

StartUp

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Teacher's Edition



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StartUp 1

Teacher's Edition

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CONTENTS

Acknowledgments	iv
Learning Objectives	vi
To the Teacher	x
Using the Teacher's Edition	xii
The Global Scale of English	xiv
Pearson Practice English App	xv
Pearson English Portal	xvi
ActiveTeach / Workbook	xvii
MyEnglishLab	xviii
Reproducibles	xix
Assessments	xx
Warm-Up Activity Bank	xxii
Teaching Notes	
Welcome Unit	2
Unit 1	T-5
Unit 2	T-15
Unit 3	T-25
Unit 4	T-35
Unit 5	T-45
Unit 6	T-55
Unit 7	T-65
Unit 8	T-75
Unit 9	T-85
Unit 10	T-95
Grammar Practice	T-105
References	131
Audio Scripts	134
Conversation Video Scripts	152
Put It Together Video Scripts	161
Credits	162
Pronunciation Table	170

Please visit the Pearson English Portal for a wealth of teacher's support material including the Ready to Teach StartUp—video series.

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LEARNING OBJECTIVES

WELCOME UNIT

page 2

In the classroom | Learn about your book | Learn about your app

Unit	Vocabulary	Grammar	Conversation/ Speaking	Listening
1 How's it going? page 5	- Meet and greet - Say hello and goodbye - Occupations - Things in an office - Countries	- Statements with <i>be</i> - Articles <i>a/an</i> - Regular plural nouns <i>Need and have</i>	- Introduce yourself - Introduce others - Talk about things in an office Skill Ask someone to repeat a name	Listen to an ad about things in an office Skill Listen for main ideas
2 Who are they? page 15	- Family relationships - Relationships - More family relationships	- Possessive adjectives - Questions with <i>who</i> and <i>what</i> - Negative statements with <i>be</i> <i>Yes/no</i> questions with <i>be</i> <i>Live and work</i>	- Identify family members - Talk about friends and family - Talk about where people live and work Skill Show interest	
3 What a beautiful home! page 25	- Places in the home - Places in the neighborhood - Things in the kitchen - Things in the house	- Adjective + noun placement - Prepositions of location <i>There is/There are</i> - Questions with <i>where</i> + <i>be</i> - Prepositions of placement	- Describe your home - Describe your neighborhood - Talk about things in the home Skill Change the topic	Listen to phone messages about a house Skill Listen for key words
4 Where are you now? page 35	- The calendar - Ways to connect - Words for getting around town	- Questions with <i>when</i> + <i>be</i> - Prepositions of time - The imperative: Affirmative and negative	- Ask about an event - Make plans with someone - Ask for and give directions - Say and repeat the time	Listen to directions to the restaurant Skill Listen to follow directions
5 Do I need an umbrella? page 45	- Weather items - Weather and temperature - Seasons - Things you wear or carry	Regular and irregular plurals	- Ask about prices - Talk about the weather - Talks about what people wear and carry - Say and confirm prices Skill Get someone's attention	Listen to weather reports Skill Listen for specific information

Pronunciation	Reading	Writing	Media Project	Learning Strategy
- Stressed words - Stressed syllables	Read contact information Skill Skim	Write contact information Skill Capitalize proper nouns	Make a video about where you work or where you do your homework	Vocabulary Use sticky notes
- The voiced <i>th</i> sound /ð/ - Linking words together	Read about someone's family Skill Reread	Write about your family Skill Form the possessive	Describe photos of family and friends	Vocabulary Learn related words
- The vowel /ə/ in unstressed syllables - Stress in compound nouns	Read an ad for an apartment for rent Skill Use background information	Write an ad for an apartment for rent Skill Write complete sentences	Make a video about a room in your home	Pronunciation Clap your hands
- The sound /ʒ/ - Stress in numbers	Read about a plan to meet Skill Ask and answer questions	Write about a plan to meet Skill Use end of sentence punctuation	Describe photos of places and how to get there	Grammar Make translation flashcards
- The letter o - Plural nouns	Read messages about weather Skill Scan for details	Write a message about weather Skill Use capitalization	Make a video of your favorite clothes	Vocabulary Make picture flashcards

Unit	Vocabulary	Grammar	Conversation/ Speaking	Listening
6 What do you like to do? page 55	- Types of music - Interests - Free-time activities	- Simple present: Affirmative and negative statements - Simple present: Yes/no questions and short answers - Simple present: Wh- questions and answers	- Talk about music - Talk about interests - Talk about free-time activities Skill Ask someone the same question	
7 Are you ready to order? page 65	- Food groups - Food and beverages - Restaurant items	- Count / Non-count nouns - Some, any - Can and could for requests - Some and any as indefinite pronouns	- Talk about food - Order in a restaurant - Ask for restaurant items Skill Use polite expressions	
8 Do you have a reservation? page 75	- Personal care items - Places in a hotel - Places in a city	- There is/There are - Like, want, need + infinitives - Prepositions of place: At, on, in	- Ask for personal care items - Give directions in a building - Talk about where places are located Skill Show understanding	Listen to questions about locations Skill Listen for location words
9 Is everything OK? page 85	- Describing things - Technology - Daily activities	- Possessive nouns - This/that/these/those - Present continuous: Statements and questions - Adverbs of frequency	- Describe things people own - Talk about what you're doing - Talk about daily activities Skill Ask about a problem	Listen to a podcast about stress Skill Listen for numbering
10 How was your weekend? page 95	- Describing activities - Weekend activities - Vacation activities	- Simple past with be - Simple past: Statements and yes/no questions - Simple past: Wh- questions and irregular verbs	- Describe your weekend - Talk about past activities - Talk about a past vacation Skill Agree with someone	Listen to a radio show about a vacation Skill Make inferences

GRAMMAR PRACTICE page 105

REFERENCES page 131

Pronunciation	Reading	Writing	Media Project	Learning Strategy
- Weak pronunciation of <i>do</i> - Unstressed words	Read a member profile Skill Compare and contrast	Write a member profile Skill Write dates	Make a video of a friend or family member doing something interesting	Vocabulary Use action
- The vowels /i/ and /ɪ/ - Dropped syllables	Read a restaurant review Skill Use context clues	Write a restaurant review Skill Write commas in a list	Make a video of your favorite meal	Vocabulary Make word webs
- The sound /f/ - Main stress	Read about a hotel Skill Take notes	Write about a hotel Skill Use abbreviations	Describe photos of your neighborhood	Pronunciation Practice the pronunciation
- Moving the main stress - Intonation in questions	Read about computer problem Skill Make inferences	Write about computer problems Skill Write a list	Describe photos of your friends or family using technology	Grammar Write the rule
- The simple past -ed ending - Blending <i>did you</i>	Read about a vacation Skill Find the main idea	Write about a vacation Skill Use commas	Describe photos of a past weekend or vacation	Grammar Write sentences

Key				
 00-00	 video	 ActiveTeach		
 flashcards	 video/coach	 web search		

TO THE TEACHER

Welcome to *StartUp*

StartUp is an innovative eight-level, general American English course for adults and young adults who want to make their way in the world and need English to do it. The course takes students from CEFR A1 to C1 and enables teachers and students to track their progress in detail against the Global Scale of English (GSE) Learning Objectives.

<i>StartUp</i> Level	GSE Range	CEFR	Description	<i>StartUp</i> Level	GSE Range	CEFR	Description
1	22-33	A1	Beginner	5	49-58	B1+	High intermediate
2	30-37	A2	High beginner	6	56-66	B2	Upper intermediate
3	34-43	A2+	Low intermediate	7	64-75	B2+	Low advanced
4	41-51	B1	Intermediate	8	73-84	C1	Advanced

English for 21st century learners

StartUp helps your students develop the spoken and written language they need to communicate in their personal, academic, and work lives. In each lesson, you help students build the collaborative and critical thinking skills so essential for success in the 21st century. *StartUp* allows students to learn the language in ways that work for them: anytime, anywhere. The Pearson Practice English App allows students to access their English practice on the go. Additionally, students have all the audio and video files at their fingertips in the app and on the Pearson English Portal.

Personalized, flexible teaching

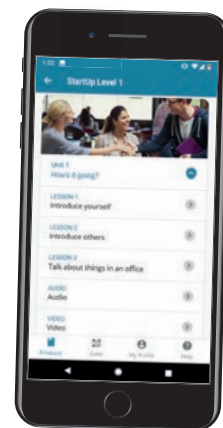
The unit structure and the wealth of support materials give you options to personalize the class to best meet your students' needs. *StartUp* gives you the freedom to focus on different strands and skills; for example, you can spend more class time on listening and speaking. You can choose to teach traditionally or flip the learning. You can teach sections of the lesson in the order you prefer. And you can use the ideas in the Teacher's Edition to help you extend and differentiate instruction, particularly for mixed-ability and for large and small classes.

Motivating and relevant learning

StartUp creates an immersive learning experience with a rich blend of multimedia and interactive activities, including interactive flashcards for vocabulary practice; Grammar Coach and Pronunciation Coach videos; interactive grammar activities; podcasts, interviews, and other audio texts for listening practice; humorous, engaging videos with an international cast of characters for modeling conversations; high-interest video talks beginning at Level 5; media project videos in Levels 1-4 and presentation skills videos in Levels 5-8 for end-of-unit skills consolidation.

Access at your fingertips

StartUp provides students with everything they need to extend their learning to their mobile device. The app empowers students to take charge of their learning outside of class, allowing them to practice English whenever and wherever they want, online or offline. The app provides practice of vocabulary, grammar, listening, and conversation. Students can go to any lesson by scanning a QR code on their Student Book page or through the app menu. The app also provides students with access to all the audio and video files from the course.



Components

For the Teacher

StartUp provides everything you need to plan, teach, monitor progress, and assess learning.

The **StartUp ActiveTeach** front-of-class tool allows you to

- zoom in on the page to focus the class's attention
- launch the vocabulary flashcard decks from the page
- use tools, like a highlighter, to emphasize specific text
- play all the audio texts and videos from the page
- pop up interactive grammar activities
- move easily to and from any cross-referenced pages

The interleaved **Teacher's Edition** includes

- an access code to the Pearson Practice English App and all digital resources
- language and culture notes
- teaching tips to help you improve your teaching practice
- *Look for* notes to help assess students' performance
- answer keys to all Student Book exercises on the facing page of the notes
- and more!

Teacher's Digital Resources, all available on the Pearson English Portal, include

- Teacher Methodology Handbook
- A unit walkthrough
- ActiveTeach front-of-class software
- ExamView assessment software
- Teacher's notes for every Student Book page
- Rubrics for speaking and writing
- Hundreds of reproducible worksheets
- Answer keys for all practice
- Audio and video scripts
- The GSE Teacher Mapping Booklet
- The GSE Toolkit

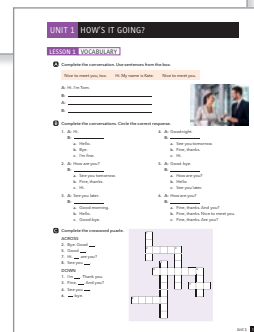
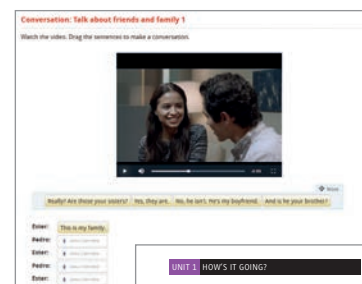
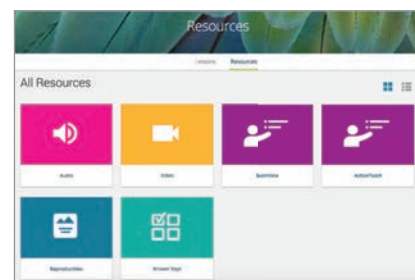
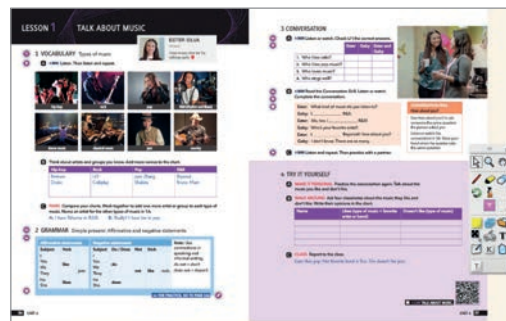
For the Student

StartUp provides students with everything they need to extend their learning.

The optional **MyEnglishLab for StartUp** gives students more formal online practice and provides immediate feedback, hints, and tips. It includes

- grammar practice with remedial activities and access to all the Grammar Coach videos
- vocabulary practice, including games and flashcards
- speaking and pronunciation activities, including access to all the conversation videos and Pronunciation Coach videos
- listen-and-record practice that lets students record themselves and compare their recordings to models
- auto-graded reading and writing practice that reinforces skills taught in the Student Book
- summative assessments that measure students' mastery of listening, vocabulary, grammar, pronunciation, and reading
- a gradebook, which records scores on practice and assessments, that both students and you can use to help monitor progress and plan further practice

The optional **StartUp Workbook** provides practice of vocabulary, grammar, reading, and writing and includes self-assessments of grammar and vocabulary.



USING THE TEACHER'S EDITION

The *StartUp* Teacher's Edition (TE) is a way for you to learn more about getting the best results with *StartUp* and is your source for helpful teaching ideas. On the inside front cover, you'll find an access code, which you'll use for the Pearson Practice English App and the portal.

At the beginning of the TE you see:

- Information about *StartUp* and the Global Scale of English
- Information about
 - The Pearson Practice English App, which accompanies the Student Book
 - The Pearson English Portal, where you'll find all your *StartUp* teacher resources
 - The ActiveTeach teacher presentation tool
 - The Assessment program
 - Optional student practice: the Workbook, MyEnglishLab, and Reproducibles
- Bank of Warm-up Activities

At the back of the TE, you'll find the audio and video scripts for each unit.

Additional information can be found in the portal. This includes:

- How to use flipped learning
- How *StartUp* incorporates 21st century skills
- Using mobile phones in the classroom
- And more!

For each unit of *StartUp* the TE includes the Student Book pages with answers annotated in blue ink and corresponding teacher's notes on the facing pages.

1. Each unit begins with a chart that lets you preview the unit and shows
 - the **Unit Title**, which is a GSE Learning Objective
 - the **Vocabulary, Grammar, Pronunciation**, and other skills in each lesson
 - the contents of the **Put It Together** page

3 WHAT A BEAUTIFUL HOME!

PREVIEW THE UNIT

LESSON	Skills
LESSON 1	Describe your home Vocabulary: Places in the home Grammar: Adjective + noun placement Pronunciation: The vowel /ə/ in unstressed syllables
LESSON 2	Describe your neighborhood Vocabulary: Places in the neighborhood Grammar: Prepositions of location; There is / There are Pronunciation: Stress in compound nouns Conversation skill: Change the topic
LESSON 3	Talk about things in the home Vocabulary: Things in the kitchen Grammar: Questions with where + be; Prepositions of placement Vocabulary: Things in the house Listening skill: Listen for key words
LESSON 4	Read an ad for an apartment for rent Reading skill: Use background information
LESSON 5	Write an ad for an apartment for rent Writing skill: Complete sentences
PUT IT TOGETHER	Media project: Video: A room in your home Learning strategy: Clap your hands

Choose a warm-up activity from the Warm-Up Activity Bank on page xii.

GET STARTED

1. Read the unit title, stressing the word beautiful. Elicit the meaning of home (the place where you live).
2. Then tell Ss to read the Learning Goals individually. Ask, Which topics do you feel confident about? Which topics are new for you? Ss have studied the topics before, reassure them that they will learn some new things.
3. Ask, What do you see? Call on volunteers and write answers on the board. (For example, home, kitchen, living room, table, TV.)
4. Point to the photo and ask, Who's this? (Dan Lu) Have Ss read what Dan says in Meet the People of TSW Media on page 4 or play the video of Dan. Then ask, Where does Dan usually work? (in Beijing)
5. Have Ss read the social media message on page 25. Ask, Where is Dan working right now? (in New York City) Ask, Where is Dan staying? (at his friend Mike's house) Is Mike at home? (no) Elicit or explain that house-at means to temporarily live in and take care of someone's home while he / she is away.

LEARNING GOALS
in this unit, you
• describe your home
• describe your neighborhood
• talk about things in the home
• read and write an ad for an apartment for rent

GET STARTED

A Read the unit title and learning goals.
B Look at the photo of a home. What do you see?
C Now read Dan's message. Why is he in New York City?

DAN LU
Hi,
I'm working in New York City for three weeks and house-sitting for my friend Mike.

2. Then there is a suggestion that you choose a **Warm-Up** to use at the beginning of the class.
3. This is followed by teaching notes that help you **Get Started**: to establish the topic of the unit, set the context, and introduce the character who is the center of the unit.

1. **Step-by-Step** teaching notes help you give clear instructions and explanations for each activity. The notes use the abbreviation "Ss" for students.

2. **Teaching Tips** give helpful teaching techniques and strategies.

3. **Extensions** provide more practice with specific skills.

4. **Look for notes** help you assess your students' performance.

5. **Exit Tickets** are activities students do at the end of each lesson to help you know which students may need additional practice.

3 VOCABULARY Things in the house

A Listen. Then listen and repeat.

B Write words that go in more than one room. *Possible answers: a chair – also a bedroom, a kitchen; a rug – also a dining room, a living room, a bedroom; a lamp – also a dining room, a living room, a bedroom; a cabinet – also a kitchen, a bathroom.*

C PAIRS Compare your answers in 3B.

4 LISTENING

A Listen. Dan calls his friend Mike. Check (✓) all of the items Dan needs.

B Read the Listening Skill. Listen again. Where are the items? Complete the locations in 4A.

C PAIRS Talk about the items in Mike's house. A: Where are the pans? B: They're in the oven.

5 TRY IT YOURSELF

A Read the example with a volunteer. Ask individual Where are your...? and elicit answers.

B Tell Ss to prepare questions about five kitchen items from 1A on page 30.

C In pairs, have Ss ask and answer questions.

D Tell Ss to choose one of the five questions they prepared in 5A to ask five classmates. Model by asking Joe Ss: Where are your plates? Write answers on the board. Write a check (✓) next to repeated answers. Circle the most common answer.

E Read the example. Then write a sentence about your most common answer on the board. (For example, Four people have their things in the cabinet.)

F Then let Ss walk around and ask for question.

G Give Ss a few minutes to analyze their findings. Then bring the class together and have volunteers share their most common answer.

EXTENSION Ask a S to read Dan's social media message at the beginning of the lesson. Ask: What does Dan do when he's first thing in Mike's kitchen? (He calls Mike.) He leaves messages for Mike. Then ask: What are some possible responses to Dan's post? (For example, Ask Mike / That's too bad.)

LOOK FOR While Ss are completing the Try It activity, walk around the class and listen to Ss' conversations. Listen to determine if Ss are correctly using vocabulary for things in the kitchen, asking questions with where + be, using prepositions of placement.

EXIT TICKET Prepare questions about where things are in your classroom. For example, Where is my desk? Where are the chairs? Where are Matt's books? As Ss leave, pose a question to each one. Listen for correct use of prepositions of placement.

LESSON 2 TALK ABOUT INTERESTS

1 VOCABULARY Interests

A Listen. Then listen and repeat.

B Look at the words in 1A. Write the interests in the correct place.

C GROUPS Student A, act out one of the interests from 1A. Others, guess the interest. Continue.

2 GRAMMAR Simple present: Yes/no questions and short answers

Yes/No questions			Short answers		
Do / Does	Subject	Verb	Affirmative	Negative	
Do	you	cook?	Yes, I do.	No, I don't.	
Does	he	cook?	Yes, he does.	No, he doesn't.	
	she	cook?	Yes, she does.	No, she doesn't.	

3 VOCABULARY TALK ABOUT INTERESTS

A Read the title of the lesson. Review that interests are activities that you like doing. Point to the pictures and say. These are examples of interests.

B LANGUAGE NOTE Interest is a noun. Tell me about your interests. Interesting is an adjective. (This is an interesting book.) To interest is a verb. Does classical music interest you?

C Have Ss preview the pictures and caption. Say, Maria is a chess player. Then have them listen and repeat.

D Call on Ss to share the interests they checked. Write Ss' names and interests on the board. (For example, Julie: cook; Matthew: play basketball.) Don't elicit full sentences.

E Call on a S to read the three categories. Write arts on the board and ask, What are the arts? (Creative activities like music, art, theater, dance.) Ask, What is an example of the arts in 1A? (For example, take pictures.) Explain to Ss: Music is an art, but it's presented as a separate category here. Write the music-related arts in the Music column.

F Ask Ss to work individually to sort the words. Point out that answers may vary, for example, Ss may place dance in Music or Arts and martial arts in Sports or Arts.

G Then have Ss compare answers with a partner.

H Bring the class together and go over any questions. Ask for a show of hands. Do you think martial arts are a sport or an art? (Refer to the Language Note that follows.) Then ask, Do you consider cooking an art?

4 GRAMMAR

A Write on the board: A: Are you a student? Elicit and write an answer: B: Yes, I am. Then point to A and ask, What's that? Is this a question? If Ss say a question, follow up with What kind of question is it? Then point to B and ask, What's that? and, if necessary, What kind of an answer? (a short answer.) Say, In Unit 2, we learned about yes/no questions and short answers with be. Here we will learn to form yes/no questions with other verbs.

B Focus on the grammar chart. Say the four questions and short answers and ask Ss to repeat. Then say, Notice how Do is used with you and they and Does is used with he and she.

C Ask, Which pronouns are not in the chart? (I, we, it.) Which pronouns are I and we similar to? (You, they.) Which pronouns are it similar to? (He, she.) Elicit some yes/no questions with I, we, and it and write them on the board. (For example, Do I cook? Do we play soccer? Does it rain a lot here?)

D Read the social media message. Ask, Who is Gaby? (Esther's co-worker.) Ask, Is she a good singer? (Yes, she is.) Remind Ss of the conversation in 3A on page 57 where Gaby sings Happy Birthday and surprises Esther with her beautiful, her voice is.

E LANGUAGE NOTE Martial arts refer to any of the Asian forms of self-defense, such as taekwondo, karate, judo, kung fu. These are considered an art in the precision of movement and techniques that are performed. However, they also require physical skill and coordination and can be practiced as a competitive sport.

F CULTURE NOTE Soccer is the term in American English for the sport known elsewhere around the world as football—a game in which two teams of eleven players try to kick a round ball into their opponent's goal. Football is the British English term and the term used in many other countries. The word football in American English, however, refers to a different game played by two teams of eleven players, where the point is to carry, kick, or throw and receive an oval ball in an attempt to get into an area at the end of the field and score points.

G Divide the class into groups of three or four. Have Ss take turns naming interests from 1A for their group to guess. Model by, for example, holding up an imaginary microphone and eliciting sing from the class.

H Tell Ss to look at the short answers again. Ask, Do you see contractions in the short answers? (yes in the affirmative or the negative short answer.) (negative) Say, Only use contractions in negative short answers. Then invite volunteers to come forward and write short answers to the questions on the board.

I Say, Look at the grammar chart again. I will read each question, and you read the short answer all together.

J OPTION You can mention that though contractions are typical in negative short answers, it is possible to use the full form. Say, No, I do not and No, she does not. Explain that this form is more formal. Then write No, I don't on the board. Next to it write No, I do not. Read the first short answer and put stress on not; read the second short answer and put stress on no.

1. **Language and Culture Notes** offer insightful and helpful information about English.

2. **Options** give you ways to vary an activity and often suggest how you can modify an activity for students who are performing at higher or lower levels.

THE GLOBAL SCALE OF ENGLISH

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

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

StartUp has been constructed using learning objectives from the GSE. These objectives are real-world relevant and appropriate for your learners' needs. This table shows the range of objectives that are covered within each of the eight levels of *StartUp*.

StartUp Level	GSE Range	CEFR	Description
1	22-33	A1	Beginner
2	30-37	A2	High beginner
3	34-43	A2+	Low intermediate
4	41-51	B1	Intermediate

StartUp Level	GSE Range	CEFR	Description
5	49-58	B1+	High intermediate
6	56-66	B2	Upper intermediate
7	64-75	B2+	Low advanced
8	73-84	C1	Advanced

StartUp provides a wide array of materials, for example, student book, mobile app, online practice, workbook, and reproducible worksheets. As learners work through the content, they will have opportunities to demonstrate mastery of a variety of learning objectives used inside the learning range. It does not mean that learners need to have mastered all of the objectives below the range before starting the course, or that they will all be at the top of the range by the end.

Every unit opener of *StartUp* provides you with the GSE learning objectives for listening, speaking, reading, and writing. The same unit objectives are then used in the Reflect and Plan self-assessment activity at the end of the unit.

Teacher Mapping Booklet and GSE Toolkit

You will find the GSE Teacher Mapping Booklet for *StartUp* online on english.com/startup as well as in the portal. This booklet provides an overview of all the learning objectives covered in each unit of *StartUp*, lesson by lesson.

These GSE learning objectives are only a selection from the larger collection contained within the GSE. To explore additional resources to support learners, there is an online GSE Teacher Toolkit. This searchable online database gives you quick and easy access to the learning objectives and grammar and vocabulary resources. It also gives you access to GSE job profiles: 250 job skills mapped to GSE learning objectives, enabling you to pinpoint the specific language skills required for professional learners.

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

PEARSON PRACTICE ENGLISH APP

What is the Pearson Practice English App?

The Pearson Practice English App comes with every *StartUp* Student Book and is for learners to use on their mobile phones. The app lets learners extend their English studies anytime, anywhere, with vocabulary, grammar, listening, and conversation activities on the go. All the activities are tied directly to the material in the Student Book. They have access to all the Student Book audio tracks and video clips whenever and wherever they want on the app.

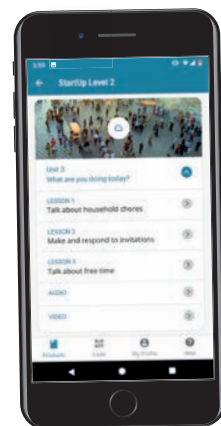


How do you access the app?

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

When you open the app, you'll see a list of all the Pearson courses that are currently available.

