it is Midsummer. Midsummer always happens on a Saturday, but the parties start on Friday. This year, my birthday is on that Friday! I'm excited! I'm going to start the day with a tour of Stockholm's famous places. At noon, I'm going to Gamla Stan (the "Old Town"). It's very interesting there – it has cafés, restaurants, and stores. I'm going to go shopping, and then I'm going to eat in a nice restaurant. Also, there are many museums in Stockholm! After lunch, I'm going to visit the ABBA Museum! Then I'm going to take a boat taxi to one of Stockholm's islands. That evening, I'm going to do something really fun because it's Midsummer. I'm going to find a place to go dancing. At 4 a.m., when I go back to my hotel, the sun is going to be out! Now that's different!

11.01 Lesson 11.4, Page 88, Exercises 2A, 2B

Jen Hi, Tadeo! What are you doing?

Tadeo Oh, hi, Jen. I'm looking at some old things.

Jen What are these?

Tadeo They're my old school books. I was six years old. They were my first books.

Jen No way! Why are you keeping them?

Tadeo Well, my first year in school was very important to me. My teacher was wonderful, and school was exciting every day.

Jen School was exciting?

Tadeo Yes, it was. I have great memories of the school, my teacher, and the other students. That's why I love my old school books.

12.01 Lesson 12.4, Page 96, Exercises 1A, 1B

Seb I had an email from Matt and Jackie yesterday. They're going to arrive here in two weeks, but they don't have a hotel room. They need our help! Do you know any good hotels?

Mia Hmm. Oh, I know! Astoria Hotel is very nice. Luisa and her family stayed there last year. They liked it a lot. The room was big, and it's near the beach.

Seb Yes, but you have to have a car. There aren't any buses from the hotel to the restaurants, museums, or stores.

Mia That's true. How about the White Doors Hotel? That's near everything. It always has great reviews.

Seb But it's so expensive! The rooms can be three or four hundred dollars a night.

Mia Really? Well, that's not good for Matt and Jackie. Hey, here's a place online, Capital Hotel. It's near the beach, and the rooms aren't expensive!

Seb Where is it?

Mia On Fuller Street.

Seb Oh. Fuller's a quiet street. That's good. Jackie doesn't like noisy places.

Mia Yeah. And the hotel has a restaurant. It has very good reviews.

Seb Are there any reviews of the hotel?

Mia Yeah. Here's a review ...