Select *StartUp*. Once you've selected *StartUp*, you'll see a list of levels. Select the level you want, for example *StartUp 2*. When you pick a level, you can see its table of contents. From this moment, the product level you have selected becomes your default and will run automatically when you run the app again.



To start browsing content, you must download a unit or a lesson. Once it has been downloaded, you can access it offline. When you no longer want to practice that unit or lesson, you can remove it so it doesn't use up space in your phone. By default, Unit 1 of each level is available without restrictions. To open other units, you need to unlock the content by providing an access code and signing in. The access code for teachers is in the inside front cover of this Teacher's Edition; if you already have an account for Pearson digital products, such as the portal or the MyEnglishLab, you can sign in with the same credentials. If you don't have an account yet, you'll need to create an account. This is just a few steps!

Once you have downloaded the content, you can get to it in two ways: either through the app table of contents or by scanning the QR code in the lower right corner of Lessons 1, 2, and 3. When you scan the QR code, you go directly to practice that's associated with that specific lesson.



What will you find in the app?

As mentioned, the app has **interactive activities** for all the listening and speaking lessons in *StartUp*. These include vocabulary, grammar, listening, speaking, and conversation activities.

Learners get immediate feedback on their practice and see how well they've done at the end of the activity.

In addition to the interactive activities, the app has **all the audio and video files** that go with each unit. The audio tracks and video clips can be played with or without the transcript. In addition, the audio can be played at a slower or faster speed.



Go to the portal for ideas about using mobile phones with *StartUp*.

PEARSON ENGLISH PORTAL

What is the Pearson English Portal?

The Pearson English Portal (the portal) contains the cloud-based resources you need to teach *StartUp*. Go online to get into the portal and download whatever you need.

How do you access the portal?

Go to <https://english-dashboard.pearson.com>. Choose "Create an account" and follow the simple instructions. If you already have an account, you can just sign in. Use the same sign-in credentials for any Pearson products to which you have access.

You will be asked to type in your access code, found on the inside front cover of this Teacher's Edition. If you don't have an access code, please contact your Pearson sales rep.

Once you have typed in your access code, you'll be prompted to Go to Products to "add a product." Choose *StartUp*.

Finally, you'll be asked to choose your school or institution from a pull-down menu. If it's not on the list, please ask your Pearson sales rep.

You're now done! Look at your personal dashboard to see all your Pearson products.

What will you find in the portal?

The portal contains all the resources you need to teach and supplement *StartUp*. Explore the following to make teaching with *StartUp* easier, more efficient, and more effective.

- Student Book Audio Files
 - These include the vocabulary, listening lessons, audio versions of the videos, articles in the reading lessons, and listening activities in the grammar practice.
- Student Book Video Files
 - These include the Grammar Coach videos, the Pronunciation Coach videos, the Conversation videos, the Media Project videos in Levels 1–4, the Talk and Presentation videos in Levels 5–8.

- ActiveTeach
 - Click on the .exe file to download this software onto the computer you use in your classroom.
- Assessment Program (details on page xx)
 - ExamView Tests
 - ▷ Use the .exe file to download the software onto your computer to create tests.
 - ▷ Consult the Teacher's Guide in this folder for more information on how to use the ExamView software
 - ▷ Optionally, use the pdfs of the tests (Forms A and B) if you don't choose to use the software.
 - Audio files for the tests
 - Optional Speaking Tests: all tests plus the rubric for assessing speaking
 - Optional Writing Tests: all tests plus the rubric for assessing writing
- Teacher Edition Notes
 - These are the same notes as this Teacher Edition, without the Student Book pages.
- Using *StartUp* – teacher training videos
 - Get the most out of *StartUp* by accessing short and simple teacher training videos. Each video is on one topic only.
 - See the list of topics in the portal.
- Reproducibles (details on page xix)
 - Unit review board games
 - Grammar worksheets
 - Inductive grammar practice
- Flashcards
- Answer keys
 - For the Student Book (also in the Teacher Edition, on the Student Book pages)
 - For the Workbook
 - For the Reproducibles
- Audio scripts for all audio
- Video scripts for all the conversation videos
- *StartUp* MyEnglishLab link
- The Global Scale of English (GSE) Mapping Booklet with each GSE Learning Objective in the course by unit and lesson.
- The GSE Toolkit link, which lets you explore the Learning Objectives in the GSE.

Note that there is also a portal for learners, with flashcards, audio files, and video files.

ActiveTeach

The ActiveTeach presentation tool is software that allows you to project a digital representation of the Student Book in your class.

How do you get the ActiveTeach?

As with all the resources and teacher support for *StartUp*, you get your ActiveTeach software from the Pearson English Portal. It is a downloadable executable (.exe) file. Download the ActiveTeach to the computer you will use in your classroom and then you can use it offline. (If you are on a Mac, please contact your Pearson sales rep.)

For more help and training with using ActiveTeach, please go to www.MyPearsonHelp.com.

What equipment do you need to use ActiveTeach?

You need a computer—with the ActiveTeach software downloaded on it—and a projector. You can use ActiveTeach with or without an interactive whiteboard (IWB), but the user experience and functionality will be enhanced with an IWB.

Why use ActiveTeach?

ActiveTeach makes it easy for you to use take advantage of the richness of *StartUp*. It lets you:

- **focus your students' attention** on specific parts of a page of the book by projecting the page and then zooming in
- **play all the audio and video texts from the page**, simply by clicking the play button on the page
- **pop up interactive grammar activities**, display them, and then show answers
- **pop up and do the interactive grammar** activities with the class, including showing answers
- **use tools from the toolbox** to make notes or marks on the digital page; for example, you can use the highlighter tool to draw attention to certain content or you can use the pen tool to draw a circle around something

WORKBOOK

What is the *StartUp* Workbook?

The *StartUp* Workbook is an optional component. It provides extra out-of-class practice for the material presented in the Student Book. Each workbook unit includes grammar exercises, vocabulary exercises and puzzles, and reading and writing practice. The tasks are all closed-ended to make them easier to mark. The answer key is in your portal and is not available to learners.

Each unit of the workbook also includes a one-page Self-Quiz so learners can check their mastery of the vocabulary and grammar in the unit. The answer key for the Self-Quizzes is in the back of the workbook.

How should you check the workbook assignments?

Here are two ways you can check the work your learners have done:

1. In class, pair learners and have them compare answers, walking around the class while they work to answer questions. This approach encourages collaboration and peer-teaching.
2. Distribute the answer key ahead so learners can check their own work when they do it; in class, learners can ask you to help with anything they didn't understand. This approach encourages independent learning.

Ask learners how well they did on the Self-Quiz and answer their questions.

MyEnglishLab

This optional component provides outside-of-class practice. It reinforces the concepts and skills taught in the *StartUp* Student Book.

What is MyEnglishLab for *StartUp*?

MyEnglishLab for *StartUp* gives your learners online outside-of-class practice. All practice delivered in MyEnglishLab is automatically graded, and learners get immediate feedback on wrong answers.

To assign homework in MyEnglishLab, you can either tell your learners to do the practice as you would assign any homework assign or practice through MyEnglishLab itself. Note that although all *practice* activities are always available to your learners, *assessments* are only available to them if you assign them.

How do you access MyEnglishLab?

In your Pearson English Portal, you'll find a link to MyEnglishLab. To sign in, use the same name and password you used to create your portal account.

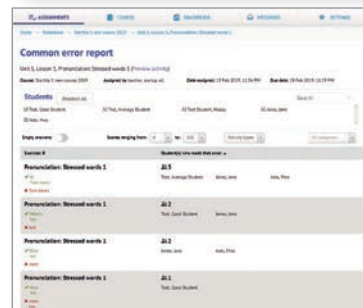
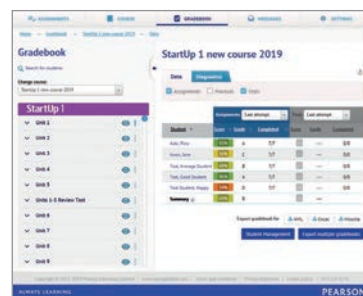
What will you find in MyEnglishLab?

StartUp's MyEnglishLab provides the following online practice:

- grammar practice and access to all the Grammar Coach videos
- vocabulary practice, including flash cards and games, plus listen-and-record practice that lets learners record themselves and compare their recordings to models
- speaking and pronunciation activities, including access to all the conversation videos and Pronunciation Coach videos, along with listen-and-record practice
- reading and writing practice that reinforces the Student Book skills
- summative assessments that measure learners' mastery of listening, vocabulary, grammar, pronunciation, and reading. You need to assign these assessments.
- a gradebook, which records scores on practice tasks and assessments, that both you and your learners can use to help monitor progress and plan further practice

The Common Error report can be accessed for assignments and tests. It shows you the common errors your class is making so you can review specific concepts with your class.

- Time/Student shows the time each learner has spent on tasks in the course.
- Score/Skill shows the average score for each skill.
- Time/Sub-section shows the amount of time that has been spent.
- Score/Student shows the score of each learner.
- Attempt/Score shows the average number of attempts and scores.



REPRODUCIBLES

What are the *StartUp* Reproducibles?

Reproducibles are printable worksheets. They include grammar worksheets, ActiveTeach grammar activities, inductive grammar worksheets, and unit review board games. The reproducibles are in a folder in the portal.

What grammar practice is provided?

There are three different types of extra grammar practice.

1. ActiveTeach grammar activities

What are these? The ActiveTeach includes two interactive grammar activities for every grammar point. Versions of these activities are available as handouts.

How can you use these? In class, do the ActiveTeach interactive activities with the whole class and then hand out these reproducibles as a follow-up for students to do in class or for homework.

2. Grammar worksheets

What are these? For each grammar point, there is a grammar worksheet that provides two or three additional grammar practice exercises.

How can you use these?

- In class, give the worksheet to learners who finish an activity ahead of others to keep them focused on English while they wait.
- In class, pair a more-able learner with a learner who is having problems with that grammar point. Have them do a worksheet together, with the more-able learner helping his or her classmate understand.
- As homework, give a worksheet to learners who need extra practice with a particular grammar point. Suggest they watch the Grammar Coach video first.

3. Inductive grammar worksheets

What are these? For each grammar point, there is an inductive grammar worksheet that guides the learners to figure out the grammar rules. Specifically, the worksheet presents examples of the grammar point and then challenges the learners to use

critical thinking. At the end of the activity, the learner will have a set of rules.

How can you use these?

- In class, use them with a whole class as an alternative to having your learners study the grammar chart on the Student Book page.
- In class, have the learners study the grammar chart and follow up with the inductive grammar worksheet.
- In class, use them to challenge more-able learners who feel that they've already learned a grammar point.
- In class, give them to more-able learners who finish an activity ahead of others to keep them focused while they wait.
- As homework, give them to learners who enjoy grammar.

What are the Unit Review Board Games?

For each unit of *StartUp*, there is a unit review board game. There are several variations of these games, but each one provides a way for learners to demonstrate understanding of the vocabulary, grammar, pronunciation, and speaking/conversation skills in the unit. The game reviews content taught only in the current unit; it does not include content from other units or introduce new content. The game is designed for in-class play. Learners are likely to make mistakes and should be encouraged to help each other in a supportive and relaxed way. The underlying reason for the review is to help learners see where they need to improve.

Each game is on one page. The reproducibles folder in the portal includes an answer key for each board game, as well as instructions on how to play the game.

How do you use the board games?

The board games must be done in class. Learners will play in pairs or in small groups, so you won't have to make copies for each learner, just for each pair or group.

Instructions for playing the board games are in the board games folder in the portal.

ASSESSMENTS

Different ways to assess learners

StartUp has many assessments to help you and your learners monitor progress. The assessments are both *formative* and *summative*. Formative feedback—assessment *for* learning—gives learners an informal idea of how well they are doing and what they need to work on. Summative feedback—assessment *of* learning—helps you measure learners' progress for final grades.

Formative assessments/ Assessment for learning

What is assessment for learning?

Formative assessments provide feedback and help learners understand their progress. Formative assessment, or assessment for learning:

- provides effective feedback to learners
- involves learners in their own learning
- helps you adjust your teaching based on the results of formative assessments
- motivates and builds learners' self-esteem
- allows learners to assess themselves and understand how to improve

Using assessment for learning with *StartUp*

StartUp offers many opportunities for you to assess learners' mastery of the content and concepts of the course and provide support where they are having problems. Each lesson of *StartUp* ends with a *Try It Yourself* or *Make It Personal* activity, where learners show they've mastered a GSE learning objective.

The *Look for* notes in this Teacher Edition tells you what to look for when learners are doing *Try It Yourself* or *Make It Personal* activities. They help you assess learners' performance, give learners constructive feedback, and suggest additional practice. For example:

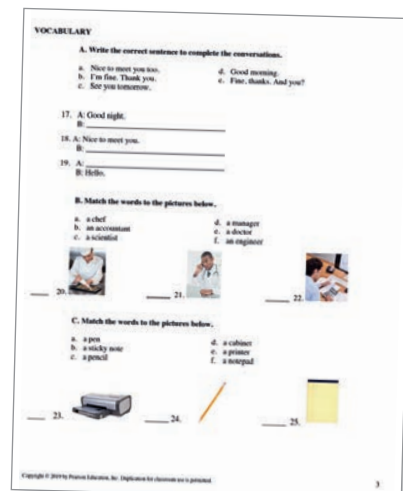
- in class, supply worksheets from the reproducibles in the portal and pair them with a more-able learner class
- for homework, suggest activities in their app or MyEnglishLab

Make learners more involved in their own learning and self-assessment. Encourage them to do the activities on their mobile app in the skill areas they are the weakest and to review any of the audio tracks or video clips outside of class to improve their listening and speaking skills. With the end-of-unit *Reflect and Plan* section, remind learners to focus on what they have learned in the unit and evaluate their own progress. Learners need to make a plan to improve those skills where they need more progress. Before you begin a new unit, ask how they have used the learning strategy at the end of the unit to improve their English.

Using summative assessment with *StartUp*

StartUp's assessment program provides unit tests, tests of Units 1-5 and 6-10, and a test of Units 1-10.

- Unit Tests have 33 items and take about 30 minutes of class time. Each item is worth 3 points for a total of 99 points; all learners get 1 bonus point, to make the total out of 100%.
- Units 1-5 and 6-10 tests have 50 items and take about 60 minutes of class time
- Units 1-10 tests have 50 items and take about 60 minutes of class time.
- Unit tests combine easy-to-grade multiple choice, fill-in, matching, and unscramble sentence items.
- All tests assess grammar, vocabulary, reading, writing, conversation, listening, and pronunciation; these last two with audio files.



Speaking and pronunciation are tested receptively. For example, learners will need to put lines of a dialog in the correct order. To test speaking and writing productively, use the optional writing and speaking tests and corresponding rubrics for grading these, included in the assessment program folder.

Finding and using the assessment program

Find the *StartUp* tests in the ExamView Assessment Suite and on MyEnglishLab, both of which are accessible from the assessment program folder in the portal. The tests in ExamView and in MyEnglishLab test the same content, but they are not identical tests. In other words, you can have learners do the tests in MyEnglishLab as practice, if you like, and then give them the ExamView tests in class.

ExamView Suite

All tests are on the ExamView Assessment Suite software. Print the tests as they are or customize them. For example, you can create tests of grammar items only for Units 1–3. Or you can scramble the answers on a test to create a second version. When you customize a test, ExamView creates a new matching answer key.

Instructions on how to use ExamView Assessment software are in the assessment folder on the portal.

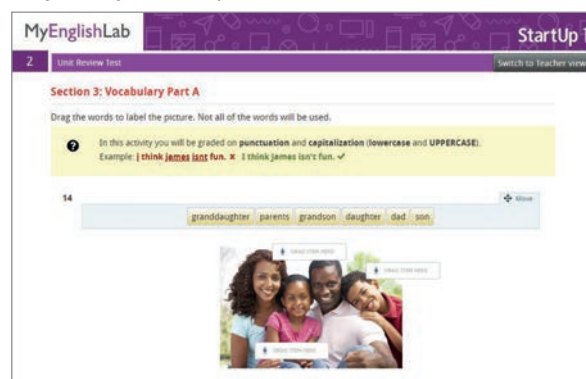
In the assessment program folder, you'll also find Form A and Form B pdf versions of each test, with answer keys. These tests have the same questions, but the answer choices are scrambled.

The folder also contains downloadable audio files for ExamView and pdf tests.

MyEnglishLab

The MyEnglishLab has different versions of the ExamView. Learners do not have access to these tests until you assign them. The MyEnglishLab tests are automatically graded and reported to the grade book, so you can see at a glance the results of individual learners or whole class.

All test items are tagged with information that helps you differentiate and personalize instruction. For example, you can see learner progress on individual skills and GSE learning objectives. This information helps you assign extra work to individual learners and suggest ways they can improve.



Using alternative assessment with *StartUp*

Teachers often want to use alternative assessments instead of traditional tests; a popular alternative assessment is a *portfolio*: learners create a portfolio of their work over a semester to demonstrate their mastery of the skills, content, and objectives. Encourage learners to create a digital portfolio of all their media projects (Levels 1–4) and presentations (Levels 5–8) or to keep all the writing they've done in the course. Portfolio assessments help you and the learners see individual achievements.

WARM-UP ACTIVITY BANK

As you'll see in the notes for each unit, we suggest you do a warm-up activity before you start each unit. The purpose of the warm-up games is to:

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

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

Warm-ups should take only 2–3 minutes of class time. You may want to use an egg timer or the timer on your phone, or ask a learner to be the timekeeper.

LEVELS 1–3

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

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

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

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

5. **Snowman:** Think of a word. On the board, draw the number of blanks equivalent to the number of letters in the word. For example, the word *website* would have seven blanks. Have students take turns guessing the word one letter at a time. If a student guesses a letter which is part of the word, fill in the appropriate blank(s) with that letter. If the letter is not part of the word, draw one part of a snowman on the board: three circles for the body, two sticks for the arms, 4-5 buttons down the front, a scarf, two eyes, a nose, a hat, and a frown. The class wins if students guess the word before the complete snowman is drawn.

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

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

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

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

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

WELCOME UNIT

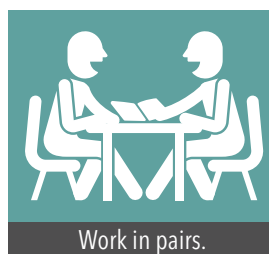
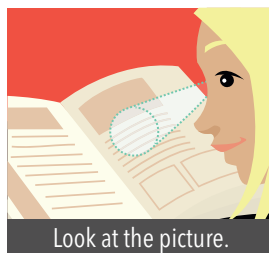
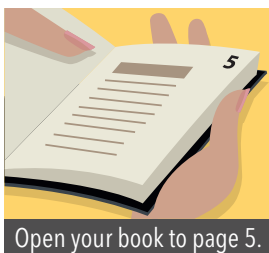
1 IN THE CLASSROOM

- A** Get to know your classmates
Play the Name Game.



- B** Classroom language

▶ 00-01 Listen.



- C** Ask for help

▶ 00-02 Listen.

How do you say that in English?

How do you say that in English?

Desk.

Can you repeat that, please?

Can you repeat that please?

Sure. Desk.

How do you spell that?

How do you spell that?

D-e-s-k.

WELCOME UNIT

Welcome the Ss to class. Introduce the course name and say your name. Write them on the board. Allow time for a greeting exchange. Say, *My name is Anita.*

Then ask each student, *What's your name?* After each student says his or her name, say *It's nice to meet you.*

1 IN THE CLASSROOM



TEACHING TIP Teachers can make the most of the first day of class by establishing routines. Let students know where supplies are kept and familiarize students with schedules that will be the same every day.



TEACHING TIP This textbook is for A1/A1+ level learners. A1 learners are beginners. They can usually understand and use familiar everyday phrases. They can introduce themselves and answer general questions about themselves, such as where they live. To best communicate with A1 learners, speak slowly, clearly, and enunciate. Use body language and facial expressions to help communicate the content. Use visual aids to help when available. For example, when teaching the word pencil, hold up a pencil.

- A** • Have Ss get their textbooks out. Say, *This is StartUp. We will use this book for our English class.* Have Ss look at the cover of the book. Ask, *Where do you think the people in the picture are going?* Give an example. Say, *I think the man is going on a trip because he has a suitcase.* Give Ss time to share their answers.



LANGUAGE NOTE To *start up* means to start something, such as a journey. Explain that the title means that students will start on a journey to learn more English. *Startup* has other meanings as well. When used as a noun, a *startup* is a new company or business.

- Tell Ss to turn to page 2. Ask, *Do you know everyone in the class?* Say, *English can be more fun when we get to know each other.*
- Draw attention to the first activity in the book. Tell Ss they will play the Name Game. Explain that this game will help them learn everyone's names.
- Solicit three volunteers to read the speech bubbles in the photo. Then tell Ss they will introduce themselves to each other.
- Model the activity using your name or Ss' names.
S: *Hi, my name is Margarita.*
T: *This is Margarita. My name is Anita.*
- Give Ss time to play.



OPTION For a larger class, divide the class into smaller groups and then have Ss change groups several times so they can meet everyone.



TEACHING TIP It is important to create a community in the classroom, a place where it is okay to give opinions, take risks, and make mistakes. Promote an environment where Ss feel comfortable and help each other. One of the best ways to do this is to play the name games so Ss know each other. Encourage Ss to always ask questions and try all the activities.

- B** • Say, *There are some directions that I will say many times in class.* Have Ss look at the pictures.
- Play the audio.
 - Make sure Ss understand by quizzing them. Give an instruction and make sure they follow the directions or can answer the questions. Model the quiz. Say, *Open your book to page 60.* Make sure Ss follow the instruction. When all Ss have their books open to page 60, say *That's right.* Continue with more examples.
Examples:
Read the title of this page.
Write your name.
How many people will work in pairs? (2)
How many people will work in groups? (more than 2)



EXTENSION Play a game of charades. Act out the classroom language. For example, open your book to page 50. Ask, *What am I doing?* Solicit the correct response (*Open your book to page 50*).



- C** • Ask, *What do you do when you don't understand?* Let Ss know it is okay to ask for help. Invite Ss to share personal experiences.
- Draw attention to the three phrases in the book. Say, *These are phrases you can use to ask for help.*
 - Explain that the example uses a desk. Point at the teacher's desk as the audio plays. Play the audio.
 - Pair Ss to practice the conversations. Extend the pair work by asking Ss to point to an object their partner has and follow the dialogues, replacing *desk* with the object they point to.



OPTION Solicit volunteers to point to other objects around the room and say the questions. Give the answers for the objects they choose.

2 LEARN ABOUT YOUR BOOK

- Read the activity title aloud. Draw attention to the picture and say *This is our book. It is important to know about our book.*
- Give Ss time to answer the questions.
- Go over the answers.



OPTION For lower-level Ss, have them complete the activity in pairs.



LANGUAGE NOTE This book includes QR codes. QR stands for Quick Response. QR codes were first designed in 1994 in the automotive industry in Japan.

3 LEARN ABOUT YOUR APP

- A**
- Read the activity title aloud. Draw attention to the picture. Ask, *What is an app?* (an application downloaded by the user for a mobile device). Extend the discussion by asking, *Who has apps on their phone? What is your favorite app?* Make a list of favorite apps on the board.
 - Say, *Our book has an app. Let's learn more about it.*
 - Give Ss time to answer the questions.
 - Go over the answers.



LANGUAGE NOTE *App* is short for *application*. An *application* is a software program for a computer or phone.



TEACHING TIP Familiarize yourself with the app before class. Review the section on using the app on page xv of the Teacher's Edition.



OPTION For lower-level Ss, have them complete the activity in pairs.



EXTENSION Have Ss download the app onto their phones in class. Let Ss explore and find examples of the items in Questions 4, 5, and 6. Give them time to register the app. If your school has one, schedule time for IT or the computer lab assistants to be available for any technical issues that arise as Ss download and register the Pearson Practice English app.



TEACHING TIP If wifi is not available at school, assign downloading the app as a homework assignment. Challenge Ss to download by the next class period. Tell Ss you will ask how many people downloaded the app in the next class and see who has already done the most activities.



OPTION Have Ss practice scanning QR codes in the book and/or on other websites.

2 LEARN ABOUT YOUR BOOK

1. Look at pages iv–vii. What information is on those pages?

the Learning Objectives

2. How many units are in the book? 10

3. How many lessons are in each unit? 5

4. Where is the grammar practice? in the back/on pages 105–129

5. Look at the QR code . Find the icon on page 7. What does it mean?

there's practice in the mobile app

6. Look at the  **I CAN STATEMENT** at the bottom of page 7. What does it tell you?

the goal of the lesson

7. Look at this icon . Find it on page 12. What does it mean?

internet search activity



3 LEARN ABOUT YOUR APP

1. Look inside the front cover. Where can you go to download the Pearson Practice English app for StartUp? to the Apple store, the Google Play store

2. Where are the instructions for registering for the app?

pearsonELT.com/startup

3. Look at the picture of the app. What do you see? the Table of Contents, Activities for Lessons 1–3, Unit Audio, Unit Video

4. Look at the picture again. Fill in the blanks with the numbers 1–3.

a. Number 1 shows the practice activities.

b. Number 3 shows the video files.

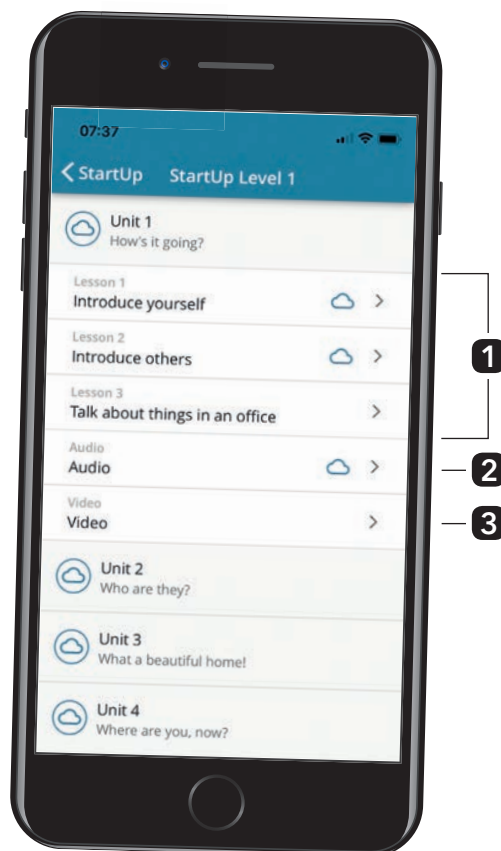
c. Number 2 shows the audio files.

5. Look at the picture again. What does this  mean?

download the files

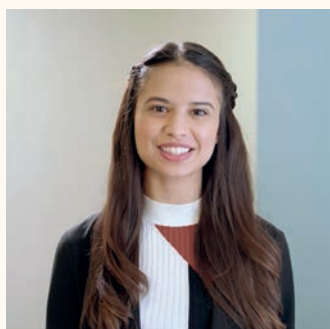
6. Look at the QR code on page 7 again. What happens when you scan the code?

you go to the practice activities



TSW MEDIA MEET THE PEOPLE OF TSW MEDIA

TSW Media is a big company with big ideas. It has offices all over the world. It works with international clients to help them market their products and services.



ESTER SILVA

Social media manager

 00-03 Hey there. I'm Ester Silva. I work in the New York office. I'm the social media manager. I love to meet new people.



PEDRO CAMPOS

Photographer

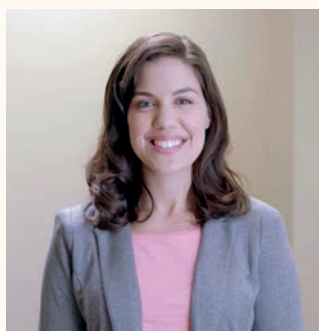
 00-06 Hey. I'm Pedro Campos. I am a photographer. I work in Mexico City. I always have my camera with me.



YUSEF SAYED

Lawyer

 00-04 Hello. My name is Yusef Sayed. I'm married and I have two children. I'm from Dubai. I'm a lawyer and I travel a lot for work.



GABY RAMOS

Accounts manager

 00-07 Hi! I'm Gaby Ramos. I live and work in Santa Cruz, Bolivia. I'm an accounts manager. I'm married and I love to hike in my free time.



TINA ADAMS

Illustrator

 00-05 Hi there. I'm Tina Adams. I'm new! I just started my job. I work in the New York office. I'm an illustrator.



DAN LU

Graphic designer

 00-08 Hello. My name is Dan Lu. I'm a graphic designer. I work in the Beijing office. I'm married and I have a new baby.

MEET THE PEOPLE OF TSW MEDIA

TSW Media is a big company that has locations around the world. Ester, Pedro, Yusef, Gaby, Tina, and Dan all work for TSW Media. These characters will appear throughout the book. Each unit features one of the characters. Each unit includes conversations that feature some of the language and vocabulary used in the unit, so Ss can hear the language in context. The conversations are often fun and sometimes humorous.

- Have Ss turn to page 4. Say, *Our textbook includes conversations with these people. Let's read more about them and the company they work for.*
- Read the introduction to TSW Media aloud. Ask, *Do you know any other companies that have offices around the world like TSW Media?*
- Say, *Let's meet the characters now.* Play each clip.
- Ask follow-up questions such as *Which job would you want to have? Who comes from one of the places where these people work? Does anyone like to do the same things as these characters? Does anyone have or want the same kind of job as these characters?*

⊕ **EXTENSION** Test comprehension by asking questions:

Where does Ester work? (New York City)
What is Ester's job? (a social media manager)
What does Ester like to do? (meet new people)
What does Pedro do? (a photographer)
Where does Pedro work? (Mexico City)
What does he always have with him? (a camera)
How many children does Yusef have? (two)
Where is Yusef from? (Dubai)
What is Yusef's job? (a lawyer)
Where does Gaby work? (Santa Cruz, Bolivia)
What is Gaby's job? (an accounts manager)
What does Gaby like to do in her free time? (hike)
Where does Tina work? (New York City)
What is Tina's job? (an illustrator)
What is Dan's job? (a graphic designer)
Where does Dan work? (Beijing)
How many children does Dan have? (one)



OPTION Have Ss take notes while listening and then close their books. Ask harder questions for Ss who are higher in level.

Who is married? (Yusef, Gaby, Dan)

Who has children? (Yusef, Dan)

Why does Pedro have his camera with him all the time? (He is a photographer.)

Who works in New York City? (Ester, Tina)

Who travels a lot? (Yusef)



TEACHING TIP Throughout the units, Ss might need help with some of the humor or vocabulary used in the videos. Allow time in each unit to address questions.

1 HOW'S IT GOING?

PREVIEW THE UNIT

LESSON 1		Introduce yourself
	Vocabulary	Meet and greet
	Vocabulary	Say hello and good-bye
	Pronunciation	Stressed words
	Conversation skill	Ask someone to repeat a name
LESSON 2		Introduce others
	Vocabulary	Occupations
	Grammar	Statements with <i>be</i> ; Articles <i>a / an</i>
	Pronunciation	Stressed syllables
LESSON 3		Talk about things in an office
	Vocabulary	Things in an office
	Grammar	Regular plural nouns; <i>Need</i> and <i>have</i>
	Listening skill	Listen for main ideas
LESSON 4		Read contact information
	Vocabulary	Countries
	Reading skill	Skim
LESSON 5		Write contact information
	Writing skill	Capitalize proper nouns
PUT IT TOGETHER		
	Media project	Video: A place you work or study
	Learning strategy	Use sticky notes



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

GET STARTED

- A** • Read the unit title. Then write it on the board. Ask, *How's it going?* Point out that *How's it going?* means the same as *How are you?* Elicit answers and write them on the board. (For example, Well. Good. I'm fine.) In pairs, have Ss ask, *How's it going?*
- Tell Ss to read the Learning Goals individually. Ask, *Which topics do you feel confident about already? Which topics are new for you?* If Ss have studied the topics before, reassure them that they will still learn some new things.
- B** • Ask, *What do you see?* Have Ss look at the photo and talk about what they see. Write words on the board. (For example, two women and a man, a computer, a phone, coffee cups) To elicit detailed responses, focus on specific things in the photo and ask, *What's this?*
- C** • Focus on the social media message and bring Ss' attention to the photo and name. Have Ss read what Tina says in *Meet the People of TSW Media* on page 4 or play the video of Tina. Then ask, *What is Tina's occupation?* (She's an illustrator.)
- Have Ss turn back to page 5. Read the social media message aloud. Ask, *Why is Tina happy?* (She has a new job.)



1 HOW'S IT GOING?

LEARNING GOALS

In this unit, you

- introduce yourself
- introduce others
- talk about things in an office
- read and write contact information



GET STARTED

- A** Read the unit title and learning goals.
- B** Look at the photo. What do you see?
- C** Now read Tina's message. Why is she happy?



TINA ADAMS

@TinaA

I'm so happy! I have a new job!

LESSON 1

INTRODUCE YOURSELF



TINA ADAMS

@TinaA

There are so many new people here.

1 VOCABULARY Meet and greet

▶01-01 Listen. Then listen and repeat.

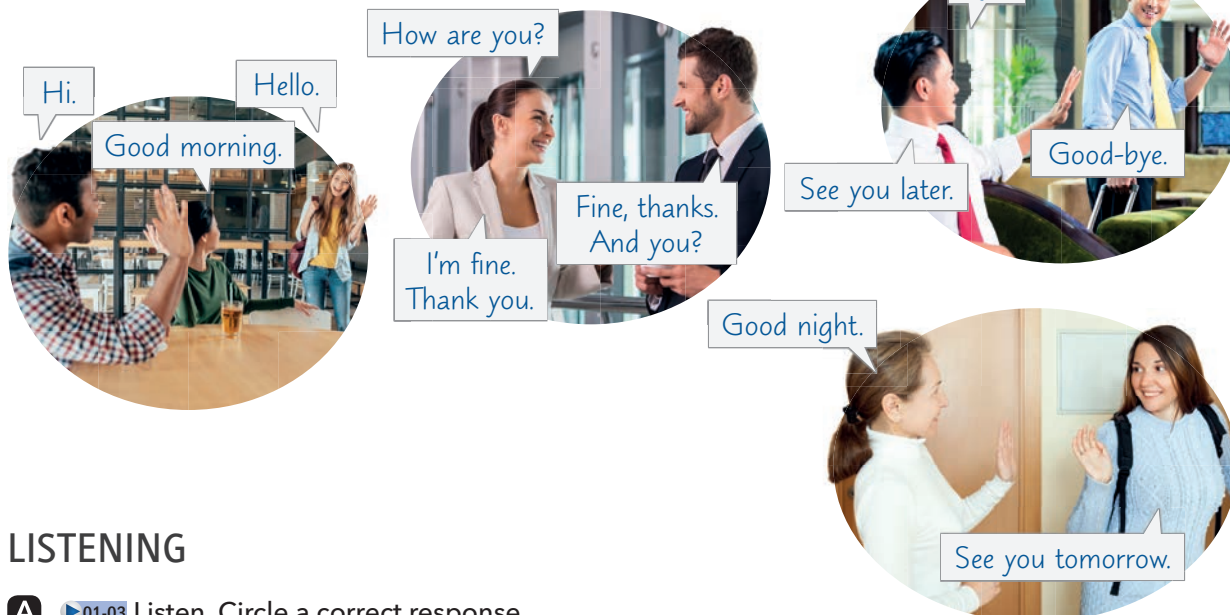


Handshaking

Shake hands with people when you first meet.

2 VOCABULARY Say hello and good-bye

▶01-02 Listen. Then listen and repeat.



3 LISTENING

A ▶01-03 Listen. Circle a correct response.

1. a. Nice to meet you.
b. I'm fine, thank you.
2. a. Hi.
b. Fine, thanks. And you?
3. a. Nice to meet you.
b. See you later.
4. a. See you tomorrow.
b. Nice to meet you, too.
5. a. Good-bye.
b. Hello!
6. a. See you tomorrow!
b. I'm fine. Thank you.

B ▶01-03 Listen again and say a different response.

LESSON 1 INTRODUCE YOURSELF

- Write *Introduce yourself* on the board. Then say, *I'm [your name]*. Point to the words on the board and point to a S to elicit another introduction. Repeat until all Ss have had a turn.

- Focus on the picture and name in the social media message. Say, *Remember Tina? Where is she?* (at her new job) If appropriate, return to Tina's previous post on page 5 (*I'm so happy! I have a new job!*). Read Tina's new post and ask, *Where are there many new people?* (at Tina's new job)

1 VOCABULARY

- Tell Ss, *Listen to two people introduce themselves*. Have them listen.
- Focus on the Vocabulary topic, *Meet and greet*. Say, *Tom and Kate introduce themselves, or meet and greet each other. Meet is to talk to a new person for the first time. Greet is to say hello*. Have Ss listen and repeat.
- Read the Note aloud. Demonstrate shaking hands by approaching a S, extending your hand, and saying,

Hi, I'm [your name]. Elicit a response. Continue by saying, *Nice to meet you*. Encourage Ss to respond, *Nice to meet you, too*.

- Have Ss walk around the room and meet and greet five classmates. Remind them to shake hands.
- Ask a volunteer to read the social media message again. Ask, *What do you do when there are many new people somewhere?* (introduce yourself, shake hands)

2 VOCABULARY

- Give Ss a few minutes to preview the pictures and speech balloons. Demonstrate waving and ask, *Do you know the word for this?* Write *wave* on the board. Ask, *In which pictures are people waving?* (in all but the second one) Say, *People wave to say hello or good-bye*.

- Have Ss listen. Then have them listen and repeat.
- In groups of two or three, have Ss role-play the four scenes. Remind them to wave hello and good-bye.

3 LISTENING

- A** • Give Ss a few minutes to preview the answer choices. Point out that they come from both Vocabulary sections above. **For lower-level Ss**, say, *Find each answer choice in the conversations in Exercises 1 and 2*.
- Have Ss listen again if appropriate.



TEACHING TIP Encourage Ss to use a pencil for listening activities. This allows them to easily erase and make corrections when they listen additional times.

- Have Ss compare answers with a partner. Have Ss listen again if appropriate.



OPTION Have Ss listen again and read the responses they circled in 3A chorally.



- Tell Ss that they are going to listen again. This time, they should say a different response.
- Play the audio, pausing after item 1, *How are you?* Ask, *What is a different response?* (Fine, thanks. And you?) Encourage Ss to look at the speech balloons in Exercise 2 for ideas.
- Repeat with items 2–6.

4 PRONUNCIATION

- A**
- Write *stress* on the board. Say, *Stress is the force you use when you say a word or a part of a word.*
 - Read *Stressed words* aloud. Then have Ss look at 4A. Say, *Good morning* and have Ss repeat. Explain, *The dot above morning means we stress that word.*
 - Have Ss listen. Then have them listen and repeat.
- B**
- Have Ss listen and circle the stress they hear.
 - Have Ss listen again and repeat. Encourage them to make corrections if necessary.
- C**
- Tell pairs to take turns reading the answers with the stress they heard. Circulate and offer feedback.

5 CONVERSATION

- A**
- Focus on the video still. Point to the person on the left and ask, *Who's this?* (Tina Adams) *Where does she work?* (at TSW Media, in the New York office) *What is her occupation?* (She's an illustrator.)
 - Point to the person on the right and say, *This is Ester Silva.* Have Ss read what Ester says in *Meet the People of TSW Media* on page 4 or play the video of Ester. Then ask, *Where does Ester work?* (at TSW Media, in the New York office) *What is her occupation?* (She's a social media manager.)
 - Ask, *What are Tina and Ester doing?* (shaking hands)
 - Have Ss preview the sentences. Ask, *What do you think Tina and Ester are talking about?* (They are introducing themselves.)
 - Have Ss listen and complete the exercise. If appropriate, play the audio again.
 - Go over the answers as a class.
- B**
- Read the Conversation Skill aloud. Write on the board: *I'm sorry. What's your name again?* Tell Ss to look back at item 6 in 4B and practice the correct stress in *What's your name again?*
 - Role-play an introduction with a S. Say, *I'm [your name]* and extend your hand. When the S responds with an introduction, say, *I'm sorry. What's your name again?*
- C**
- Have Ss listen or watch the conversation in 5A again and raise their hands when they hear, *I'm sorry. What's your name again?*
 - Focus on the exercise. Have Ss preview the conversation and predict ways the gaps might be filled.
 - Then have them listen and fill in the gaps with the words they hear.
 - Call on two Ss to read the completed conversation. Go over any questions.
 - Focus on the content of the conversation. Ask, *What's Ester's last name?* (Silva) *What's Tina's last name?* (Adams)



LANGUAGE NOTE *Again* can be used to ask someone to repeat other information. (For example, *What's your phone number again? What's your email address again?*)



- C**
- Play the audio and have Ss repeat chorally, line by line.
 - Model the stress in *Nice to meet you.* Have Ss repeat.
 - In pairs, have Ss practice the conversation. Time permitting, have Ss swap roles and practice again.

6 TRY IT YOURSELF

- A**
- Model personalizing the conversation in 5B with a higher-level S. Use your own first and last name. Shake hands.
 - Have pairs practice the conversation. Remind them to use their first and last names and to shake hands.
- B**
- Have Ss walk around and introduce themselves to their classmates. Write on the board: *I'm sorry. What's your last name again?*



LOOK FOR While Ss are completing the Try It Yourself activity, walk around the class and listen to Ss' conversations. Listen to determine if Ss are correctly

- ✓ using vocabulary for meeting and greeting
- ✓ using vocabulary for saying hello and good-bye
- ✓ stressing the important words in a sentence
- ✓ asking someone to repeat a name



EXTENSION Ask a S to read Tina's social media message on page 6. Write it on the board, *There are so many new people here.* Ask, *What are some possible responses to Tina's post?* (For example, *Congratulations! Good luck!*)



EXIT TICKET Have Ss line up at the door when ready to leave. Shake hands with each S and say,

T: *Nice to meet you.*

S: [*Nice to meet you, too.*]

T: *Good-bye.*

S: [*Good-bye. / Bye. / See you later. / See you tomorrow.*]

Note which Ss speak with ease and which ones are less sure of themselves.



4 PRONUNCIATION

A ▶ 01-04 Listen. Notice the stressed words. Then listen and repeat.

Good **m**orning. Nice to **m**eet you. **W**hat's your **n**ame?

B ▶ 01-05 Listen. Circle the sentence with the correct stress.

Then listen again and repeat.

1. **(a)** Thank you.

b. Thank **y**ou.

2. a. **H**ow are you?

(b) How are **y**ou?

3. a. Fine, **t**hanks. **A**nd you?

(b) Fine, thanks. And **y**ou?

C **PAIRS** Check your answers.

Stressed words

We stress the important words in a sentence. Stressed words are strong and clear.

4. a. **G**ood night.

(b) Good **n**ight.

5. **(a)** **S**ee you later.

b. See **y**ou later.

6. **(a)** **W**hat's your **n**ame again?

b. What's **y**our name **a**gain?

5 CONVERSATION



A ▶ 01-06 Listen or watch. Number the sentences in the order you hear them.

5 How are you?

3 Nice to meet you.

1 Hello.

4 I'm sorry. What's your last name again?

2 Hi. I'm Tina Adams.

6 I'm fine.



B ▶ 01-07 Read the Conversation Skill. Listen or watch. Complete the conversation.



Ester: Hello. I'm Ester Silva.

Tina: Hi! I'm Tina Adams.
Nice to meet you.

Ester: I'm sorry. What's your last name again?

Tina: Adams.

Ester: Oh, OK. Adams. It's nice to meet you, too!

CONVERSATION SKILL

Ask someone to repeat a name

To ask someone to repeat a name, say, *I'm sorry. What's your name again?*

Listen or watch the conversation in 5A. Raise your hand when you hear someone ask to repeat a name.

I'm = I am

C ▶ 01-08 Listen and repeat. Then practice with a partner.

6 TRY IT YOURSELF

A **MAKE IT PERSONAL** Practice the conversation again. Use your own information.

B **WALK AROUND** Greet your classmates. Remember, you can ask your classmates to repeat their names.



■ I CAN INTRODUCE MYSELF.

LESSON 2 INTRODUCE OTHERS



TINA ADAMS

@TinaA

I like my new neighbor.



1 VOCABULARY Occupations

A 01-09 Listen. Then listen and repeat.



an architect



a manager



a chef



an engineer



a dentist



a flight attendant



a doctor



a programmer



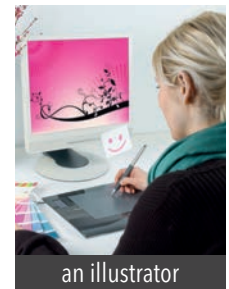
a nurse



a scientist



an accountant



an illustrator

B Label the pictures. Use words from 1A.

1. an architect
2. a doctor
3. a scientist
4. a flight attendant
5. an illustrator
6. a dentist
7. a chef
8. an accountant

C **TAKE A POLL** Which occupation is the most interesting? The most difficult?
Which occupation pays the most?



2 GRAMMAR Statements with *be*; Articles *a* / *an*

Statements with <i>be</i>			Contractions	Articles	
Subject	Be			A	An
I	am	a doctor.	I'm	a student	an accountant
You	are		You're	a teacher	an engineer
He She	is		He's She's	a programmer	an illustrator
We You They	are	doctors.	We're You're They're	Notes • Use <i>a</i> before nouns that start with a consonant sound. • Use <i>an</i> before nouns that start with a vowel sound.	
Note: Use contractions in speaking and informal writing.					



>> FOR PRACTICE, GO TO PAGE 105

LESSON 2 INTRODUCE OTHERS

- Write *Introduce others* on the board. Model introducing several Ss in the class. Say, *This is [name]. And this is [name].* Then differentiate with, *I'm [your name].*
- Read the social media message aloud. Ask, *What is a neighbor?* (someone who lives near you) Write

neighbor on the board. Explain that you can also use the word *neighbor* for someone who is sitting next to you. Point to two Ss sitting together and say, *[Student A] and [Student B] are neighbors.* Ask, *Do you think Tina likes her new neighbor at home or at work?* (at work)

1 VOCABULARY

- A** • Read the Vocabulary topic aloud. Ask, *What are occupations?* (jobs or professions) Have Ss preview the pictures and captions.
- Have Ss listen. Then have them listen and repeat.

... **OPTION** Survey the class. Say, *Raise your hand if you are an architect. Raise your hand if you are a manager.* Continue with each occupation. Then ask, *What are some other occupations?* List them on the board.

- B** • Have Ss preview the icons. Then have them work individually to write the occupations. Remind them to include the article *a* or *an*.
- Have Ss compare answers with a partner. Circulate and assist as needed.

+ **EXTENSION** In pairs, have Ss search online for clip-art images for the four occupations in 1A not included in 1B. (a manager, an engineer, a programmer, a nurse) Then combine pairs into groups of four to share the images they found.

- C** • Write the twelve occupations in 1A in a vertical list on the board (or ask a higher-level S to write them). Across the top, write the headings: *most interesting*, *most difficult*, and *pays the most*.
- Ask, *Which occupation is the most interesting?* Explain that *interesting* means unusual or exciting. Have Ss write in their notebooks the occupation they think is the most interesting. Say each occupation and have Ss raise their hands to vote for the one they think is most interesting. Write the number of votes next to each occupation.
- Repeat for the other two headings.
- Ask the class questions about the results: *Which occupation is the most interesting? Which occupation is the most difficult? Which occupation pays the most?*

2 GRAMMAR

- Warm up with books closed. On the board, write:
I am a chef.
She is an engineer.
- Underline *am* and *is*. Ask, *What verb is this?* Elicit or explain that it is the verb *be*. Then circle *a* and *an*. Say, *These are articles.*
- Books open, read the Grammar topic.
- Have Ss look at the grammar chart. Focus on the forms of *be*. (*am*, *are*, *is*) Read the statements (*I am a doctor*, *You are a doctor*, etc.) and have Ss repeat. Point out that: *He* and *She* use the form *is*; *We*, *You*, and *They* use the form *are*; only *I* uses the form *am*. Note that *you* can be singular or plural. (*You are a doctor*; *You are doctors*.)
- Focus on contractions. Pronounce each contraction and have Ss repeat. Read the note aloud. **For lower-level Ss**, demonstrate how the contractions are formed. On the board write: *I am* → *I'm*; *You are* → *You're*; *He is* → *He's*; *She is* → *She's*; *We are* → *We're*; *They are* → *They're*.
- Focus on articles. Read the first rule in the Notes. Have Ss underline the first letter in *student*, *teacher*, and

programmer in the chart. Then have them circle the article *a*.

- Read the second rule. Have Ss underline the first letter in *accountant*, *engineer*, and *illustrator* and circle the article *an*.
- Point out that *a* / *an* are used only with singular nouns. Point to *We* / *You* / *They are doctors* on the chart and ask, *Is there an article?* (no) **For lower-level Ss**, write on the board: vowels: *a, e, i, o, u*. Write the word *consonant* and explain that these are all of the other letters in the alphabet.
- Point to the first two sentences you wrote on the board during the warm-up: *I am a chef.* *She is an engineer.* Ask, *Why a chef?* (because *chef* starts with a consonant) *Why an engineer?* (because *engineer* starts with a vowel)

... **OPTION For lower-level Ss**, offer practice with *a* / *an*. Tell Ss to look back at the occupations in 1A. Have them circle the articles and notice how *a* is used before occupations that start with a consonant and *an* before occupations that start with a vowel.

3 PRONUNCIATION

- A** • Read the *Stressed syllables* note aloud. Clap your hands as you say each syllable in *tea-cher*. Write TEA-cher on the board to illustrate stress on the first syllable.
- Give Ss a minute to preview the words and stress marks.
 - Have Ss listen. Then have them listen and repeat.
- B** • Invite Ss to preview the items.
- Then have Ss listen and underline the stressed syllable. Encourage them to use a pencil so they can erase errors.
 - Have Ss listen again and repeat. Encourage them to make corrections if necessary.
 - Go over the answers as a class.

- C** • Have Ss work in pairs. Say, *Student A, look at page 9. Student B, look at page 8.* Then read the directions aloud. Circulate and listen for correct stress.
- Have partners switch roles to practice both parts.

+ EXTENSION On the board list the other six occupations in 1A. Pronounce the words or replay the audio. Call on volunteers to divide the words into syllables and mark the stress: ar-chi-tect, chef, flight attendant, nurse, ac-count-ant, il-lus-tra-tor. Say, *Student A, say a word from the board. Student B, point to the matching picture in 1A.* Then have partners switch roles to practice both parts.

4 CONVERSATION

- A** • Have Ss look at the video still. Point to the two women and ask, *Who are they?* (Tina and Ester) If helpful, have Ss refer back to *Meet the People of TSW Media* on page 4. Then point to the man and say, *This is Cole. He is another employee at TSW Media.* Ask, *What do you think Cole is doing?* (introducing Tina to Ester) Ask Ss to preview the items.
- Books closed, have Ss listen or watch.
 - Books open, have Ss complete the exercise individually.
 - Go over the answers as a class. Replay the audio if appropriate.

... **OPTION** Replay the audio and have Ss focus on the last exchange between Tina and Ester. Have Ss look back at the social media message on page 8. Ask, *Who is Tina's neighbor?* (Ester) *How are they neighbors?* (Her desk is near Ester's.)

- B** • Ask Ss to preview the conversation and predict ways the gaps might be filled.
- Then have them listen and fill in the gaps with the words they hear.
 - Call on two Ss to read the completed conversation.
 - Focus on the content of the conversation. Ask, *What is Cole doing?* (introducing Tina to Ester) Point back to the Lesson title, *Introduce others.*
- C** • Play the audio and have Ss repeat chorally, line by line.
- Model the stress in *mān-ā-ger* and *il-lūs-trā-tor* and have Ss repeat.
 - Have Ss listen and repeat again.
 - Have Ss practice the conversation with two different partners. Circulate and listen for correct syllable stress. Tell Ss to swap roles and practice both parts.

5 TRY IT YOURSELF

- A** • Play the role of Student A and read the example. Ask two male Ss to play the roles of Student B / Lee and Student C / Carlos. Read the example aloud, gesturing toward each S as you say *Lee* or *Carlos*. Encourage the Ss to shake hands and say, *Nice to meet you. / Nice to meet you, too.*
- If possible, facilitate this activity by giving Ss name tags (or use notecards). Have Ss write their names and occupations on the name tags. Refer Ss to the Vocabulary for occupations on page 8. List other occupations on the board as needed, including *a student*.
 - Divide the class into groups of three. Say, *Take turns being Student A. Students B and C, shake hands, meet and greet each other.*
- B** • Model by asking a higher-level S to introduce his or her group to the class. Tell Ss, *Stay in your groups. Walk around and talk to other groups.*

+ EXTENSION Ask a S to read Tina's social media message at the beginning of the lesson. Ask the class, *What are some possible responses to Tina's post?* (For example, *That's great! What's her name? Is she nice?*)



LOOK FOR While Ss are completing the Try It Yourself activity, walk around the class and listen to Ss' conversations. Listen to determine if Ss are correctly

- ✓ using vocabulary for occupations
- ✓ using statements with *be* and contractions
- ✓ using the articles *a / an*
- ✓ stressing syllables in words



EXIT TICKET Tell Ss to prepare to leave the class in pairs. Say, *Introduce your partner to me.* Note which Ss make introductions with ease and which are less sure of themselves.



3 PRONUNCIATION

- A** ▶01-11 Listen. Notice the stressed syllable in each word. Then listen and repeat.

stü·dēt ār·chī·tēct äc·cōun·tānt il·lūs·trā·tōr

- B** ▶01-12 Listen. Underline the stressed syllable. Then listen and repeat.

1. doc-tor
2. sci-en-tist
3. den-tist
4. man-a-ger
5. en-gi-neer
6. pro-gram-mer

- C** **PAIRS** Student A, say a word from 3B. Student B, point to the picture in 1A that matches the word.

Stressed syllables

Words are made up of syllables: tea·cher. One syllable in a word is stressed: tēa·chēr. The stressed syllable is strong and clear.

4 CONVERSATION



- A** ▶01-13 Listen or watch. Circle the correct answer.

1. Cole greets Tina with ____
☒ a. "Good morning."
 b. "Hi."
 c. "Hello."
2. Cole shows Tina ____
 a. the building.
 b. the kitchen.
☒ c. the office.
3. Ester says, ____
 a. "Thank you, Tina!"
 b. "Tina is a new illustrator."
☒ c. "Tina and I are old friends!"



- B** ▶01-14 Listen or watch. Complete the conversation.



Cole: Tina, this is Ester. She's a social media manager.
 And Ester, this is Tina. She's an illustrator.

Tina: Hi, Ester. Nice to meet you.

Ester: Hi, Tina. Nice to meet you, too.

- C** ▶01-15 Listen and repeat. Then practice with two partners.

5 TRY IT YOURSELF

- A** **MAKE IT PERSONAL** In groups of three, Student A, introduces Student B to Student C. Use your own names and occupations.
Lee, this is Carlos. He's an accountant. Carlos, this is Lee. He's a programmer.

- B** **WALK AROUND** Introduce your group to other classmates.

■ I CAN INTRODUCE OTHERS.



LESSON 3

TALK ABOUT THINGS IN AN OFFICE



TINA ADAMS

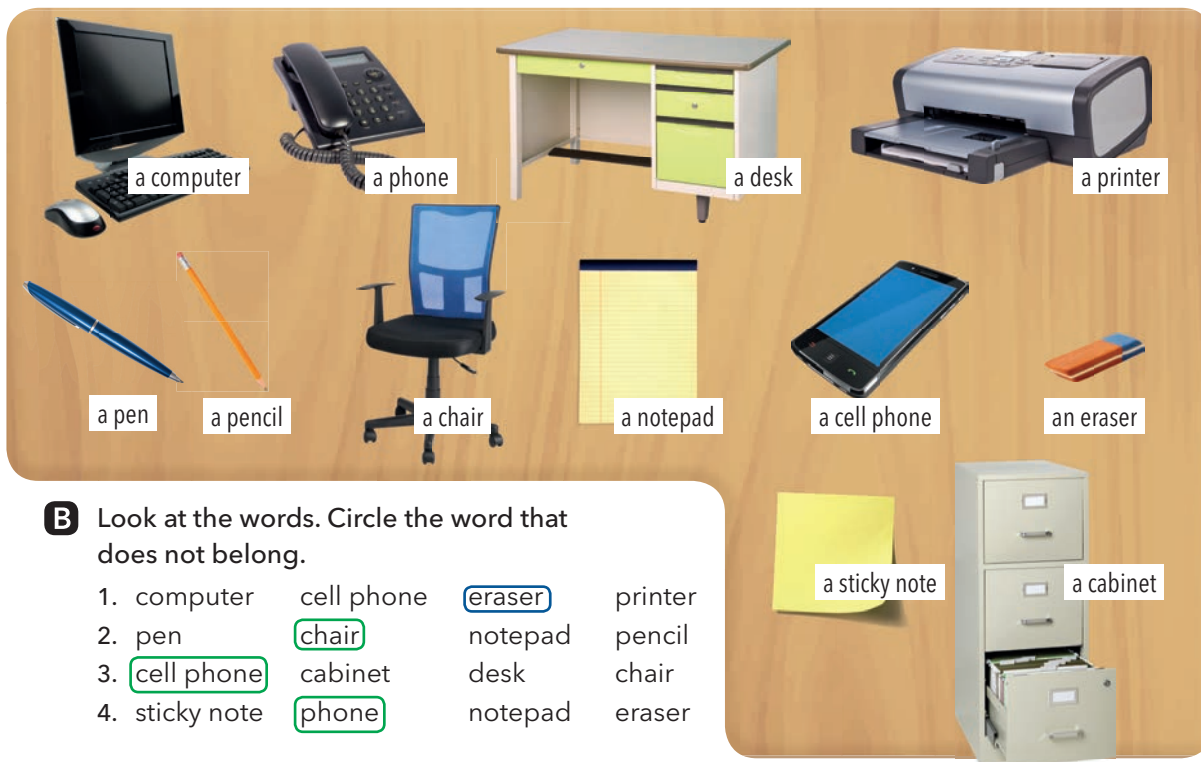
@TinaA

I need a lot of office supplies.



1 VOCABULARY Things in an office

A ▶ 01-16 Listen. Then listen and repeat.



B Look at the words. Circle the word that does not belong.

- computer cell phone eraser printer
- pen chair notepad pencil
- cell phone cabinet desk chair
- sticky note phone notepad eraser

C PAIRS Look around your classroom. Write a list of all the things in 1A that you see. Then compare your lists.



2 GRAMMAR Regular plural nouns; Need and have

Regular plural nouns			Need, have		
Singular	Plural	Notes	Subject	Need, have	Noun
a phone an eraser	phones erasers	• Add -s to most regular nouns.	I You We They	need have	a pen. notepads.
a box a class	boxes classes	• Add -es to regular nouns that end in s, x, z, ch, or sh .	He She	needs has	
a dictionary a company	dictionaries companies	• Change the y to i and add -es to nouns that end in a consonant + -y .			
a shelf a life	shelves lives	• Change f and fe to v and add -es to nouns that end in -fe or -f .			

Notes		
• Add -s to the base form of the verb for <i>he</i>, <i>she</i>, and <i>it</i>. • <i>Have</i> is irregular. For <i>he</i>, <i>she</i>, and <i>it</i>, use <i>has</i>.		



>> FOR PRACTICE, GO TO PAGE 106

LESSON 3 TALK ABOUT THINGS IN AN OFFICE

- Book closed. Write *Things in an office* on the board. Ask, *What is an office?* (a place where people work) *What things are in an office?* Invite Ss to come to the board and write words they know. (For example, computer, desk, pencils) Point to the singular items

and elicit the correct article by asking, *A or an?* Leave the words on the board.

- Read the social media message aloud. Ask, *What are office supplies?* (things in an office) Point to the items on the board. Ask, *Why do you think Tina needs a lot of office supplies?* (because she is new)

1 VOCABULARY

- A** • Books open. Have Ss compare the items in 1A with the items on the board. Tell Ss to check (✓) the items in the book that are also on the board.
- Have Ss listen, and then listen and repeat.
- Focus on the articles before the words. Ask, *Which word uses an?* (an eraser) *Why?* (It starts with a vowel.)
- B** • Call on a volunteer to read the four words in item 1. Ask, *Which word does not belong?* (eraser) *How are a computer, a cell phone, and a printer similar?* (They are technology / electronics.) *How is an eraser different?* (It is not technology.)
- In pairs, have Ss study the groups of words and circle the item they think doesn't belong. Encourage them to note the reason for their answer by asking, *How are the*

three words that belong similar? How is the word that does not belong different?

- Bring the class together and go over the answers. Invite Ss to explain their answers. (For example, 2. A pen, a notepad, and a pencil are for writing. A chair is for sitting; 3. A cabinet, a desk, and a chair are furniture. A cell phone is not furniture; 4. A sticky note, a notepad, and an eraser are for writing. A phone is not for writing.)
- C** • Ask, *What things in 1A (and on the board) do you see in our classroom?* Have Ss work individually to write a list. Then have pairs compare their lists.
- Bring the class together. Call on each pair to point to and say five items from their list.

2 GRAMMAR

- Write on the board: *singular = one; plural = more than one*. Hold up a pencil and ask, *Singular or plural?* (singular) Write *a pencil* under *singular = one*. Then hold up several pencils and ask, *Singular or plural?* (plural) Write *pencils* under *plural = more than one*.
- Have Ss look at the regular plural nouns in the grammar chart. Explain that the plural is spelled in different ways, depending on what letter the noun ends in.
- Read each pair of singular and plural nouns in the grammar chart and have Ss repeat. Then read the corresponding note.

... **OPTION** Write the vocabulary words in 1A on the board. Include articles. Ask volunteers to make them plural. Review as a class. Make sure Ss cross out the articles and add *s* to each word. Model the first item: a computer → computers. Afterward, ask, *How did you form these plurals?* (by adding *-s* to each word) Point out that none of the words need spelling changes as outlined in the chart.

- Focus on *Need, have* in the chart. First elicit the meaning of the words. Say, *I need a pen. Do I have a pen?* (no) Hold up your hands to show you don't have a pen. Take a pen from a S. Then hold up the pen and say, *I have a pen. Do I need a pen?* (no) *I have one*.
- Have Ss study the charts individually. Then read the Notes aloud.
- To check understanding, write on the board:
 1. She _____ a new phone.
 2. They _____ a nice computer.
- Call on a volunteer to fill in the blank with the correct form of *have*. (1. has; 2. have) Then erase and call on another volunteer to fill in the blanks with the correct form of *need*. (1. needs; 2. need)

3 LISTENING

- A**
- Write *main idea* on the board. Ask, *What is a main idea?* (the “big” or general idea, the most important point)
 - Read the Listening Skill aloud. Invite Ss to look at the images. Ask, *What is Everything Office?* (a store that sells office supplies) *What do you think you are going to listen to?* (an advertisement for the store) *Do you listen to ads on the radio? What kind?*
 - Invite Ss to look at the pictures and predict the main idea. (For example, A store called Everything Office has everything you need for your office.) Write Ss’ ideas on the board.
 - Then have Ss listen for the main idea. (For example, A store called Everything Office has all the technology, furniture, and office supplies you need.)
 - Ask Ss, *Is it similar to the main idea you predicted?*
- B**
- Before Ss listen again, focus on the highlighted word in each column of pictures. (Column 1: Technology; Column 2: Furniture; Column 3: Office Supplies) Elicit the names of the items in each column. (Technology: a computer, a printer, phones, a phone; Furniture: a chair, a file cabinet, a desk; Office Supplies: a notepad, pencils, pens, sticky notes)
 - Say, *This time don’t listen for the main idea. Listen for details.* Ask, *What are details?* (specific information about something) Then have Ss listen and check the items they hear.
 - Finally, ask, *Do you think it is more difficult to listen for the main idea or for details? Why?*

 **LANGUAGE NOTE** The word *phone* can be used for a variety of phone types. A *landline* is a traditional telephone that uses wires and is found in a home or office. A *mobile phone* or *cell phone* is a portable phone. It’s small and wireless so you can carry it with you and use it anywhere. A *smartphone* is a mobile phone that can also connect to the internet, making it like a small computer.

- C**
- Divide the class into groups. Books closed, have them try to recall and list the items the store has.
 - Bring the class together and ask a volunteer to read the example answer. Ask, *Who is they?* (the people who work in the store)
 - Tell groups, *Take turns saying what they have at Everything Office. Then open your books and see if you forgot any items.* Write on the board: *They also have...* In groups, have Ss add items they forgot to mention.

 **LANGUAGE NOTE** The pronoun *they* is often used instead of *it* to refer to singular places where multiple people work. For example, *You should try the new Italian restaurant. They have great pasta and pizza, or I like Fresh Supermarket. They have the best prices.*

 **OPTION** With books closed, have groups compete to see who can come up with the most complete list first. Tell groups that there are eight items.

 **EXTENSION** Have Ss work in groups to write their own radio ad for office supplies. Tell them to make up a name for the store and talk about 6–8 items in the ad. Then bring the class together for groups to share. Ss listen and write down the office supplies they hear.

 **EXTENSION** Have Ss return to Tina’s social media message at the beginning of the lesson. Ask a S to read it. Then write it on the board: *I need a lot of office supplies.* Tell Ss to reply to Tina’s post, telling her about all the supplies that Everything Office has. Invite a volunteer to respond to the social media message on the board. (For example, Everything Office has a lot of office supplies. They have pencils, pens, sticky notes...)

4 TRY IT YOURSELF

- A**
- Ask Ss to preview the chart. Model on the board questions Ss can ask: *What do you need? What do you have?* Tell Ss to talk to three classmates and check the things they have / need.
- B**
- Call on a S to read the example answer. To model talking about a single S, write on the board: *One person has a pencil.*
 - Call on volunteers to report their results.

 **LOOK FOR** While Ss are completing the Try It Yourself activity, walk around the class and listen to Ss’ conversations. Listen to determine if Ss are correctly

- ✓ using vocabulary for things in an office
- ✓ using articles *a / an*
- ✓ using regular plural nouns
- ✓ using *need* and *have*

 **EXIT TICKET** On the board, write *Technology / Furniture / Office Supplies*. Have Ss write their names and the headings on a blank card or piece of paper, and then have them write as many examples as they can under each heading. Collect cards as Ss leave. Read the cards to identify areas for review in later lessons and to identify individual Ss who may need additional practice.

3 LISTENING

LISTENING SKILL Listen for main ideas

The first time you listen, don't try to understand every detail. Focus on the main idea.

- A** ▶ 01-18 Read the Listening Skill. Then listen.

What is the main idea? *Possible answer: It is an ad for office supplies, furniture, and technology.*

EVERYTHING OFFICE		
Technology	Furniture	Office Supplies

- B** ▶ 01-18 Listen again. Check (✓) the items you hear.

- C** **GROUPS** Close your books. What does Everything Office have? Make a list.

They have computers, printers ...

4 TRY IT YOURSELF

- A** **TAKE A POLL** Talk to three classmates. What do they have?
What do they need?

	Need	Have
a pencil		✓ ✓ ✓
a cell phone		
a pen		
a notepad		
an eraser		
a computer		
a dictionary		

- B** **CLASS** Report to the class.

Three people have pencils ...

■ I CAN TALK ABOUT THINGS IN AN OFFICE.



LESSON 4

READ CONTACT INFORMATION



TINA ADAMS

@TinaA

What is Ester's last name?



1 VOCABULARY Countries

▶01-19 Listen. Then listen and repeat.

2 BEFORE YOU READ

Read the Reading Skill. Skim the information in the office directory. What is the purpose of the directory? It gives ____.

- a. information about your family
- b. information about yourself**
- c. technology information



3 READ

A ▶01-20 Listen. Read the contact information. What information do they have? Check (✓) all the correct answers.

- | | | | |
|--|---|---|---|
| ☒ name | ☒ email address | ☒ job title | ☒ office location |
| ☐ age | ☐ home address | ☐ language | ☒ phone number |

READING SKILL Skim

Skim means you read quickly to get the general or main idea. Don't read every word.

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Social Media Manager

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phone
212 555-8575

TINA ADAMS
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Photographer

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PedroCampos@TSWmedia.com

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Mexico City, Mexico

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011 52 555-4321

B ▶01-20 Listen again. How do we say "." and "@" in email addresses? **dot, at**

C Find Tina's, Ester's, and Pedro's offices on the map. Who works in the same office? **Ester and Tina**

4 MAKE IT PERSONAL

Find out about job titles. Research jobs and what they are called.



A Where do you keep your contact information? What information do you have for each contact?

B PAIRS Compare answers.

☐ I CAN READ CONTACT INFORMATION.

LESSON 4 READ CONTACT INFORMATION

- Read the lesson title aloud. Ask, *What is contact information?* (your name, phone number, address, etc.)
- Then read the social media message and ask, *What do we know about Ester?* (She's a social media manager

at TSW Media. She works in the New York office. She likes to meet new people.) *Do you remember her last name?* (Silva)

1 VOCABULARY

- Focus on the Vocabulary topic *Countries*. Then ask Ss to look at the map. Say, *The map has the names of nine countries.*
- Have Ss listen. Then have them listen and repeat.



OPTION Ask, *Can you name other countries on the map?* Call on volunteers to share, pointing with a pencil to locations on the world map.

2 BEFORE YOU READ

- A** • Read the Reading Skill aloud. Write *skim* on the board. Say, *Do you remember when we listened for the main idea in Lesson 3 and didn't focus on the details? When we skim, we do the same thing. We read quickly and look for the main idea.*

- Read the directions. Elicit or explain that *purpose* is the reason for something or why it exists. Instruct Ss to skim the office directory in 3A. Have them read the question and choose the correct answer individually.
- Bring the class together to check the answer. (b)

3 READ

- A** • Tell Ss, *Now read for details. What specific information is on the contact cards in the office directory?*
- Have Ss listen and read carefully and check the items that are on the cards.
 - Ask Ss to compare answers in pairs. Then bring the class together and go over the answers. Read the checked items again and have Ss point to the specific information on each card. For example, say, *name* and have Ss point to *Ester Silva*, *Tina Adams*, and *Pedro Campos*.
- B** • Tell Ss to listen for a specific detail: how to say email addresses.
- Have Ss listen. Then focus on the question. Write on the board: . and @ Elicit how we say each symbol in an email address. (dot, at)
 - Have pairs practice saying the three email addresses in the contact cards.



OPTION Have Ss walk around and exchange email addresses, saying *dot* (.) and *at* (@) appropriately. Write *What's your email address?* on the board. Tell Ss they can make up an email address if they prefer. Remind Ss that they can ask someone to repeat their email address by saying, *I'm sorry. What's your email address again?*



- C** • Ask Ss to focus on *office location* on the contact cards. In pairs, have them complete the task. Explain that the pins on the map represent city locations.
- Bring the class together to go over the answer.



EXTENSION Focus on the social media message at the beginning of the lesson: Ask a volunteer to read it aloud: *What is Ester's last name?* (Silva) Then ask, *What is Ester's email address?* (Ester dot Silva at TSW Media dot com)

4 MAKE IT PERSONAL

- A** • Give Ss a few minutes to think about the questions. Say, *Maybe you have different contact information for personal contacts and work contacts. Think about both.*
- B** • In pairs, have Ss compare where they keep contact information and what information they have for each type of contact.
- Write *Contact Information* on the board. Then draw a two-column chart with the headings *Where?* and *What information?* Bring the class together. Have Ss come to the board and write their ideas. (For example, for *Where?*: on my phone, on my computer, on business cards; for *What information?*: name, home address, phone, email, job title, office location)



EXIT TICKET Write on the board: *When you skim, you read quickly to get the ____.* Have Ss write their names on a blank card or piece of paper, copy the sentence, and write their answer. (main idea) Collect cards as Ss leave.

LESSON 5 WRITE CONTACT INFORMATION

1 FOCUS ON WRITING

- A** • Read the Writing Skill aloud. Ask, *Which words in the example sentence are proper nouns?* (Tina Adams, New York, TSW Media) Explain, *Tina Adams is a person. New York and TSW Media are places.* If a S answers *My*, explain that *My* is capitalized because it is the first word of the sentence. It does not name a specific person, place, or thing.
- Elicit additional examples of proper nouns. (For example, China, Eiffel Tower, Angelina Jolie, Main Street.)
- B** • Have Ss work individually to find the proper nouns and circle the capital letters in 3A on page 12. Circulate and assist. For the names in all caps, have Ss circle the first letter.
- Call on volunteers to write proper nouns from the directory on the board. As a class, identify types of proper nouns. (For example, first names, last names, cities, countries) Ask, *Why don't we circle the capital letters at the beginning of the occupations?* (because they don't name a specific person, place, or thing) Say, *On a contact card or business card, you capitalize your occupation because it is your job title: Ester Silva / Social Media Manager. But in a sentence, you use lower case: Ester is a social media manager.*

2 PLAN YOUR WRITING

- Have Ss look at *Meet the People of TSW Media* on page 4. Ask, *What are some of the jobs at TSW media?* (social media manager, photographer, etc.) *What are some office locations?* (New York, Mexico City, etc.)
- Read the directions. Tell Ss to choose a TSW Media job and office location. Remind them to use the map on page 12 for the names of countries.

3 WRITE

- Say, *Now write contact information for the job and office location you chose.*
- Read the directions aloud. Then have Ss complete the contact card individually. Tell them to make up a phone number.

4 REVISE YOUR WRITING

- A** • Have Ss swap books with a partner and complete the checklist. Say, *Read your partner's contact card and complete the checklist in your partner's book.*
- B** • Then have Ss swap back and make suggestions. (For example, Capitalize the first letter of a city.) Have Ss make corrections as needed.



TEACHING TIP When doing peer review, some Ss may worry that a fellow S will misguide them and may prefer a teacher's feedback. Circulate and oversee the feedback that Ss give each other. Identify **lower-level Ss** and unobtrusively glance at the writing they are reviewing, discreetly pointing to errors they may have missed.

5 PROOFREAD

- Write on the board:
- ☐ *spelling*
 - ☐ *punctuation*
 - ☐ *capitalization*
- Tell Ss to read their own contact card three times. Say, *The first time you read, check that your spelling is correct. The second time, check only for correct punctuation. The third time, check capitalization.*



TEACHING TIP Say, *Proofread means to read and mark any errors.* Advise Ss that a good way to proofread is to read a piece of writing several times, focusing each time on a specific type of error. Point out that when proofreading, you don't focus on content or organization, only on mistakes.



EXIT TICKET Write on the board: *maria smith lives in denver, colorado. she has two children, eric and rita. her husband's name is bob. she works as a programmer for zander technologies.* Have Ss write their names on a blank card or piece of paper and rewrite the sentences, capitalizing proper nouns. Collect cards as Ss leave. Read the cards to identify areas for review in later lessons and to identify individual Ss who may need additional practice.

1 FOCUS ON WRITING

- A** Read the Writing Skill.
- B** Read the directory on page 12 again.
1. Circle the capital letters at the beginnings of the proper nouns. *see page 12*
 2. What are some kinds of proper nouns?

Give examples. *Possible answers: a person's first name, a person's last name, a city, a country, a company, a body of water, a brand name item*

WRITING SKILL Capitalize proper nouns

A proper noun is a specific person, place, or thing. Capitalize the first letter of a proper noun.

My friend Tina Adams works in New York at TSW Media.

2 PLAN YOUR WRITING

Imagine that you work for TSW Media. Think about a job you want to do. Then think about a city and country to live in.

3 WRITE

Write contact information for yourself. Include your name, job title, and the city and country where you work. Also include an email address, using this format "firstname.lastname@TSWmedia.com." Be sure to capitalize any proper nouns. Use the contact information on page 12 as models.

4 REVISE YOUR WRITING

- A PAIRS** Read your partner's contact information. Complete the chart.

Did your partner ...?	Yes	No
include name, job, city, country, and email address		
write the email address correctly		
capitalize proper nouns		

- B PAIRS** Can you improve your partner's contact information? Make suggestions. Then revise your writing.

5 PROOFREAD

Read your contact information again. Check your spelling, punctuation, and capitalization.

PUT IT TOGETHER

1 MEDIA PROJECT



A 01-21 Listen or watch. Answer the questions.

1. What is Fumi's job?
Fumi is an illustrator.
2. Where is her office?
Her office is in Tokyo, Japan.
3. What is on her desk?
There are notepads, pencils, a phone, a computer, and pens on her desk.

B Make your own video.

Step 1 Choose a place where you work or where you do your homework.

Step 2 Make a 30-second video. Introduce yourself. Talk about the place you work or study.
Talk about the office items you have there.

Step 3 Share your video. Answer questions and get feedback.



2 LEARNING STRATEGY

USE STICKY NOTES

On sticky notes, write new vocabulary words. Put the notes on the items. Look at the notes and say the words.

Review the office vocabulary words in the unit.
Make sticky notes for five things.



3 REFLECT AND PLAN

A Look back through the unit. Check the things you learned. Highlight the things you need to learn.

Speaking objectives

- ☐ Introduce myself
- ☐ Introduce others
- ☐ Talk about things in an office

Grammar

- ☐ Statements with *be*
- ☐ Articles *a/an*
- ☐ Regular plural nouns
- ☐ *Need, have*

Vocabulary

- ☐ Meet and greet
- ☐ Say hello and good-bye
- ☐ Occupations
- ☐ Things in an office
- ☐ Countries

Reading

- ☐ Skim

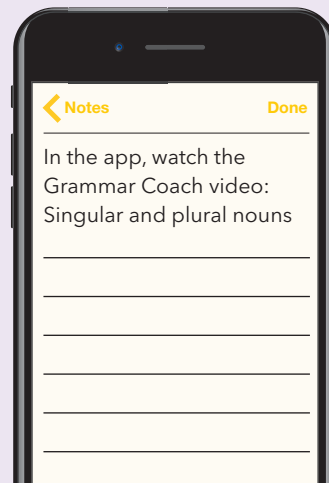
Writing

- ☐ Capitalize proper nouns

Pronunciation

- ☐ Stressed words
- ☐ Stressed syllables

B What will you do to learn the things you highlighted? For example, use your App, review your Student Book, or do other practice. Make a plan.



PUT IT TOGETHER

1 MEDIA PROJECT

- A**
- Have Ss look at the video still on the right. Ask, *What do you see?* (a young woman) Say, *This is Fumi. She will describe the place where she works.*
 - Before Ss listen or watch, ask them to read the questions. Tell them to listen for this information.
 - Have Ss listen or watch. Then have them answer the questions individually. If appropriate, let them listen or watch again.
 - In pairs, have Ss compare answers. Then bring the class together to go over any questions.

+ EXTENSION For a review of proper nouns, ask Ss to listen again and write the proper nouns they hear. (Fumi, The Art Company, Tokyo, Japan, English)

- B**
- Explain to Ss that they will create a similar project.
 - Give Ss some time in class to read the three steps. Answer any questions.
 - Ask Ss to work individually on Step 1 and choose a place to film. Tell them to answer the three questions in 1A with their own information. Then invite them to share in pairs. Say, *Ask your partner: What is your job? Where is your office? What is on your desk?*
 - Tell Ss, *Create a script of what you want to say. Model an introduction on the board: Hello! I'm Alex. I'm a writer. In my office I have ____.*
 - Have Ss do Step 2 for homework. Say, *Use notes or the script you prepared in class.*

- For Step 3, have Ss share their videos in class.
- Write the following questions on the board:
 1. Does the person introduce himself / herself?
 2. Does the person talk about the place where he / she works or studies?
 3. Does the person talk about office items?
 4. Does the person speak clearly?
 5. Is the video interesting?
- Give Ss a few minutes to read over the questions. Tell them to write each person's name on a piece of paper before the person presents, and then take notes during the presentation, referring to the questions on the board.
- Then invite Ss to ask questions and give feedback. You may choose to save the feedback until the very end and let Ss walk around, refer to their notes, and tell Ss individually what they did well or could do better. Remind Ss to speak kindly and constructively.

... **OPTION** To provide an opportunity for self-critique, have Ss watch their video for homework and complete the following checklist:

- ☐ Did I introduce myself?
- ☐ Did I talk about the place where I work or study?
- ☐ Did I talk about office items?
- ☐ Did I speak clearly?
- ☐ Was my video interesting?

2 LEARNING STRATEGY

- Write *sticky notes* on the board. Ask, *What do we use sticky notes for?* (For example, for reminders to do something; to mark pages in a book; to label piles of papers)
- Then read the Learning Strategy aloud. Ask for a show of hands, *Do you use this strategy?*
- If sticky notes are available, distribute five to each S and have them write five office vocabulary words. Have Ss put the notes on their own items or on items in the classroom. Alternatively, have Ss do this for homework and take photos of the items with the sticky notes. In class, have them show their photos to their classmates.

3 REFLECT AND PLAN

- A**
- Have Ss complete the checklists individually. Circulate and answer any questions. Encourage Ss to look back at each lesson in the unit.
 - Have Ss compare checklists in pairs and talk about the things they need to study or practice more.
- B**
- Have Ss work individually to think about what might help them learn the topics they don't feel they know yet. Refer individual Ss to specific handouts, app practice, workbook pages, etc., to help them master any problem areas. If Ss feel confident about all of the topics in this unit, encourage them to think of other topics they need help with or want to learn.

- Then invite Ss to walk around and compare ideas for learning different topics.

UNIT REVIEW BOARD GAME To review the Unit content, go to the Pearson English Portal / Reproducibles / Unit Review Board Games folder and print out and make copies of the Unit 1 Board Game. You'll find instructions for the game in the same folder.

2 WHO ARE THEY?

PREVIEW THE UNIT

LESSON 1		Identify family members
	Vocabulary	Family relationships
	Grammar	Possessive adjectives; Questions with <i>who</i> and <i>what</i>
	Pronunciation	The voiced <i>th</i> sound /ð/
LESSON 2		Talk about friends and family
	Vocabulary	Relationships
	Grammar	Negative statements with <i>be</i> ; Yes/no questions with <i>be</i>
	Conversation skill	Show interest
LESSON 3		Talk about where people live and work
	Vocabulary	More family relationships
	Grammar	<i>Live</i> and <i>work</i>
	Pronunciation	Linking words together
LESSON 4		Read about someone's family
	Reading skill	Reread
LESSON 5		Write about your family
	Writing skill	Form the possessive
PUT IT TOGETHER		
	Media project	Photos: Your family or friends
	Learning strategy	Learn related words



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

GET STARTED

- A** • Books closed, write the unit title on the board and have Ss repeat. Then say, *Do you have photos of people on your phone? I do.* Show a picture of family or friends on your phone. Point to the unit title on the board and prompt the class to call out: *Who are they?* Talk briefly about the people in your photo. (For example, This is my brother. His name is Hector.) Tell Ss, *For this unit, you will need photos of your family and friends.*
- Tell Ss to read the Learning Goals individually. Ask, *Which topics do you feel confident about? Which topics are new for you?* If Ss have studied the topics before, reassure them that they will learn some new things.
- B** • Ask, *What do you see?* In pairs, have Ss look at the photo and talk about what they see.
- Bring the class together and ask pairs to share. Write words on the board. (For example, a camera, a family, hands holding a phone) Avoid eliciting too much vocabulary for family; this will be covered in the unit.
- C** • Focus on the social media message. Ask, *What do you know about Ester?* (She's a social media manager in the New York office.) Say, *Look back at 3A on page 12. What's Ester's email address?* (Ester.Silva@TSWmedia.com)
- Read Ester's social media message on page 15 aloud. Ask, *What does she have on her phone?* (lots of family photos)

2

WHO ARE THEY?

LEARNING GOALS

In this unit, you

- identify family members
- talk about friends and family
- talk about where people live and work
- read and write about families



GET STARTED

- A** Read the unit title and learning goals.
- B** Look at the photo of a family. What do you see?
- C** Now read Ester's message. What does she have on her phone?



ESTER SILVA

@EsterS

I have lots of family photos on my phone!

LESSON 1

IDENTIFY FAMILY MEMBERS



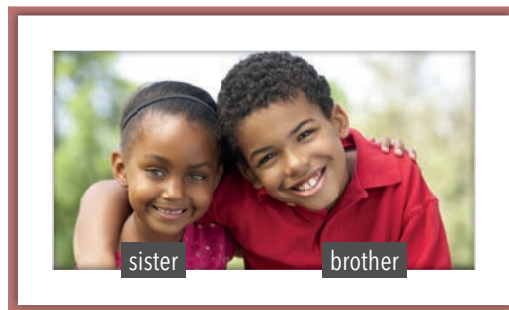
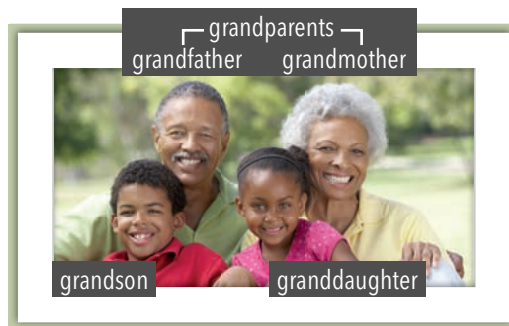
ESTER SILVA

@EsterS

My friend Pedro is here today.

1 VOCABULARY Family relationships

A 02-01 Listen. Then listen and repeat.



B Look at the words in 1A. Complete the chart. Write family words in the correct column.

Male ♂	Female ♀	Male + Female ♂♀
father dad son brother	grandfather grandson mother mom daughter	sister grandmother granddaughter parents grandparents

C PAIRS Show some family pictures. Say who they are.

2 GRAMMAR Possessive adjectives; Questions with *who* and *what*



Possessive adjective	Noun		Questions with <i>who</i> and <i>what</i>
My			<i>Who is = Who's</i> <i>What is = What's</i> A: Who's that? B: That's my brother. A: What's his name? B: His name is Cole.
Your			
His	family	is happy.	
Her			
Our	friends	are nice.	
Your			
Their			
Notes			
- Use <i>its</i> for one thing. <i>TSW Media is a big company. Its offices are in New York.</i> - Use <i>their</i> for more than one thing. <i>Those companies are great. Their workers are nice.</i>			

>> FOR PRACTICE, GO TO PAGE 107

LESSON 1 IDENTIFY FAMILY MEMBERS

- Read the title of the lesson. Write the verb *identify* on the board. Elicit the meaning. (to name someone or something correctly) Say, *Write the names of your family members on a piece of paper. For example, Maria, Sam, Alexandra. We will look at this later.*

- Bring Ss' attention to the social media message. Ask, *Do we know where Ester is? (maybe at work?) Is Pedro a member of her family? (No, he's her friend.)*

1 VOCABULARY

- A**
- Have Ss preview the pictures and captions.
 - Ask Ss to listen. Then have them listen and repeat.
 - Read the Vocabulary topic. Ask, *What are family relationships? (the ways different family members are connected to each other)*
 - Ask Ss to look at the list of names they wrote at the beginning of the lesson. In pairs, have them share who the people are. Write examples on the board for reference: *Maria is my sister. Sam is my dad. Alexandra is my grandmother.*

... **OPTION** To reinforce the vocabulary, point to the woman in the first photo and then to the little girl. Say, *Mother, daughter*. Next, point to the man and the little boy and say, *Father, son*. Continue until you have reviewed the family relationships in all the pictures.

- B**
- Tell Ss to write all fourteen words from 1A in the chart. **For lower-level Ss**, check comprehension of the terms *male* (man or boy) and *female* (woman or girl).

- Have Ss work individually to complete the chart. Then have them compare answers with a partner.

⊕ **EXTENSION** Return to the photo on page 15 and have Ss to work in pairs to identify the family members. (For example, grandparents, parents, son, daughters)

- C**
- Ask Ss, *Do you have any family pictures on your phone?* If not, ask, *Can you find any photos on social media or online?* Tell Ss to focus only on the vocabulary taught in 1A.
 - In pairs, have Ss identify different family members. **For lower-level Ss**, have them point to people in their photos and say just the vocabulary words. **For higher-level Ss**, provide a model on the board: *This is my _____. These are my _____.*

2 GRAMMAR

- Point to your belongings and say, for example, *my book, my bag, my pen*. Point to yourself and say, *I have a pen. It's my pen. My pen is blue.*
- Write on the board: *My pen is blue*. Underline *pen* and say, *Pen is a noun*. Circle *My* and say, *My is a possessive adjective*.
- Write on the board: *My sister is nice*. Ask, *What is the noun? (sister) What is the possessive adjective? (My)* Underline *sister* and circle *My*. Read the sentence as you point to yourself. Point out that the possessive adjective comes before the noun.
- Have Ss look at the grammar chart. Focus on the example *My / Your / His / Her family is happy*. Read the sentence with each possessive adjective and point to people in the room to indicate meaning. For example, point to yourself and say, *My family is happy*. Point to a S, make eye contact, and say, *Your family is happy*. Point to a male S and say, *His family is happy*. Point to a female S and say, *Her family is happy*.
- Then focus on the second example in the grammar chart. Read the sentence with each possessive adjective, *Our / Your / Their friends are nice*. To indicate meaning, motion to the whole group and say, *Our friends are nice*. Motion to two or three Ss on one side of the room, look at them directly, and say, *Your friends are nice*. Finally, point to two or three Ss while looking at the rest of the class and say, *Their friends are nice*.

- Focus on the Notes. Read the first explanation and example. Write on the board: *This book is very old. _____ pages are falling out*. Call on a volunteer to fill in the blank. (Its) Then read the second explanation and example. Write on the board: *These children are Brazilian. _____ parents are from Brazil*. Elicit the answer. (Their)
- Have Ss look at the second grammar point, *Questions with who and what*. Have Ss repeat after you as you read each line. Then call on a volunteer to role-play the conversation with you. Ask, *What are the possessive adjectives in this conversation? (my in line 2; his in lines 3 and 4)*
- Point to Ss and objects around the room and elicit *Who's that? or What's that?*

... **OPTION** Write *Who's that?* and *What's his / her name?* on the board. Invite volunteers to test how well you know Ss' names. Tell them to point to a classmate and ask one of the questions on the board. Answer with *That's [name]* or *His / Her name is...*

... **OPTION** Ask a S, *What's your name?* (My name is...) Then report to the class, *His / Her name is...* Put emphasis on *your* and *His / Her*. Write the model on the board for Ss to practice. Have Ss walk around, pair up and ask each other's name, and then report the classmate's name to someone else.

3 PRONUNCIATION

- A** • Write *think* and *the* on the board to differentiate between the unvoiced *th* sound in *think* and the voiced *th* sound in *the*. To pronounce the *th* in *think*, put the tip of your tongue between your teeth and blow air through your teeth. In contrast, show how you add your voice to this same mouth position to say *the*.
- Bring Ss' attention to the Note and read it aloud. Have Ss practice the mouth position and repeat *that* and *they* after you. Make sure they are voicing the *th* sound. If they have trouble making the voiced sound, have them put their hands on their throats and feel the vibration.
 - Have Ss listen. Then ask them to listen and repeat.
- B** • Have Ss listen and circle the word they hear. If appropriate, play the audio again.
- Go over the answers as a class.
- C** • Tell Ss, *Look at 1A. Find the words with the th sound and underline the th.* (mother, father, grandfather, grandmother, brother) Then say the words, emphasizing the voiced *th* sound, and have Ss repeat.
- Focus on the example answer. Have Ss underline the *th* sounds. Read the example answer aloud, emphasizing the voiced *th* sounds in *this*, *there*, *mother*, and *father*.
 - In pairs, have Ss talk about their photos.
 - Circulate and listen for correct pronunciation of the voiced *th* sound.

4 CONVERSATION

- A** • Have Ss look at the video still. Ask, *Who are they?* (Ester and Pedro) *What are they doing?* (looking at Pedro's phone)
- Ask, *What do you know about Ester and Pedro?* Encourage Ss to call out answers. Have Ss read what Ester and Pedro say in *Meet the People of TSW Media* on page 4 or play the video. Then ask again, *What do you know about Ester?* (She is a social media manager, and she works in New York.) *What do you know about Pedro?* (He is a photographer, and he works in Mexico City.)
 - Have Ss preview the items.
 - Have Ss listen or watch and complete the exercise individually.
 - Go over the answers as a class.
- B** • Ask Ss to preview the conversation and predict ways the gaps might be filled.
- Then have them listen and fill in the gaps with the words they hear.
 - Call on two Ss to read the completed conversation. Go over any questions.
 - Focus on the content of the conversation. Ask, *What is Ester doing?* (asking about people in Pedro's family) *What is Pedro doing?* (identifying his family members)
- C** • Play the audio and have Ss repeat chorally, line by line.
- Point out the voiced *th* in *that* (lines 1 and 5), *That's* (lines 2 and 6), and *father* (line 2). Say these words and have Ss repeat.
 - Have Ss listen and repeat again.
 - Then in pairs, have Ss practice the conversation. Circulate and listen for the voiced *th* sound. Time permitting, have Ss swap roles and practice again.

5 TRY IT YOURSELF

- A** • Have Ss access their family photos.
- Call on two volunteers to read the example conversation.
 - In pairs, have Ss practice identifying family members in their photos. Say, *Student A, point to one person at a time in your partner's photos.* Remind Ss to use vocabulary in 1A. Circulate and assist as needed.
- For lower-level Ss**, have them underline the words in the example conversation that change when they personalize it. (sister, her, Her, Mei)
- B** • Divide the class into groups. Ask a volunteer to read the example aloud. Remind Ss that the *th* sound in *This* is voiced.
- Tell Ss to take turns showing their photos and talking about their family members.

+ **EXTENSION** Ask a S to read Ester's social media message at the beginning of the lesson: *My friend Pedro is here today. Ask, Why is Pedro at Ester's work?* (to take pictures) Then ask, *What are some possible responses to Ester's message?* (For example, Cool! Have fun. Say hi to Pedro for me.)



LOOK FOR While Ss are completing the Try It Yourself activity, walk around the class and listen to Ss' conversations. Listen to determine if Ss are correctly

- ✓ using vocabulary for family relationships
- ✓ using possessive adjectives
- ✓ asking questions with *who* and *what*
- ✓ pronouncing the voiced *th* sound



EXIT TICKET As Ss leave the classroom, have them show you a picture of a family member and say two sentences about the person. (For example, *This my grandmother. Her name is Tamara.*) Note which Ss speak with ease and which ones are less sure of themselves.



3 PRONUNCIATION

- A** ▶02-03 Listen. Notice the pronunciation of *th* in these words. Then listen and repeat.

that they mother father
Who's that? This is my brother. That's her grandmother.

- B** ▶02-04 Look at each pair of words. Listen and circle the word you hear.

1. they / day 2. these / D's 3. these / Z's 4. they / day

- C** **PAIRS** Point to a photo in 1A. Explain who the people are.

In this photo there is a mother and father.

The voiced *th* sound /ð/

To say the *th* sound in *that* and *they*, put your tongue between your teeth. Use your voice to make the *th* sound.

4 CONVERSATION



- A** ▶02-05 Listen or watch. Check (✓) all correct answers.

- Who are Ester and Pedro talking about?
☒ Pedro's family ☐ Ester's family ☐ Pedro's mother
- What family members do they talk about?
☒ father ☒ sister ☐ mother
☒ grandfather ☒ brother ☐ daughter



- B** ▶02-06 Listen or watch. Complete the conversation.



Ester: Who's that?
 Pedro: That's my father.
 Ester: Oh! What's his name?
 Pedro: His name is Eddy.
 Ester: And who's that?
 Pedro: That's my sister. Her name is Amelia.



- C** ▶02-07 Listen and repeat. Then practice with a partner.

5 TRY IT YOURSELF

- A** **MAKE IT PERSONAL** Ask and answer questions about your families.

Use your photos.

A: *Who's that?*

B: *That's my sister.*

A: *What's her name?*

B: *Her name is Mei.*

- B** **GROUPS** Show your photos. Tell your group about your family.

This is my sister. Her name is Mei.

This is my son. His name is Bo.



■ I CAN IDENTIFY FAMILY MEMBERS.

LESSON 2

TALK ABOUT FRIENDS AND FAMILY



ESTER SILVA

@EsterS

Pedro takes great photos, and I do, too.



1 VOCABULARY Relationships

A ▶ 02-08 Listen. Then listen and repeat.



B ▶ 02-09 Listen. Then complete the sentences. Use words from 1A.

- Tom is May's boyfriend.
- Lena and Luis are married.
- Bill and Amy are divorced.
- Ari is single.
- Ken and Katy are co-workers.
- Pia is Ben's wife.

C **PAIRS** Tell about five people you know or five famous people.

My sister is married. My friend David is single.



2 GRAMMAR Negative statements with *be*; Yes/no questions with *be*

Negative statements

Subject	Be	Not	
I	am	not	Ester's friend(s).
You	are		
He	is		
She			
We	are		
You			
They			

Note: Use contractions in speaking and informal writing.

I'm not

You're not / You aren't

He's not / He isn't

She's not / She isn't

We're not / We aren't

You're not / You aren't

They're not / They aren't

Yes/no questions

Be	Subject	
Are	you	Ester's friend(s)?
Is	he	
	she	
Are	we	
	they	

Short answers

Affirmative		Negative	
Yes,	I am.	No,	I'm not.
	he is.		he's not. / he isn't.
	she is.		she's not / she isn't.
	we are.		we're not / we aren't.
	they are.		they're not / they aren't.

Note: Don't use contractions in affirmative short answers: Yes, he is. NOT Yes, he's.

>> FOR PRACTICE, GO TO PAGE 108

LESSON 2 TALK ABOUT FRIENDS AND FAMILY

- Read the lesson title. Ask, *What did we learn in Lesson 1?* (identify family members) *What will we do in this lesson?* (talk about friends and family)
- Call on a volunteer to read the social media message. Ask, *Who takes great photos?* (Pedro and Ester) Ask for a show of hands, *Who here takes great photos?*

1 VOCABULARY

- A** • Have Ss preview the pictures and captions.
 - Have Ss listen. Then have them listen and repeat.
 - Read the Vocabulary topic. Say, *These words describe relationships.* Write on the board: *single, married, divorced.* Say, *These words describe a person's marital status.* Point to the married couple and say, *Someone who is married has a husband or a wife.* Focus on the picture for *single* and say, *Someone who is single doesn't have a husband or a wife.* Focus on the *divorced* picture and say, *Someone who is divorced has an ex-husband or an ex-wife.*
 - Then focus on *friends* and *co-workers*. Ask, *Can your co-worker also be your friend?* (yes)
 - Ask, *What is Ester and Pedro's relationship? Is he her boyfriend, friend, or co-worker?* (her friend, her co-worker) If helpful, have Ss look back at the social media message on page 16.
- B** • Have Ss preview the sentences. Point out that the sentences in 1B do not describe the photos in 1A.
 - Ask Ss to listen and write a vocabulary word from 1A to complete each item. Then have them listen again to check their answers.
 - Go over any questions as a class.
- C** • Tell Ss to talk about the relationships of five family members, friends, co-workers, or famous people. Read the example sentences. Instruct Ss to use words from 1A. Elicit a few more examples and write them on the board. (For example, *Patty is divorced. Mike is her ex-husband. Sylvia has a lot of good friends.*)
 - **For lower-level Ss**, give them time to write five sentences before speaking. Then have them share in pairs.
 - Bring the class together and call on Ss to talk about people's relationships. Write the ones that are about famous people on the board.

2 GRAMMAR

- Read the Grammar topic aloud. Say, *Let's start with Negative statements with be.* Write on the board:
Ben and Pia are married.
Ben and Pia are not married.
Ask, *What difference do you see?* (not in the second sentence) Then write:
Ben and Pia aren't married.
They're not married.
Point to the contractions and ask, *Do you remember what we call this form?* (a contraction)
- Focus on the *Negative statements with be* section of the grammar chart. Review the forms of *be*. Then point out *not*. Ask Ss to repeat the statement after you with each subject pronoun. (I am not Ester's friend, You are not Ester's friend, etc.)
- Read the Note about contractions. Then have Ss repeat each contraction after you. **For lower-level Ss**, demonstrate how the contractions are formed. Write on the board: *I am not* → *I'm not*; *You are not* → *You're not* OR *You aren't*; etc. Point out that for each pronoun other than *I*, there are two possible forms. Explain that both are correct and can be used interchangeably.
- Say, *Now let's look at yes/no questions with be.* Write on the board:
Are Ben and Pia married?
Yes, they are.
Are they divorced?
No, they're not. / No, they aren't.
- Focus on the *Yes/no questions with be* section of the grammar chart. Have Ss repeat after you each question and corresponding affirmative and negative short answer. (For example, *Are you Ester's friend?* Yes, I am. / No, I'm not; *Is he Ester's friend?* Yes, he is. / No, he's not. / No, he isn't.)
- Read the Note aloud. Then ask, *Are Ben and Pia married?* Write two answer choices on the board. Then elicit the correct answer and cross out the incorrect answer: Yes, they are. / ~~Yes, they're.~~



OPTION Offer practice with forming contractions. Divide the class into two teams. Write full-form negative statements with *be* on the board. Have alternating members from each team come up and write the contraction(s). Write an example on the board: *He is not married.* → *He's not married.* / *He isn't married.* Teams get a point for each correct answer. If an answer is incorrect, the other team has a chance to provide the right answer.



EXTENSION To practice *yes/no* questions and short answers with *be*, tell pairs to return to 1B and take turns asking and answering *yes/no* questions about the people in the sentences. Write an example for item 1 on the board: *Are Tom and May married?* No, *they're not.* Circulate and assist as needed.

3 CONVERSATION

- A** • Have Ss look at the video still. Ask, *Who is in the picture?* (Ester and Pedro) If helpful, have Ss refer back to *Meet the People of TSW Media* on page 4. Then ask, *What are they doing?* (looking at Ester's phone) Ask Ss to preview the exercise.
- Books closed, have Ss listen or watch.
 - Books open, have Ss complete the exercise individually.
 - Go over the answers as a class. Replay the audio if appropriate.

... **OPTION** Play the conversation from 4A on page 17 again. Ask, *Who in Pedro's family has the name Eddy?* (Pedro's brother, father, and grandfather) Then play the conversation from 3A on page 19 again. Ask, *At first, what does Ester say her boyfriend's name is?* (Eddy) Write on the board: *Just kidding. Say, Ester isn't serious.* Ask, *Then what does Ester say her boyfriend's name is?* (Pedro) *Is she serious or is she just kidding?* (We don't know.)

+ **EXTENSION** Tell Ss, *Change the sentences in 3A to make them negative but still true.* Elicit a true negative sentence for the first item and write it on the board: *Ester's sisters aren't single.* Then have Ss continue in pairs. Several answers may be possible. (For example, 2. Ester's brother isn't married; 3. Ester's brother isn't a doctor; 4. Pedro is not Ester's son.)

! **LANGUAGE NOTE** *Nice!* is an expression used in informal speaking to comment that you like something. *Aw* can have various meanings,

depending on tone. Here it indicates that Pedro likes the picture of Ester's sister's children. *Ah* indicates understanding. *Just kidding* is an expression used to indicate that you are joking or not serious about what you said.

- B** • Focus on the Conversation Skill on the right. Read it aloud. Model rising intonation for *Really?* and *Is that right?* Pronounce *Wow!* with enthusiasm. Have Ss repeat after you.
- Books closed, have Ss listen or watch the conversation in 3A again and raise their hands when they hear *Really?*, *Is that right?*, or *Wow!* **For lower-level Ss**, hint that they will raise their hands twice.
 - Ask Ss to preview the conversation and predict ways the gaps might be filled.
 - Then have them listen and fill in the gaps with the words they hear.
 - Call on two Ss to read the completed conversation. Go over any questions.
 - Focus on the content of the conversation. Ask, *Does Ester have sisters?* (yes) *Is her boyfriend in the picture?* (Yes, he is.)
- C** • Play the audio and have Ss repeat chorally, line by line.
- Point out *Really?* to show interest and model rising intonation. Have Ss repeat.
 - Also model rising intonation in *Are those your sisters?* and *And is he your brother?*
 - Have Ss listen and repeat again.
 - Then in pairs, have Ss practice the conversation. Circulate and listen for rising intonation in the questions. Time permitting, have Ss swap roles and practice again.

4 TRY IT YOURSELF

- A** • If Ss don't have a picture, they can write the name of someone they know. Divide the class into pairs. Read the directions aloud. Call on a volunteer to role-play the example conversation with you.
- Then have Ss take turns asking *yes/no* questions about each other's photos. **For lower-level Ss**, model first by showing a picture of someone you know, eliciting several *yes/no* questions from the class, and writing them on the board.

- B** • Check that all Ss have another photo or name. Tell them to walk around, pair up with other Ss, and ask and answer *yes/no* questions.

+ **EXTENSION** Have Ss return to Ester's social media message at the beginning of the lesson. Ask a S to read it. Then write it on the board. Ask the class, *What are some possible responses to Ester's post?* (For example, I love your photos, Ester. Show us some photos!)



LOOK FOR While Ss are completing the Try It Yourself activity, walk around the class and listen to Ss' conversations. Listen to determine if Ss are correctly

- ✓ using vocabulary for relationships
- ✓ making negative statements with *be*
- ✓ asking *yes/no* questions with *be*
- ✓ responding to *yes/no* questions with short answers



EXIT TICKET Show Ss a picture with several family members on your phone. Have each S ask you a question about a family member. (For example, *Who's that? What's her name? Is he your brother? Is she married?*) Give or make up answers. Note which Ss speak with ease and which ones are less sure of themselves.

3 CONVERSATION



A ▶02-11 Listen or watch. Circle the correct answer.

1. Ester's sisters are ____ .
 - a. single
 - b. married**
 - c. divorced
2. Ester's brother is ____ .
 - a. single**
 - b. married
 - c. divorced
3. Ester's brother is ____ .
 - a. a doctor
 - b. a programmer
 - c. a student**
4. Pedro is Ester's ____ .
 - a. husband
 - b. son
 - c. boyfriend**



B ▶02-12 Read the Conversation Skill. Listen or watch. Complete the conversation.

Ester: This is my family.
 Pedro: Really? Are those your sisters?
 Ester: Yes, they are .
 Pedro: And is he your brother?
 Ester: No, he isn't . He's my boyfriend.

CONVERSATION SKILL

Show interest

To show interest, say:

- *Really?*
- *Is that right?*
- *Wow!*

Listen or watch the conversation in 3A. Raise your hand when you hear someone show interest.

C ▶02-13 Listen and repeat. Then practice with a partner.

4 TRY IT YOURSELF

A **MAKE IT PERSONAL** Student A, show a photo of a person you know. Don't tell your partner who it is. Student B, ask 3-5 yes/no questions. Student A, answer your partner's questions with yes or no.

A: Is that your brother?

B: No. He's not my brother.

A: Is he a friend?

B: Yes, he is.

A: Is he married?

B: No, he isn't.

A: Is he a student?

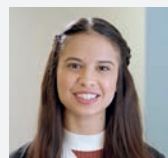
B: Yes, he is.

B **WALK AROUND** Choose a different photo. Talk to five classmates. Ask and answer yes/no questions.



LESSON 3

TALK ABOUT WHERE PEOPLE LIVE AND WORK



ESTER SILVA

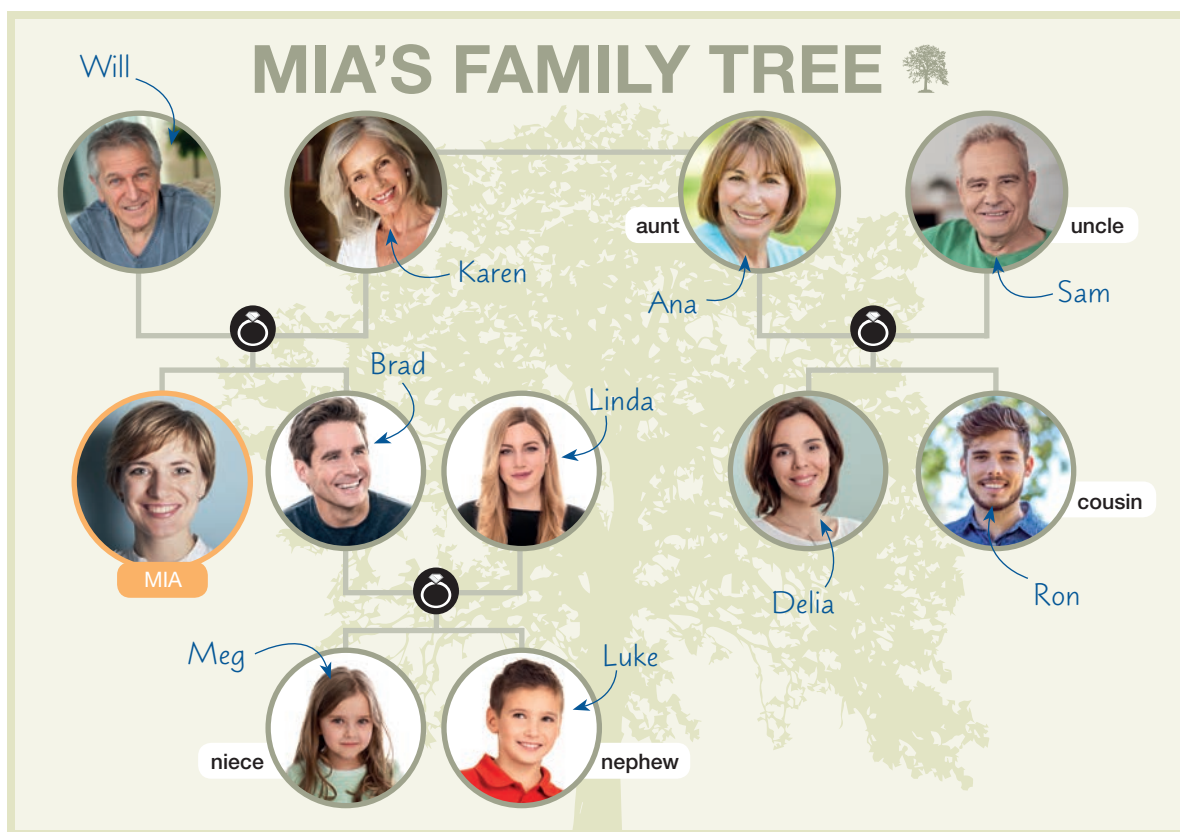
@EsterS

I miss my family. 😞 They live far away.



1 VOCABULARY More family relationships

A ▶02:14 Listen. Then listen and repeat.



B Complete the sentences. Use words from 1A.

- Luke is Mia's nephew.
- Sam is Mia's uncle.
- Meg is Mia's niece.
- Ana is Mia's aunt.
- Ron and Delia are Mia's cousins.

C PAIRS Draw a family tree and describe it.

This is my mother. Her name is Eva.



2 GRAMMAR Live and work

Subject	Live, work	
I		in New York City.
You	live	
We	work	
They		
He	lives	
She	works	

We use **and** to connect verbs or verb phrases in a sentence:

*She **lives and works** in New York City.*

>> FOR PRACTICE, GO TO PAGE 109

LESSON 3 TALK ABOUT WHERE PEOPLE LIVE AND WORK

- Books closed, write on the board: *I live in ____*. Read the sentence aloud, filling in the blank with information about yourself. Call on volunteers to do the same.
- Books open, read the title of the lesson. Say, *We will talk about where people live and work. I live in [city], and I work in [city]*.
- Ask a volunteer to read the social media message. Point to the emoji and ask, *What is this?* (an emoji)

What does this emoji mean? (Ester is sad.) *Why is Ester sad?* (She misses her family.) Elicit or explain that *miss* means to feel sad because someone you love is not with you. Then ask, *Does your family live far away? Do you miss your family? Who do you miss?* Then focus on emojis again. Ask, *Do you use emojis in social media posts or text messages? What emojis do you like to use?* Invite Ss to show each other emojis they like on their phones.

1 VOCABULARY

- A** • Have Ss preview the pictures and captions on the family tree. Read the title and have Ss find Mia. Then point to Will and ask, *Who's this?* (her father) Repeat with Karen (her mother) and Brad (her brother).
- Have Ss to listen to the new vocabulary. Then have them listen and repeat.
- B** • Have Ss find Mia on the family tree again. Read the name(s) at the beginning of each item and ask Ss to find to each person on the family tree. Then have them complete the exercise individually.
- Circulate and assist as needed, pointing to the people and eliciting the vocabulary words.

- Bring the class together and go over the answers. Make sure Ss made *cousins* in item 5 plural. Explain that there are two people in this item.
- C** • Have Ss sketch their family trees individually. Instruct them to use the model in 1A and not to include too many family members (10–15 people). Tell Ss to label how the people are related to them.
- In pairs, have Ss share their family trees.

+ **EXTENSION** Invite Ss to present their family trees to the class.

2 GRAMMAR

- Have Ss look at the verb forms in the grammar chart. If needed, elicit the meaning of the verbs *live* (to make a home in a particular place) and *work* (to do a job and get money for it).
- Read the example sentence with each subject pronoun and each verb. Have Ss repeat after you. Then draw a chart on the board:

	<i>live</i>	<i>work</i>
<i>I</i>		
<i>You</i>		
<i>He</i>		
<i>She</i>		
<i>We</i>		
<i>You</i>		
<i>They</i>		

Call on volunteers to write the correct verb forms. Then have Ss look at the completed chart. Ask, *Which subject pronouns have -s?* (he and she)

... **OPTION** Quiz Ss by saying subject pronouns in random order and having Ss write them down on a piece of paper with the correct verb form. First cover all forms of *live*. Then elicit all forms of *work*.

- Read the Note aloud. Point out that the ending of each verb has to agree with the subject *She*. Write another sentence on the board: *They live and work in Ottawa*. Draw arrows from *They* to *live* and *They* to *work* to indicate agreement.

+ **EXTENSION** Review the verbs *need* and *have* taught in Unit 1. Add two more columns to the chart on the board. Invite a volunteer to write the forms for *need* (I / you / we / they need; he / she needs). Ask another volunteer to write the forms for *have* (I / you / we / they have; he / she has). Remind Ss that *have* is an irregular verb and that *he / she* takes *has*.

3 PRONUNCIATION

- A** • Read *Linking words together* aloud. Write *link* on the board. Elicit or explain the meaning (connect or join). Say, *When we link two words, we say them like one word.* Point to the blue linking symbols in the sentences in 3A and say, *These lines link or connect the words.* Give Ss a few minutes to read the sentences individually.
- Have Ss listen. Then ask them to listen and repeat.
- B** • Invite Ss to preview the items. Say, *Which do you think are the consonant-to-vowel links? Mark them with a pencil, so you can erase if you make a mistake.*
- Then have Ss listen and mark the links.

- Have Ss listen again and repeat. Encourage them to make corrections if necessary. Then go over the answers as a class.
- C** • In pairs, have Ss practice saying the sentences in 3B, linking words together. Circulate and offer feedback as needed.



EXTENSION For more practice with linking words together, have pairs mark the consonant-to-vowel links in Grammar Practice Exercises B and C on page 109. Then have them read the paragraphs aloud. Circulate and assist as needed.

4 CONVERSATION

- A** • Have Ss preview the items to get an idea of the conversation. Ask, *What do you think Pedro and Ester are talking about now?* (where Ester's family members live and work)
- Books closed, have Ss listen or watch.
 - Books open, have Ss listen again and complete the exercise individually.
 - Go over the answers as a class.



OPTION Play the audio or video again and call on volunteers to report where Ester's immediate family members live and work. (Her mother, father, and brother live in Brazil. Ester's sister and her sister's husband live in New York and work for Super Cola.)

- B** • Ask Ss to preview the conversation and predict ways the gaps might be filled.

- Then have them listen and fill in the gaps with the words they hear.
- Call on two Ss to read the completed conversation. Go over any questions.
- Focus on the content of the conversation. Ask, *Where does Ester's uncle live and work?* (He lives in Florida and works for Super Cola.) *Where do Ester's cousins live and work?* (They live in Florida and work for Super Cola.)



- C** • Play the audio and have Ss repeat chorally, line by line.
- Point out the consonant-to-vowel links in the first half of the conversation and have Ss mark them. (*This is* and *lives in* in line 1; *is a* in line 3) Say these and have Ss repeat.
 - Have Ss listen and repeat again.
 - Then in pairs, have Ss practice the conversation. Circulate and listen for linking words together.

5 TRY IT YOURSELF

- A** • Read the example conversation aloud with a volunteer. In pairs, have Ss talk about where their family members and friends live and work. Say, *Talk about your extended family—your aunts, uncles, cousins, nieces, and nephews—or talk about other family members or friends. Use Really? to show interest.*
- B** • Say, *Think of one family member or friend who lives in a different city. Write some information about this person in your notebook.*



LOOK FOR While Ss are completing the Try It Yourself activity, walk around the class and listen to Ss' conversations. Look to see if Ss are correctly

- ✓ using vocabulary for family relationships
- ✓ using *live* and *work*
- ✓ using *and* to connect verbs in a sentence
- ✓ linking words together in a sentence



EXTENSION Ask a S to read Ester's social media message at the beginning of the lesson. *I miss my family.* ☹️ *They live far away.* Ask, *Where does Ester's family live?* (Her parents and brother live in São Paulo. Her sister lives in New York. Her uncle and cousins live in Florida.) Ask, *What are some possible responses to Ester's post?* (For example, ☹️ *I'm sorry! Well, your sister lives in New York! That's not far away!*)



EXIT TICKET Have Ss write 3–5 sentences about a friend or family member. Collect and read Ss' answers to identify areas for review in later lessons and to identify individual Ss who may need additional practice.



3 PRONUNCIATION

- A** ▶02-16 Listen. Notice the way we link a consonant to a vowel sound. Then listen and repeat.

I have a big family. This is my sister.
She lives in Miami. She works in an office.

- B** ▶02-17 Listen. Mark the consonant-to-vowel links. Then listen and repeat.

- | | |
|--------------------------------|-------------------------------|
| 1. These are my parents. | 5. My aunt has a good job. |
| 2. They live in New York. | 6. She's an engineer. |
| 3. My brother lives in Canada. | 7. My cousin is an architect. |
| 4. He works at a university. | 8. He works in London. |

- C** PAIRS Practice saying the sentences in 3B.

Linking words together

We link words together when we speak. We link a word that ends in a consonant sound to a word that begins with a vowel sound.

4 CONVERSATION



- A** ▶02-18 Listen or watch. Check (✓) all correct answers.

- | | |
|---|--|
| 1. Who lives in Brazil? | 2. Who works for Super Cola? |
| ☐ Ester's uncle | ☒ Ester's sister |
| ☐ her sisters | ☒ her sister's husband |
| ☒ her mother | ☒ her uncle |
| ☒ her brother | ☐ her aunt |
| ☒ her father | ☒ her cousins |



- B** ▶02-19 Listen or watch. Complete the conversation.

Ester: This is my uncle. He lives in Florida, and he works for Super Cola.

Pedro: Really? Super Cola is a good company.

Ester: Yes, it is. My uncle is a general manager. He has three kids, and they all work there, too.



- C** ▶02-20 Listen and repeat. Then practice with a partner.

5 TRY IT YOURSELF

- A** MAKE IT PERSONAL Tell a partner about your family and friends.

A: My cousin lives in San José. He has two kids. He works for ABC Company.

B: Really? My friend Tom lives in San José.

- B** WALK AROUND Talk to five classmates. Tell your classmates about a friend or family member who lives and works in a different city.



LESSON 4

READ ABOUT SOMEONE'S FAMILY



ESTER SILVA

@EsterS

My family gets together every year for a photo.

1 BEFORE YOU READ

How many people are in your family?

How would you describe them?

There are five people in my family—my parents, brother, and sister. My ...

2 READ

A 02-21 Listen. Read the email. What is it about? Possible answer: The email is about Ester's family.

New email

Jane

Hi Jane,

My sister Sally sent me some new photos of her family. Remember Sally? She's an architect now. Sally's husband Tony is an engineer. They live in Miami with their four children. Here's a photo of my mom. That's mom's friend Abby. They're good friends. They work in the same office.

Hope to see you soon.

Ester

Kim, Sally, Carla, and Kate

Tony and Nate

Lina and Abby

B Read the email again. Complete the sentences.

- Sally is Tony's wife.
- Lina is Sally's mother.
- Kim is Lina's granddaughter.
- Lina is Nate's grandmother.
- Abby and Lina are friends and co-workers.

C Read the Reading Skill. Then read the email again. Answer the questions.

- What does Sally do? Sally is an architect.
- What does Tony do? Tony is an engineer.
- Where does the family live? The family lives in Miami.
- How many children do Tony and Sally have? They have four children.
- Where does Lina work? Lina works in an office.

READING SKILL Reread

Rereading a text can help you understand it better. Read the email once to learn what it is about in general. Then read it again to get more information.

3 MAKE IT PERSONAL

A Look at your family photos. Choose one and describe it.

Who are the people in the photo? What do they do? Where do they work?

B **PAIRS** Talk about the photo.

Taka is my brother. He's a lawyer.
He works in Osaka.

Find out about the family of a celebrity.



I CAN READ ABOUT SOMEONE'S FAMILY.

LESSON 4 READ ABOUT SOMEONE'S FAMILY

- Read the lesson title aloud.
- Then read the social media message and ask, *Where do you think Ester's family gets together every year for a photo?* (maybe in São Paulo where her parents live)

Ask individual Ss, *Does your family get together for family photos? When?* (For example, during holidays, in the summer) *Where?* (For example, at my parents' house, at the beach)

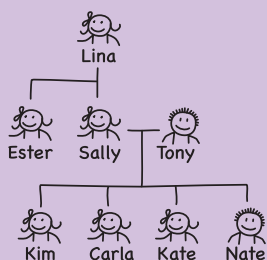
1 BEFORE YOU READ

- Read the first question. To practice, ask, *How many people are in Ester's family?* Specify that the question is asking about immediate family: mother, father, sisters, and brothers OR husband, wife, and children. (Ester has two parents, four sisters, and one brother. There are eight people in her family, including Ester.)
- Call on Ss to share how many people are in their families.
- Read the second question. Ask, *What do we know about Ester's family?* (Her parents and brother live in São Paulo. Her sister and her husband live and work in New York.)
- In pairs, have Ss share similar information about their immediate family members. If necessary, clarify that Ss should not describe their family members' physical appearance.

2 READ

- A** • Ask Ss to look at the message. Ask, *Do you attach photos to emails?*
- Read the directions. Ask, *What do you think the email will be about?* (someone's family)
 - Have Ss listen and read. Then ask, *Were your predictions correct? Whose family is the email about?* (Ester's sister Sally's family)
- B** • Have Ss preview the items and write the answers they think they know in pencil.
- Then have them read the email again and complete the exercise.
 - Bring the class together to check the answers.

- ... **OPTION** Say, *Draw a family tree of Ester's family. Include the family members mentioned in the email and photos. Ask, Which person should you not include in the family tree?* (Abby) *Why?* (She is a friend, not a family member.)



Ask a volunteer to draw the family tree on the board. Then point to individual people on the family tree and elicit 2-3 sentences about each person. (For example, Carla has two sisters and one brother. Her mother is an architect. Lina is her grandmother.)

- C** • Focus on the Reading Skill. Write Reread on the board. Ask, *What does this mean?* (to read again) Read the Reading Skill aloud. Ask, *What general information did you get from reading the email the first time?* (Ester is sending pictures and information about her family members to Jane.)
- Tell Ss, *Read the email again. Look for more specific information so that you can do the exercise.*
 - Have Ss complete the exercise individually. Say, *Reread the email to answer any questions you are not sure about.*
 - Have Ss compare answers with a partner.

LANGUAGE NOTE The prefix *re* in English means again. To *reread* means to read again. Other examples of words with the prefix *re* are: *redo, rewrite, reheat, replay, retype.*

- +** **EXTENSION** Return to the social media message at the beginning of the lesson. Write it on the board: *My family gets together every year for a photo.* Ask, *What are some possible responses to Ester's message?* Invite Ss to write responses on the board. (For example, *That's great! Show us a family photo, Ester!*)

3 MAKE IT PERSONAL

- A** • Say, *Look for a different photo, one that you haven't talked about before. Choose a photo with two or more family members or friends in it.* Have Ss prepare what they will say about the people in the photo.
- B** • In pairs, have Ss say sentences about each person in their photo.

EXIT TICKET Write on the board: *What does reread mean?* (read again) *Give two examples of when rereading is helpful for you.* (For example, reading an email, a textbook, an article in a magazine or newspaper, or fiction) **For lower-level Ss**, write these examples on the board for them to choose. Collect and read Ss' answers to identify areas for review and additional practice.

LESSON 5 WRITE ABOUT YOUR FAMILY

1 FOCUS ON WRITING

- A** • Focus on the Writing Skill. Write *possessive* on the board. Say, *Possess means to have or own something.* Ask, *Where have we seen this word before?* (possessive adjectives) Elicit the possessive adjectives and write them on the board: *my, your, his, her, our, their.* Review that possessive adjectives come before nouns and also show possession or having / owning something. Write a few examples on the board: *my phone, your sister, his photos.*
- Read the Writing Skill. Write additional examples on the board: *Ester's uncle; Her uncle's children.*
 - To further demonstrate the relationship between possessive adjectives and possessive nouns, pick up objects on Ss' desks and say, for example, *her book / Maya's book* or *his pen / Chung's pen.*
- B** • Tell Ss to find two examples of possessive nouns in 2A on page 22. (Sally's husband; mom's friend)
- Then ask, *What other examples of 's do you see in the email?* (She's, Here's, That's) *Are these possessives?* (no) *What is She's?* (a contraction of She is) Point out that *Here's* and *That's* are also contractions and elicit the uncontracted forms. (Here is, That is)
- +** **EXTENSION** Have Ss underline the possessive adjectives in the email on page 22. (My sister; her family; their four children; my mom)

2 PLAN YOUR WRITING

- A** • Look at the chart as a class. Read aloud the information Ss need to write. Clarify meaning as needed. Model an example on the board:
- Name: Anna Schmidt*
Relationship: sister
Occupation: teacher
Lives in: Munich, Germany
Other: married; has 3 cats
- Then ask Ss to complete the chart.
- TEACHING TIP** Point out to Ss that an important part of writing is the planning stage. Explain that with each writing assignment the goal is to first gather information. Filling out a chart like this gives you material to work with, helps you to organize your information, and allows the actual writing to go quickly and smoothly.
- B** • In pairs, have Ss talk about the three people from 2A. Encourage Ss to show photos if they have them.

3 WRITE

- A** • Circulate to help Ss connect the three people into one piece of writing. Point out that in the email in 2A on page 22, Ester writes about her sister and her sister's husband and kids and then mentions her mom and her mom's friend Abby.
- Tell Ss, *Another approach is to write a separate paragraph for each person.* **For lower-level Ss**, model on the board:
Hi Tom!
- Here are some pictures.*
The first photo is of my sister Anna. She's married, and she lives in Germany. Her husband is a doctor. They have a nice apartment in Munich. They don't have kids, but they have three cats.
The second photo...
The third photo...
Hope to see you soon.
Dana

4 REVISE YOUR WRITING

- A** • Tell Ss they will peer review their partner's writing. Say, *Read your partner's description and complete the checklist in your partner's book.*
- B** • Have Ss return books and discuss feedback.

5 PROOFREAD

- Have Ss proofread their emails.
- Then collect Ss' work and offer individual feedback. If Ss write by hand, encourage them to recopy their descriptions if a lot of changes are necessary.



EXIT TICKET Write on the board: *This is Sally. Tony is her husband.* Say, *Combine these sentences into one using the possessive.* (Sally is Tony's wife. OR Tony is Sally's husband.) Have Ss write their names and a sentence using the possessive on a blank card or piece of paper. Collect cards as Ss leave. Read the cards to identify areas for review in later lessons and to identify individual Ss who may need additional practice.

LESSON 5

WRITE ABOUT YOUR FAMILY

1 FOCUS ON WRITING

- A** Read the Writing Skill.
- B** Read the email on page 22 again.
Circle the possessives. *see page 22*

WRITING SKILL Form the possessive

Add an apostrophe (') + s to a name or a noun to show possession.

Sally's family

My sister's husband

2 PLAN YOUR WRITING

- A** Choose three family members or friends. Complete the chart.
Write information about each person.

Name: _____	Name: _____	Name: _____
Relationship: _____	Relationship: _____	Relationship: _____
Occupation: _____	Occupation: _____	Occupation: _____
Lives in: _____	Lives in: _____	Lives in: _____
Other: _____	Other: _____	Other: _____

- B PAIRS** Talk about each person. Use photos if possible.
That's my brother. His name is Tony. Tony's wife is a doctor.

3 WRITE

Write about your family. Include names, relationships, jobs, and where they live.
Use the email on page 22 as a model.

4 REVISE YOUR WRITING

- A PAIRS** Read your partner's descriptions of his or her family. Complete the chart.

Did your partner ...?	Yes	No
describe his or her family		
use capitalization correctly		
form the possessive correctly		

- B PAIRS** Can you improve your partner's descriptions? Make suggestions.
Then revise your writing.

5 PROOFREAD

Read your descriptions again. Check your spelling, punctuation, and capitalization.

PUT IT TOGETHER

1 MEDIA PROJECT



A 02-22 Listen or watch. Complete the chart about Rafael's friends.

	Location	Occupation	Single / Married
Leo	Bolivia	doctor	single
Tom	New York City	architect	married
Lisa	New York City	engineer	married
Frida	Mexico	teacher	single



B Show your own photos.

Step 1 Think about your family or friends. Choose or take photos of 4-6 people you know.

Step 2 Show the photos to the class. Talk about each person. Tell where they live, what they do, and if they are married.

Step 3 Answer questions from the class about your family or friends. Get feedback on your presentation.

2 LEARNING STRATEGY

LEARN RELATED WORDS

Some words are related. You can learn them in pairs. Write pairs of words that go together.

single / married
mother / father

Review the vocabulary words in the unit.

Write a list of words that are related.

3 REFLECT AND PLAN

A Look back through the unit. Check the things you learned. Highlight the things you need to learn.

Speaking objectives

- ☐ Identify family members
- ☐ Talk about friends and family
- ☐ Talk about where people live and work

Vocabulary

- ☐ Family relationships
- ☐ Relationships
- ☐ More family relationships

Pronunciation

- ☐ The voiced *th* sound /ð/
- ☐ Linking words together

Grammar

- ☐ Possessive adjectives
- ☐ Questions with *who* and *what*
- ☐ Negative statements with *be*
- ☐ Yes/no questions with *be*
- ☐ *Live, work*

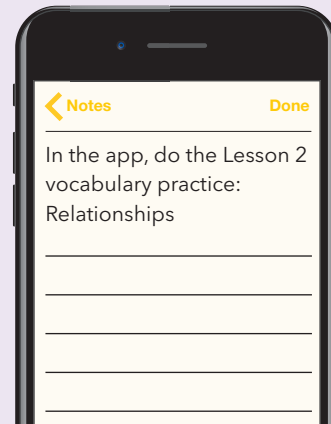
Reading

- ☐ Reread

Writing

- ☐ Form the possessive

B What will you do to learn the things you highlighted? For example, use your App, review your Student Book, or do other practice. Make a plan.



PUT IT TOGETHER

1 MEDIA PROJECT

- A** • Read the directions aloud and then have Ss preview the chart. Ask, *Who are Rafael's friends?* (Leo, Tom, Lisa, and Frida) *What information do you need to listen for?* (location, occupation, and single / married)
- Have Ss listen or watch. Then have them fill in the information. If appropriate, let them listen or watch again.
 - In pairs, have Ss compare answers. Then bring the class together and go over the answers as a class.

+ EXTENSION Call on Ss to talk about Rafael's friends using information from the chart. (For example, Tom is married. He's an architect. He lives and works in New York City.)

- B** • Explain to Ss that they will create a similar project.
- Give Ss some time in class to read the three steps. Answer any questions.
 - Ask Ss to work individually on Step 1 and choose photos and / or people they will write about. Have them replicate the chart on a piece of paper and complete it with their friends' or family members' names and information.
 - Model an introduction on the board: *Hello! I'm Marta. These are my friends Samuel and Deb.*
 - For Step 2, have Ss practice once with a partner. Then call on individual Ss to present their photos.

- Write the following questions on the board:
 1. Does the person show 4–6 photos?
 2. Does the person give information about the people in the photos?
 3. Does the person speak clearly?
 4. Is the presentation interesting?

Give Ss a few minutes to read over the questions. Tell them to write each person's name on a piece of paper before the person presents, and then take notes during the presentation referring to the questions on the board.

- Then invite classmates to ask questions and give feedback. You may choose to save the feedback until the very end and let Ss walk around, refer to their notes, and tell Ss individually what they did well or could do better. Remind Ss to speak kindly and constructively.

... **OPTION** To provide an opportunity for self-critique, record Ss presentations or have Ss record one another's presentations with their phones. Then have Ss watch and complete the following checklist:

- ☐ Did I show 4–6 photos?
- ☐ Did I give information about the people in the photos?
- ☐ Did I speak clearly?
- ☐ Was my presentation interesting?

2 LEARNING STRATEGY

- Write *related words* on the board. Then read the Learning Strategy aloud. Ask a volunteer to read the pairs of words.
- Ask, *What other pairs of words are there in this unit?* Elicit related words and write them on the board. (mom / dad; daughter / son; grandmother / grandfather; grandson / granddaughter; sister / brother; husband / wife; ex-husband / ex-wife;

married / divorced; boyfriend / girlfriend; aunt / uncle; niece / nephew) If needed, prompt Ss with the first word of several pairs.

... **OPTION** In pairs, have Ss write words for family and friends on notecards. Have them mix up the cards and then match them. Have them make two cards for the word *married* since it has two possible matches, *married / single* and *married / divorced*.

3 REFLECT AND PLAN

- A** • Have Ss complete the checklists individually. Circulate and answer any questions. Encourage Ss to look back at each lesson in the unit.
- Have Ss compare checklists in pairs and talk about the things they need to study or practice more.
- B** • Have Ss work individually to think about what might help them learn the topics they don't feel they know yet. Refer individual Ss to specific handouts, app practice, workbook pages, etc., to help them master any problem areas. If Ss feel confident about all of the topics in this unit, encourage them to think of other topics they need help with or want to learn.

- Then invite Ss to walk around and compare ideas for learning different topics.

UNIT REVIEW BOARD GAME To review the Unit content, go to the Pearson English Portal / Reproducibles / Unit Review Board Games folder and print out and make copies of the Unit 2 Board Game. You'll find instructions for the game in the same folder.

3 WHAT A BEAUTIFUL HOME!

PREVIEW THE UNIT

LESSON 1		Describe your home
	Vocabulary	Places in the home
	Grammar	Adjective + noun placement
	Pronunciation	The vowel /ə/ in unstressed syllables
LESSON 2		Describe your neighborhood
	Vocabulary	Places in the neighborhood
	Grammar	Prepositions of location; <i>There is / There are</i>
	Pronunciation	Stress in compound nouns
	Conversation skill	Change the topic
LESSON 3		Talk about things in the home
	Vocabulary	Things in the kitchen
	Grammar	Questions with <i>where</i> + <i>be</i> ; Prepositions of placement
	Vocabulary	Things in the house
	Listening skill	Listen for key words
LESSON 4		Read an ad for an apartment for rent
	Reading skill	Use background information
LESSON 5		Write an ad for an apartment for rent
	Writing skill	Complete sentences
PUT IT TOGETHER		
	Media project	Video: A room in your home
	Learning strategy	Clap your hands



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

GET STARTED

- A** • Read the unit title, stressing the word *beautiful*. Elicit the meaning of *home*. (the place where you live)
 • Then tell Ss to read the Learning Goals individually. Ask, *Which topics do you feel confident about? Which topics are new for you?* If Ss have studied the topics before, reassure them that they will learn some new things.
- B** • Ask, *What do you see?* Call on volunteers and write answers on the board. (For example, home, kitchen, living room, table, TV.)
- C** • Point to the photo and ask, *Who's this?* (Dan Lu) Have Ss read what Dan says in *Meet the People of TSW Media* on page 4 or play the video of Dan. Then ask, *Where does Dan usually work?* (in Beijing)
 • Have Ss read the social media message on page 25. Ask, *Where is Dan working right now?* (in New York City) Ask, *Where is Dan staying?* (at his friend Mike's house) *Is Mike at home?* (no) Elicit or explain that *house-sit* means to temporarily live in and take care of someone's home while he / she is away.

3

WHAT A BEAUTIFUL HOME!

LEARNING GOALS

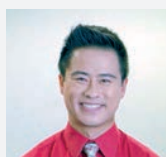
In this unit, you

- describe your home
- describe your neighborhood
- talk about things in the home
- read and write an ad for an apartment for rent



GET STARTED

- A** Read the unit title and learning goals.
- B** Look at the photo of a home. What do you see?
- C** Now read Dan's message. Why is he in New York City?



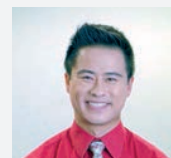
DAN LU

@DanL

I'm working in New York City for three weeks and house-sitting for my friend Mike.

LESSON 1

DESCRIBE YOUR HOME



DAN LU

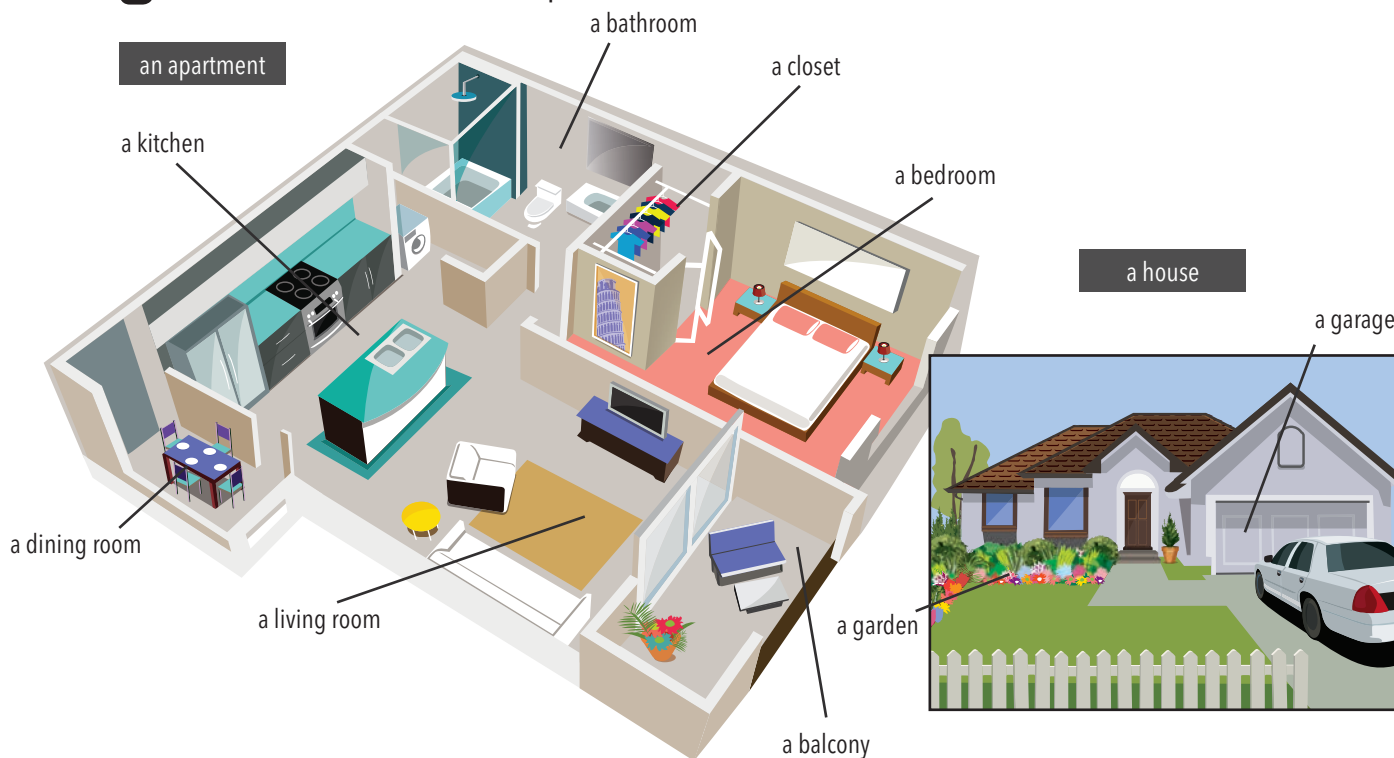
@DanL

The house is great. I start working in New York City today.



1 VOCABULARY Places in the home

A 03-01 Listen. Then listen and repeat.



B 03-02 Where are the people? Listen and circle the room.

- | | | | |
|--|---|--|---|
| 1. ☒ a. dining room | b. bathroom | 4. a. bathroom | ☒ b. living room |
| 2. ☒ a. bathroom | b. garage | 5. ☒ a. kitchen | b. balcony |
| 3. a. kitchen | ☒ b. bedroom | 6. ☒ a. garden | b. closet |

C PAIRS Talk about your home.

A: I live in an apartment. It has a kitchen, a living room, two bedrooms, one bathroom, three closets, and a balcony.

B: I live in a house. It has a kitchen, a living room, three bedrooms, two bathrooms, four closets, and a garage.



2 GRAMMAR Adjective + noun placement

Subject	Verb	Article	Adjective	Noun	Note: Adjectives do not change for plural nouns: <i>The house has big rooms. NOT The house has bigs rooms.</i>
It	is	a	small nice pretty	apartment. street. garden.	
	has	a	new large	kitchen. living room.	

We use *but* to connect ideas that show contrast:
The house has a new kitchen, but it has old bathrooms.

>> FOR PRACTICE, GO TO PAGE 110

LESSON 1 DESCRIBE YOUR HOME

- On the board, draw and label a simple house and apartment building. Then read the title of the lesson. Ask, *Can an apartment be a home?* (yes) *Can a house be a home?* (yes) Review that *home* is the place where you live.
- Focus on the social media message. Ask, *Who is this?* (Dan) *Do we know where Dan is?* (in New York City) Then ask, *For how many weeks?* (three) If helpful, refer Ss back to Dan's first message on page 25. Then read Dan's new post and ask, *Is today Dan's first day at work in New York?* (yes)

1 VOCABULARY

- A** • Write *a room* on the board and ask, *What is a room?* Elicit or explain that *a room* is one of the parts of a house or an apartment that has walls and doors. Point to the classroom walls and door as you explain. Write *classroom* on the board and underline *room*. Have Ss preview the pictures and captions.
- Ask Ss to listen. Then have them listen and repeat.
 - Ask, *Which places in the home have the word room in them?* (bathroom, bedroom, living room, dining room) Then ask, *Is a kitchen a room?* (yes) *Is a balcony a room?* (no) Point to the Vocabulary topic and then point to the pictures and say, *All of these are places in a home.* Point to the garage and say, *A garage is a place in the home where you keep your car.* Focus on the garden and say, *A garden is a place outside a home where people grow flowers and plants.*
- ... **OPTION** If Ss have phones or computers and internet access, they can find images of homes and identify different rooms, in pairs.
- B** • Tell Ss to preview the items and find the rooms in the images in 1A.
- Read the directions aloud. Model the exercise by acting out brushing your teeth and then asking, *Where am I?* (the bathroom)
- C** • To warm up, poll the class. Ask for a show of hands, *Who lives in an apartment? Who lives in a house?* Then say, *Check the places in 1A that you have in your home.*
- Call on a volunteer to read the example conversation with you. Then ask, *How many bedrooms does A's apartment have?* (two) *How many bedrooms does B's house have?* (three) *How many bedrooms does your home have?* Tell Ss, *Look at the places you checked in 1A. Write numbers next to them.*
 - Then, in pairs, have Ss talk about their homes, referring to their notes in 1A and to the example.
For lower-level Ss, write on the board: *I live in a / an _____. It has _____.*

+ **EXTENSION** In pairs, have Ss take turns acting out and guessing activities that occur in different places in the home. Have pairs choose one scene to present and have the class guess.

2 GRAMMAR

- Write on the board: *We have a pretty garden.* Ask, *Which word describes the garden?* (pretty) Underline *pretty* and say, *This is an adjective.* Then circle *garden* and say, *This is a noun. An adjective describes a noun.*
- Focus on the grammar chart. Point to and read the columns headings: *Subject, Verb, Article, Adjective, Noun.* Ask, *Which comes first, the adjective or the noun?* (the adjective)
- Read the first example sentence: *It is a small apartment.* Ask, *What is the adjective?* (small) Repeat for the remaining sentences. Define meanings of adjectives as needed.
- Elicit additional sentences using the adjectives in the chart and the vocabulary from 1A. (For example, *The house has a small garage; My bedroom has a pretty balcony.*) Write each sentence on the board and ask, *What is the adjective?* Underline the adjectives.
- Write on the board: *The house has a garage small.* Ask, *Is this correct?* (no) Correct the sentence on the board and explain, *The adjective comes before the noun.*
- Read the Note in the grammar chart. Write on the board: *The bedrooms have smalls closets.* Ask, *Is this sentence correct?* (no) Invite a volunteer to come to the board and correct it. (by erasing -s at the end of *smalls*) Reiterate, *In English, adjectives do not change for plural nouns.* Ask, *Do you live in an apartment building? Or do you know someone who lives in an apartment building? Describe the apartments.* Elicit sentences and write them on the board. (For example, *The Plaza Apartments have big kitchens and large closets.*)
- Focus on the yellow note and read the rule aloud. Ask, *What does contrast mean?* (a difference) Then read the example and write it on the board. Underline *new* and *old*. Say, *The sentence shows contrast between something new and something old in the house.* Circle *but*. Say, *But connects the two ideas.* Point out that a comma is placed before *but*.

3 PRONUNCIATION

- A** • Write *doctor* on the board. Underline the second o and say, *This has a very short, quiet uh sound*. Write the symbol /ə/. Say *doctor* and have Ss repeat.
- Read the Note aloud. On the board, divide *doctor* into two syllables: *doc-tor*. Point to the second syllable and say, *This is the unstressed syllable*. Pronounce it *ter* and have Ss repeat. Then point to the first syllable and say, *This is the stressed syllable*. The vowel sound is long and clear. Pronounce *doc* and have Ss repeat. Rewrite *doc-tor* as *DOc-ter* and have Ss repeat.
- Focus on the exercise. Ask, *What does the large dot indicate?* (the stressed syllable) *The small dot?* (the unstressed syllable / the *uh* sound) Have Ss listen. Then ask them to listen and repeat.
- B** • Have Ss listen and underline the vowel that has the short, quiet *uh* sound. Encourage them to use a pencil so they can erase if necessary.
- Have Ss listen again and repeat.
- C** • Have Ss listen and complete the exercise individually. If appropriate, play the audio again.
- D** • Have Ss look back at the stress marks for *apartment* in 3A and *closet* and *garage* in 3B. Say each word and have Ss repeat. In pairs, have Ss take turns reading the sentences in 3C.

4 CONVERSATION

- A** • Have Ss look at the video still. Point to the person on the right and ask, *Who is this?* (Dan)
- Ask, *What do we know about Dan?* (For example, He's a graphic designer. He works in the Beijing office.) Ask, *Is he in Beijing now?* (No. He's in New York City.) *Where is he staying?* (at his friend Mike's house)
- Have Ss listen or watch. If appropriate, play the audio or video again.
- Have Ss complete the exercise individually.
- Go over the answers as a class
- Read completed items 2 and 3 aloud and ask, *Is Mike's house large or small?* (large) *So, why does Dan say the house is really small?* (to be funny)
- B** • Ask Ss to preview the conversation and predict ways the gaps might be filled.
- Then have them listen and fill in the blanks with the words they hear.
- Call on two Ss to read the completed conversation. Go over any questions.
- C** • Play the audio and have Ss repeat chorally, line by line.
- Read Dan's second line aloud, emphasizing *but*. Ask, *What does Dan contrast?* (a great dining room, a small bedroom) *Which one does Dan like?* (the great dining room) *Not like?* (the small bedroom)
- Then in pairs, have Ss practice the conversation. Have Ss swap roles and practice again.
- D** • Ask a volunteer to read the highlighted words on the right. Say, *You can use these words in place of same-color words in the conversation, or use can use your own words.*
- Model making a new conversation with a higher-level S. Read Dan's part, substituting each highlighted word in the conversation with a same-color word in 4D.
- Then, in pairs, have Ss make their own conversations. Time permitting, have Ss swap roles and practice again.

5 TRY IT YOURSELF

- A** • Call on two volunteers to read the example conversation. Ask, *What does Student A like about his / her house?* (It has a big living room.) *What does Student A not like?* (It has a small kitchen.) *What does Student B like about his / her apartment?* (It has a nice balcony.) *What does Student B not like?* (It only has one bathroom.)
- Give Ss a few minutes to prepare.
- In pairs, have Ss share.
- B** • Ask a volunteer to read the example answer.
- Invite Ss to walk around and tell three classmates about their home. Encourage them to look back at the words in Exercise 3 and practice pronouncing the short, quiet *uh* sound as appropriate.



EXTENSION Ask a S to read Dan's social media message at the beginning of the lesson. Ask, *What are some possible responses to Dan's post?* (For example, Good luck! Have fun.)



LOOK FOR While Ss are completing the Try It Yourself activity, walk around the class and listen to Ss' conversations. Listen to determine if Ss are correctly

- ✓ using vocabulary for places in the home
- ✓ using adjective + noun placement
- ✓ using *but* to connect ideas that show contrast
- ✓ pronouncing the vowel /ə/ in unstressed syllables



EXIT TICKET Say, *Describe your home*. Write 2–3 sentences with *but*. Collect and read Ss' answers to identify areas for review in later lessons and to identify individual Ss who may need additional practice.



3 PRONUNCIATION

A ▶03-04 Listen. Notice the short, quiet sound /ə/ in the unstressed syllables. Then listen and repeat.
kitchen today apartment beautiful

B ▶03-05 Listen. Underline the vowel that has the short, quiet sound /ə/. Then listen and repeat.

1. garage 2. closet 3. parent 4. office 5. balcony 6. tomorrow

C ▶03-06 **PAIRS** Listen. Complete the sentences. Then compare answers.

It's a beautiful apartment. It has a great kitchen, but no closets.
It has a balcony, but no garage.

D **PAIRS** Practice saying the sentences.

The vowel /ə/ in unstressed syllables

The vowel in a stressed syllable is long and clear. Vowels in *unstressed* syllables often have the very short, quiet sound /ə/.

4 CONVERSATION



A ▶03-07 Listen or watch. Write the missing number.

1. Dan is in New York for three weeks.
2. The house has five bedrooms.
3. It has three bathrooms.



B ▶03-08 Listen or watch. Complete the conversation.



Cole: Is the house nice?

Dan: Yes, it is. It has a big living room.

Cole: Oh yeah?

Dan: Yeah, and a great dining room, but the bedroom is small.

Cole: Oh, that's too bad.



C ▶03-09 Listen and repeat. Then practice with a partner.

D **PAIRS** Make new conversations. Use these words or your own ideas.

garden garage
balcony bathroom
kitchen closet

5 TRY IT YOURSELF

A **MAKE IT PERSONAL** Talk more about your home.
Describe something you like and something you don't like.

A: I live in a house. It has a big living room, but it has a small kitchen.

B: My apartment has a nice balcony, but it only has one bathroom.

B **WALK AROUND** Tell three classmates about your home.

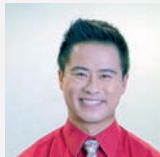
My house has two big bedrooms, but it has a small dining room.



I CAN DESCRIBE MY HOME.

LESSON 2

DESCRIBE YOUR NEIGHBORHOOD



DAN LU
@DanL
This is a beautiful neighborhood!

1 VOCABULARY Places in the neighborhood

A 03-10 Listen. Then listen and repeat.



B Where do you find these things? Use words from 1A.

-  a hospital
-  a shopping center
-  a supermarket
-  a gas station
-  a park
-  a library
-  a bank
-  a bus stop
-  a school
-  a drugstore
-  a restaurant
-  a coffee shop

C PAIRS Which places from 1A are near your home? Make a list. Compare your lists.



2 GRAMMAR Prepositions of location; *There is / There are*

Look at the bank in the picture in 1A.

Prepositions of location		There is / There are		
It's	Preposition	Noun	There	Be
	across from	the park.	There	is
	next to	the library.	There	are
	between	the library and the coffee shop.		
	around the corner from	the supermarket.		
	down the street from	the hospital.		
	near	the bus stop.		
		Notes <i>There is = There's</i> - Don't contract <i>there are</i>.		

>> FOR PRACTICE, GO TO PAGE 111

LESSON 2 DESCRIBE YOUR NEIGHBORHOOD

- Books closed, write *neighborhood* on the board. Ask, *What is a neighborhood?* (a small area of a town or city) Ask, *What word do you see in neighborhood?* (neighbor) Circle it and ask, *What is a neighbor?* (someone who lives near you)
- Books open, read the lesson title. Ask, *What did we learn in Lesson 1?* (how to describe a home)

What will we learn in this lesson? (how to describe a neighborhood)

- Call on a volunteer to read the social media message. Ask, *What neighborhood do you think Dan is talking about?* (his friend Mike's neighborhood / the neighborhood where he is house-sitting) *Is it a nice neighborhood?* (yes)

1 VOCABULARY

- A** • Have Ss preview the map. On the board, write the Vocabulary topic: *Places in the neighborhood*. Point to the labels on the map and say, *These are places in the neighborhood*.
- Ask Ss to listen. Then have them listen and repeat.
- B** • Have Ss preview the icons. Explain that they represent different places in the neighborhood. Have Ss work individually to write the places. Remind Ss to write the article *a* or *an*.
- Have Ss compare answers with a partner. Circulate and assist as needed.



OPTION For higher-level Ss, write the names of the items pictured in 1B on the board in random order: *a hospital bed, a shopping bag, a shopping cart, a gas pump, a picnic table, a book shelf, money, a bus, a student at a desk, medicine, a waiter, coffee*. Have pairs match the pictures and the words.



- Write on the board: *These places are in my neighborhood*. Invite Ss to make lists. Then have them compare lists with a partner.
- Bring the class together and call on Ss to share places in their neighborhoods.



EXTENSION Ask, *Which places in 1A are near our school?* List the vocabulary words on the board. As a class, brainstorm the names of places in the neighborhood near your school and write them next to the vocabulary words on the board.

2 GRAMMAR

- Write on the board: *Prepositions of location*. Say, *These words tell where places are. Use prepositions of location to describe where places are in a neighborhood*.
- Write on the board, *Where is the bank?* Have Ss find and point to the bank in the map in 1A.
- Focus on the grammar chart. Explain that the sentences in the chart answer the question, *Where is the bank?*
- Read the first sentence of the grammar chart. Have Ss find and point to the park.
- Repeat the process with each sentence.
- To review, ask *Where is the school?* (possible answers: It's down the street from the gas station. It's across from the hospital.) *Where is the bus stop?* (possible answers: It's next to the park. It's across from the coffee shop.) *Where is the library?* (possible answers: It's near the shopping center. It's next to the bank.)
- In pairs, have Ss take turns asking and answering questions about places in the map.
- Have Ss look at *There is / There are* in the grammar chart. Explain, *When you talk about one thing or place,*

you say There is. On the board, write: There is a park in my neighborhood. Continue, When you talk about more than one thing or place, you say There are. Write on the board: There are two coffee shops in my neighborhood.

- Read the Notes about contractions. Underline *There is* and *There are* in the sentences on the board and elicit the contraction.



EXTENSION For higher-level Ss, offer a challenge to create a short true / false quiz about the places on the map in 1A. Write on the board: *The drugstore is next to the hospital. Say, Is this true or false? (false) Make the statement true.* (The drugstore is next to the restaurant.) After pairs create their quizzes, combine pairs into groups of four and have them complete each other's quizzes. Tell Ss to change the places to make false statements true. Circulate and assist as needed.

3 PRONUNCIATION

- A** • Focus on *Stress in compound nouns*. Read the first sentence aloud. Turn to the map in 1A on page 28 and ask, *What are some other compound nouns?* Write them on the board: *gas station, shopping center, coffee shop, drugstore, supermarket*. Point out that compound nouns can be two separate words or connected (like *drugstore* and *supermarket*.)
- Read the second sentence of the Note. Pronounce each compound noun on the board with stress on the first word and have Ss repeat.
 - Read the third sentence of the Note and write some examples on the board: *beautiful house, old kitchen*. Pronounce each adjective + noun phrase, stressing both words, and have Ss repeat.
 - Have Ss look at the words in 3A. Ask, *Are these compound nouns? (yes) Is the dot for stress over the first or the second word? (the first word)*
- B** • Ask Ss to listen. Then ask them to listen and repeat.
- C** • Say, *Look at the places. Are these all compound nouns? (yes)* Tell Ss to practice reading the items, putting stress on the first word. Then say the items with the correct stress and have Ss repeat.
- Have Ss complete the exercise in pairs.
 - Circulate and listen for stress on the first word of the compound nouns.

4 CONVERSATION

- A** • Have Ss look at the video still. Ask, *Who are they? (Dan and Tina) What do you remember about Tina? (She is an illustrator in the New York office. She's new.) Where are they? (at work)*
- Books closed, have Ss listen or watch.
 - Books open, have Ss complete the exercise individually.
 - Go over the answers as a class. Replay the audio if appropriate.
- B** • Read the Conversation Skill aloud.
- Books closed, have Ss listen or watch the conversation in Exercise 4A again and raise their hands when they hear *So* used to change the topic.
 - Ask, *What are they talking about before Tina says, So, ... ? (work) What do they talk about after Tina changes the topic? (the house and neighborhood where Dan is house-sitting)*
 - Ask Ss to preview the conversation and predict ways the gaps might be filled.
- C** • Play the audio and have Ss repeat chorally, line by line.
- Point out *big house, great house, nice neighborhood, big park, and coffee shop*. Ask, *Which is a compound noun? (coffee shop)* Model the stress on the first word. Contrast the stress on both words in the other two examples.
 - Have Ss listen and repeat again.
 - Then, in pairs, have Ss practice the conversation. Circulate and listen for correct stress. Time permitting, have Ss swap roles and practice again.
- D** • Ask a volunteer to read the highlighted words. Say, *You can use these words in place of same-color words in the conversation, or you can use your own words.*
- In pairs, have Ss make their own conversations. Have them swap roles and practice again.

5 TRY IT YOURSELF

- A** • Read the example aloud. Explain that *pharmacy* is another way to say *drugstore*. Then say, *Write notes about locations of places in your neighborhood, in relation to your home.*
- In pairs, have Ss talk about their neighborhoods.
- B** • Say, *Walk around the class and tell five Ss about your neighborhood.*

+ **EXTENSION** Ask a S to read Dan's social media message at the beginning of the lesson. Ask, *What is another way to say this?* Refer Ss to the Unit title on page 25 and elicit: *What a beautiful neighborhood!* 🍷



LOOK FOR While Ss are completing the Try It Yourself activity, walk around the class and listen to Ss' conversations. Listen to determine if Ss are correctly

- ✓ using vocabulary for places in the neighborhood
- ✓ using prepositions of location
- ✓ using *There is / There are*
- ✓ stressing the first word in compound nouns



EXIT TICKET Write on the board: *In my neighborhood, there is / are ...*. Have Ss write three sentences about places in their neighborhood. Collect and read Ss' answers to identify areas for review in later lessons and to identify individual Ss who may need additional practice.



3 PRONUNCIATION

A ▶ 03-12 Listen. Notice the stress. Then listen and repeat.
 bus stop shopping center drugstore supermarket

B ▶ 03-13 Listen. Circle the compound nouns. Then listen and repeat the compound nouns.

1. a coffee shop

3. a big room

5. a gas station

2. a great restaurant

4. a living room

6. a new house

C PAIRS Check (✓) the places near your school. Then talk about them.

☐ coffee shop

☐ bus stop

☐ drugstore

☐ gas station

☐ supermarket

There's a bus stop and a gas station near my school.

Stress in compound nouns

A compound noun is a noun made up of two words, like *bus stop*. We usually stress the first word in a compound noun. We stress both words in an adjective + noun phrase, like *small house*.

4 CONVERSATION



A ▶ 03-14 Listen or watch. Circle the correct answer.

1. Tina is happy to be ____.

a. house-sitting **b. working**

c. in the neighborhood

2. Tina likes ____.

a. libraries

b. big houses

c. parks

3. There are no ____ in the neighborhood.

a. supermarkets

b. restaurants

c. parks

4. The bus stop is ____ the house.

a. next to

b. across from

c. down the street from



B ▶ 03-15 Read the Conversation Skill. Listen or watch. Complete the conversation.



Tina: So, I hear you're house-sitting in a big house?

Dan: Yes, it's a great house and it's in a nice neighborhood.

Tina: Yeah? What's it like?

Dan: There's a big park near the house.

Tina: Sounds great.

Dan: And there's a coffee shop across from the park.

CONVERSATION SKILL

Change the topic

Say So to change the way the conversation is going.

Listen or watch the conversation in 4A. Raise your hand when you hear someone change the topic.

C ▶ 03-16 Listen and repeat. Then practice with a partner.

shopping center

D PAIRS Make new conversations. Use these words or your own ideas.

restaurant

5 TRY IT YOURSELF

A MAKE IT PERSONAL Talk about your neighborhood.

There's a restaurant near my apartment. There's a pharmacy down the street.

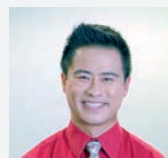
B WALK AROUND Talk to five classmates. Tell them about your neighborhood.



I CAN DESCRIBE MY NEIGHBORHOOD.

LESSON 3

TALK ABOUT THINGS IN THE HOME



DAN LU

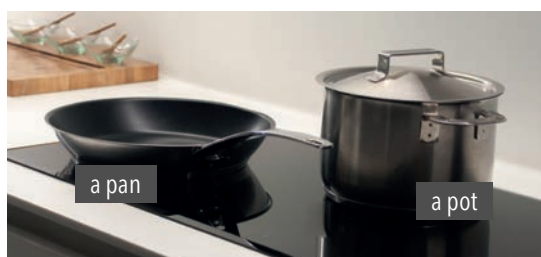
@DanL

I can't find anything in this house!



1 VOCABULARY Things in the kitchen

A 03-17 Listen. Then listen and repeat.



B Look at the words. Circle the word that does not belong.

1. stove refrigerator cabinet microwave
2. microwave fork knife spoon
3. cup sink bowl glass
4. plate pan pot dishwasher

C **PAIRS** Compare answers in 1B. Explain your choices.



2 GRAMMAR Questions with *where* + *be*; Prepositions of placement

Questions with <i>where</i> + <i>be</i>			Answers	Notes
Where	is	the cup?	It's in the sink.	• <i>Where is</i> = <i>Where's</i> • Don't contract <i>where are</i>.
	are	the plates?	They're on the table.	

Prepositions of placement					
The spoon is in the bowl.		The spoon is under the bowl.		The spoon is in front of the bowl.	
The spoon is on the bowl.		The spoon is over the bowl.		The spoon is behind the bowl.	

>> FOR PRACTICE, GO TO PAGE 112

LESSON 3 TALK ABOUT THINGS IN THE HOME

- Books closed, say, *In this unit, we've learned about places in the neighborhood (Lesson 2) and places in the home (Lesson 1). Now we will focus on things in the home.* Ask, *What words do you know that name things in a home?* Write the words Ss say on the board. (For example, table, chair, bed, refrigerator) Leave the words on the board to refer to later.

1 VOCABULARY

- A** • Read the Vocabulary topic, *Things in the kitchen*. Have Ss preview the pictures and captions. Ask, *Are any of these words on the board?*
- Then ask Ss to listen to the new vocabulary and point to each item they hear. Then have them listen and repeat.
 - Write *silverware* on the board. Write *fork, knife, spoon* and ask volunteers to write the plural forms on the board. (forks, knives, spoons) Refer Ss back to Exercise 2 on page 10 as needed. Then say, *Forks, knives, and spoons are all silverware.*
 - Write *refrigerator* on the board. Ask, *Do you know the short form of refrigerator?* Write *fridge*. Say, *People usually say fridge.*

... **OPTION** For spelling practice of new vocabulary, say a word in 1A and call on a volunteer to come to the board and write it. Ask the class, *Is the word spelled correctly?* If not, invite a volunteer to suggest a correction. Continue with each kitchen item.

- Ask a S to read the social media message. Ask, *Which house is Dan talking about?* (the house where he is house-sitting; his friend Mike's house) *Why can't he find anything in this house?* (It's not his house.) Ask, *What type of things do you think he is looking for?* (maybe things in the kitchen)



EXTENSION For homework, have Ss find images of kitchens online and label them with words in 1A.



- Call on a volunteer to read the four words in item 1. Ask, *Which word does not belong?* (cabinet) *How are a stove, a refrigerator, and a microwave the same?* (They are appliances / machines. They use electricity.) *How is a cabinet different?* (It's not an appliance. It doesn't use electricity.)
 - Have Ss study the groups of words and circle the one they think doesn't belong. Encourage them to note the reason for their answer.
- C** • In pairs, have Ss check their answers and explain their choices. (For example, 2. A fork, a knife, and a spoon are silverware, but a microwave is not; 3. A cup, a bowl, and a glass are for eating, but a sink is not; 4. A plate, a pan, and a pot hold food, but a dishwasher does not.)

2 GRAMMAR

- To see what Ss already know, have them look at Dan's social media message at the beginning of the lesson. Ask a S to read it. Then say, *If you can't find the microwave, what do you ask?* Write on the board: *Where is the microwave?* Continue, *If you can't find any plates, what do you say?* Write on the board: *Where are the plates?*
- Focus on the top half of the grammar chart. Read the first question and answer. Say, *When you ask about one thing, the answer begins with It.* Write *It's* on the board. Read the second question and answer. Say, *When you ask about more than one thing, the answer begins with They.* Write *They're* on the board. Point to *It's* and *They're* and elicit the uncontracted forms: *It is; They are.*
- Then focus on the Note about contractions with *where + be*. Read the rule aloud.



OPTION To check comprehension, write vocabulary items from 1A on the board. Leave some in the singular and make some plural. Elicit a question with *Where is / are* for each one.

- Now focus on prepositions of placement. Write *prepositions* on the board. Say, *Where have we seen prepositions?* (in Lesson 2) *We used prepositions of location to describe where places are. We can use prepositions of placement to describe where things are.* Read the pairs of sentences in the chart as you point to the pictures. Demonstrate the prepositions of placement using items in the classroom. For example, use a pencil and your bag to demonstrate: *The pencil is in my bag. The pencil is on my bag.* Repeat with *under / over* and *in front of / behind*. Point out that *under / over* and *in front of / behind* are opposites.



EXTENSION In pairs, have Ss talk about where things in the classroom are, using prepositions of location and placement.

3 VOCABULARY

- A** • Books closed, write on the board: *a chair, a coffee table, a sofa, a dresser, a rug, a bed, a lamp, a bathtub, a shower, a toilet*. Tell Ss, *Look at the words. Write the ones you don't know in your notebook*. Books open, have Ss note the meaning of the words they didn't know.
- Then ask Ss to listen to the new vocabulary. Have them listen and repeat.



TEACHING TIP An effective way to increase vocabulary is for Ss to keep a list of newly learned words. Encourage Ss to always scan the Vocabulary for words they don't know and write them in a section of their notebooks or even in a notes app on their phones. Instruct them to always include a definition. Ss can do this on their own, or you can make it part of your class requirements. Tell Ss they can also add words they learned outside of class.

- B** • Elicit the names of the three rooms pictured in 3A. (living room, bedroom, bathroom) Ask, *What other rooms are there in a home?* (kitchen and dining room) Point to a *chair* in the first picture and ask, *Can a chair go in more than one room?* (yes) *Which rooms?* (a living room, a bedroom, a kitchen, a dining room) Point to a *bathtub* and ask, *Can a bathtub go in more than one room?* (no)
- Have Ss work individually to write other things that go in more than one room and which rooms.
- C** • Circulate as Ss compare answers. Write any items that Ss disagree about on the board and discuss. (For example, *Can a sofa go in a bedroom? Can a chair go in a bathroom?*)

4 LISTENING

- A** • Read the directions. Review, *Who is Dan?* (He is a graphic designer at TSW Media from the Beijing office.) *Who is Mike?* (Dan's friend. He has a house in New York. Dan is house-sitting for Mike.) Have Ss look back at Dan's social media message on page 30. (I can't find anything in this house!)
- Call on volunteers to name the items in the pictures. (knives, glasses, spoons, plates, pans, cups)
- Say, *The first time you listen, focus only on checking the items that Dan needs. Don't write in the blanks. You will do that in Exercise B.*
- Have Ss listen and complete the exercise.
- In pairs, have Ss compare answers. Play the audio again as appropriate.
- B** • Read the Listening Skill aloud.
- Have Ss look at the pictures in 4A. Write on the board: *Where are the items?* Underline *Where*. Then ask, *What are the key words to listen for in Mike's answers?* (locations) Explain that Ss should listen for prepositions of placement and vocabulary for things in the house.
- C** • Call on a volunteer to read the example with you.
- Tell pairs to use the pictures and words in 4A to talk about the items in Mike's house.
- Circulate and listen to ensure that Ss are using *Where are* and *They're* with the plural items.

5 TRY IT YOURSELF

- A** • Read the example with a volunteer. Ask individual Ss, *Where are your plates?* and elicit answers.
- Tell Ss to prepare questions about five kitchen items from 1A on page 30.
- In pairs, have Ss ask and answer questions.
- B** • Tell Ss to choose one of the five questions they prepared in 5A to ask five classmates. Model by asking five Ss, *Where are your plates?* Write answers on the board. Write a check (✓) next to repeated answers. Circle the most common answer.
- Read the example. Then write a sentence about your most common answer on the board. (For example, *Four people have their plates in the cabinet.*)
- Then let Ss walk around and ask their question.
- Give Ss a few minutes to analyze their findings. Then bring the class together and have volunteers share their most common answer.



EXTENSION Ask a S to read Dan's social media message at the beginning of the lesson. Ask, *What does Dan do when he can't find things in Mike's kitchen?* (He calls Mike. / He leaves messages for Mike.) Then ask, *What are some possible responses to Dan's post?* (For example, *Ask Mike. / That's too bad. ☹*)



LOOK FOR While Ss are completing the Try It Yourself activity, walk around the class and listen to Ss' conversations. Listen to determine if Ss are correctly

- ✓ using vocabulary for things in the kitchen
- ✓ asking questions with *where* + *be*
- ✓ using prepositions of placement



EXIT TICKET Prepare questions about where things are in your classroom. For example, *Where is my desk? Where are the shelves? Where are Matt's books?* As Ss leave, pose a question to each one. Listen for correct use of prepositions of placement.



3 VOCABULARY Things in the house

A ▶ 03-19 Listen. Then listen and repeat.



B Write words that go in more than one room.

a chair — a dining room, a living room

C **PAIRS** Compare your answers in 3B.

Possible answers:

a chair — also a bedroom, a kitchen

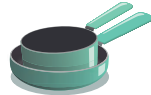
a rug — a dining room, a living room, a bedroom

a lamp — a dining room, a living room, a bedroom, a kitchen

a cabinet — a kitchen, a bathroom

4 LISTENING

A ▶ 03-20 Listen. Dan calls his friend Mike. Check (✓) all of the items Dan needs.

 ☒ on the kitchen table	 ☒ over the sink	 ☐ the cabinet
 ☒ next to the refrigerator	 ☒ in the oven	 ☒ under the microwave

B ▶ 03-20 Read the Listening Skill.

Listen again. Where are the items?
Complete the locations in 4A.

C **PAIRS** Talk about the items in Mike's house.

A: Where are the pans? B: They're in the oven.

LISTENING SKILL Listen for key words

When you ask a question, focus on the key words in the answer. For example, if the question is *where*, listen for locations in the answer.

5 TRY IT YOURSELF

A **MAKE IT PERSONAL** Choose five items. Ask and answer questions about where you keep your kitchen items.

A: Where are your plates? B: My plates are in the cabinet.

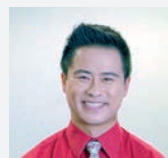
B **TAKE A POLL** Choose one item. Ask five classmates: *Where is / are your ___?*
Share the most common answer with the class.

Three people have a microwave over the stove.



LESSON 4

READ AN AD FOR AN APARTMENT FOR RENT



DAN LU

@DanL

Visiting Chicago for a week.
Looking for a place to stay.

1 BEFORE YOU READ

Read the Reading Skill. Imagine you want to stay in an apartment. You look at ads online for vacation rentals. What questions do you want the ads to answer? Check the boxes.

- ☐ How many bedrooms does it have?
- ☐ What is the kitchen like?
- ☐ What is the neighborhood like?
- ☐ How much does it cost?
- ☐ Other? _____

READING SKILL Use background information

Before reading a text, think about what you already know about the topic.

2 READ

- A** 03-21 Listen. Read the ad. Does it have the information you want? _____

←
📌
Beautiful Downtown Apartment – Chicago, Illinois ★★★★★

Do you need a great place to stay in Chicago? **I**t has one bedroom and one bathroom. **T**he living room is large and sunny with a lot of windows and a balcony. **Y**ou can see the whole city! **I**t has a small kitchen, but the stove is new.

The apartment is close to stores and restaurants, and there's a bus stop across the street. **T**here's a beautiful park around the corner. **S**tay here for a great time in Chicago!

No smoking **Check-in time: 3 p.m.**
No pets **Check-out time: 11 a.m.**

15 reviews

- B** Match the things on the left with their descriptions on the right.

- | | | |
|----------------|--|----------------------|
| 1. kitchen | | a. close to stores |
| 2. living room | | b. around the corner |
| 3. stove | | c. small |
| 4. apartment | | d. new |
| 5. park | | e. sunny |

3 MAKE IT PERSONAL

Find a house-sharing website in the U.S.

- A** Would you like to stay in the apartment in the ad? Why or why not?

- B** **PAIRS** Compare your answers.

The apartment is small. I need two bedrooms.

I CAN READ AN AD FOR AN APARTMENT FOR RENT.

LESSON 4 READ AN AD FOR AN APARTMENT FOR RENT

- Read the lesson title aloud. Write *for rent* on the board. Ask, *What does rent mean?* (to pay money to live in an apartment, house, or room that belongs to another person) Ask, *What do you think for rent means?* (available for someone to rent)
- Then read the social media message and ask, *Where is Dan planning to visit?* (Chicago) *For how long?* (a week) *What does he need?* (a place to stay) *Why do you think he posts this?* Discuss as a class. (For example, Maybe he has friends in Chicago. Maybe they know good places or neighborhoods. Maybe someone is looking for a house-sitter.)



LANGUAGE NOTE The verb *rent* can also be used with other items. You can pay money for the use of a car, a bike, tables and chairs for a party, etc. The noun *rent* refers to the money you pay to live somewhere or use something. (My rent is \$800 per month.)



TEACHING TIP Social media messages often use incomplete sentences. Instead of *I am visiting Chicago for a week*, Dan says, *Visiting Chicago for a week*. Explain that shortened forms like this are appropriate for texts or posts but not for more formal writing for work or school.

1 BEFORE YOU READ

- Focus on the Reading Skill. Write *background information* on the board. Then read the Reading Skill aloud and write on the board: = *what you already know about the topic*. Say, *Background knowledge helps you to read a text, understand it, and remember the information*.
- Ask for a show of hands, *Have you looked at apartment ads before? For a place to live? For a vacation rental?* Then ask, *What type of information is usually in*

apartment ads? (number of bedrooms, number of bathrooms, neighborhood, price, etc.)

- Read the directions. Tell Ss, *Check what information is important to you in an apartment ad. If you have another idea, check Other and write it on the line*. (For example, How big is the garden?)
- Have Ss compare answers with a partner. Then say, *Look at the questions you checked. This is your background information*.

2 READ

- A** • Invite Ss to preview the ad and pictures. Ask, *Does the apartment look nice?*
- Say, *Now listen and read. Think about the questions you checked in Exercise 1*.
- Have Ss listen and read. Then let them listen and read again if appropriate.
- Focus on the question in the directions: *Does the ad have the information you want?* Have Ss look back at the questions they checked in Exercise 1 and see if they can answer them. Ask, *What information does the ad not have?*
- B** • Have Ss work individually to match the details about the apartment.
- Tell them to compare answers with a partner. Then bring the class together and call on volunteers to say

complete sentences using the matched information. Model the first item on the board: *The kitchen is small. OR The apartment has a small kitchen*. (For example, 2. The living room is sunny; 3. The stove is new; 4. The apartment is close to stores; 5. The park is around the corner.)



EXTENSION Return to the social media message at the beginning of the lesson. Ask a S to read it. Ask, *Would you send Dan a link to the ad in 2A? Why? Why not?* Then ask, *What are some possible responses to Dan's post?* Invite Ss to write responses on the board. (For example, Check out this ad, Dan! You can stay with us! Have fun in Chicago!)

3 MAKE IT PERSONAL

- A** • Have Ss take notes individually. Say, *Imagine you are visiting Chicago for a week. Think about what you need in a place to stay. Read the ad again. Is the apartment a good match for you?*
- Circulate and help Ss explain why or why not. For example, ask, *Will you travel alone or with your family? Do you need a large kitchen to cook and eat? Do you like to stay close to stores and restaurants or do you prefer quiet?*
- B** • Read the example answer. Then in pairs, have Ss compare answers.
- Bring the class together and call on volunteers to share. Poll the class, *Who would like to stay in the apartment in the ad? Who wouldn't like to stay there?*



EXIT TICKET Write on the board: *What background information is helpful before you look at apartment ads?* Have Ss write their names on a blank card or piece of paper and answer the question. (For example, knowing what is important to you—like number of bedrooms, description of the neighborhood, the price of rent). Collect cards as Ss leave. Read the cards to identify areas for review in later lessons.

LESSON 5 WRITE AN AD FOR AN APARTMENT FOR RENT

1 FOCUS ON WRITING

- A** • Books closed, write *sentence* on the board. Ask, *What is a sentence?* Have Ss write their answer in their notebooks.
- Then books open, read the Writing Skill aloud. Let Ss compare the explanation in the Writing Skill to what they wrote in their notebooks.
- Write on the board: *The apartment*. Ask, *Is this a sentence?* (no) *Why not?* (A sentence needs a subject and a verb.) Then write: *the apartment is old*. Then ask, *Is this a sentence?* (Yes, but it needs a capital letter at the beginning.)
- B** • Invite Ss to read the ad on page 32 again, paying attention to the complete thought in each sentence.

2 PLAN YOUR WRITING

- A** • Focus on the pictures. Point to each one and elicit vocabulary for places in the home. (a garden, a living room, a bedroom, a kitchen)
- Have Ss work individually to write details about the house and the rooms. Tell Ss to write notes, not complete sentences, so that the information fits in the boxes. (For example, *beautiful garden* for Picture 1; *sunny* for Picture 2) **For lower-level Ss**, refer them to Vocabulary in Lessons 1–3 to get ideas. If Ss focus too much on the placement of items in the rooms, encourage them to write general descriptions like they might find in an ad.
- B** • Read the examples. Then, in pairs, have Ss use their notes to make statements about the house and the rooms. Circulate and make sure Ss are saying full sentences.

3 WRITE

- Focus Ss' attention on the ad in 2A on page 32. Read it aloud, pausing between sentences. Say, *These sentences can be models for the sentences you write*. Refer Ss to the Writing Skill to reinforce how to form a sentence.
- If Ss choose to write about the photos in 2A, tell them to start writing their ad. If they choose to write about their own home, say, *Repeat the Plan Your Writing step in 2A. Write notes about your house or apartment and about three rooms in your home. Then start writing your ad.*



TEACHING TIP A way to offer feedback without singling out individual Ss is to quietly observe while Ss work. Circulate, glancing at Ss' writing and taking notes on problem areas. Later, take a few minutes to go over common errors on the board with the whole class. Don't identify who made which mistake. This way individual Ss get the help they need. Also, it offers a good review for everyone in class.

4 REVISE YOUR WRITING

- A** • Tell Ss they will peer review their partner's writing. Say, *Read your partner's description and complete the checklist in your partner's book.*
- B** • Then have Ss return books and give and receive advice about how to improve their ads. Circulate as pairs work and monitor that feedback is correct and constructive. Help steer Ss in the right direction if they are not giving appropriate feedback.



TEACHING TIP In order for peer review to be effective, actively circulate as pairs read each other's work. Listen to the feedback Ss are giving each other. Don't hesitate to step in if a S is making suggestions that are incorrect. If you hear that Ss are disagreeing or if a weaker S appears to be unsure about what to say to his / her partner, discreetly step in and guide Ss, modeling appropriate feedback.

5 PROOFREAD

- Tell Ss to proofread their own work. Remind them that a good technique for proofreading is to read a piece of writing several times, each time focusing on one issue. For example, say, *First read to check for spelling. Then read to check for capitalization. Then read to check for punctuation.*
- If Ss have made a lot of changes, encourage them to recopy their ads or print them again with corrections.



EXIT TICKET Write on the board: *Need a new apartment*. Ask, *Is this a sentence? Why or why not?* Have Ss write their names on a blank card or piece of paper and write their answers. (No, because it is not a complete thought. It doesn't have a subject.) Collect cards as Ss leave. Read the cards to identify areas for review and to identify individual Ss who may need additional practice.

- +** **EXTENSION** Return to the social media message on page 32. Ask, *Are the two statements Dan makes full sentences?* (No, they aren't.) Point out that in social media posts and texts, writing tends to be informal and sentence fragments are common.

1 FOCUS ON WRITING

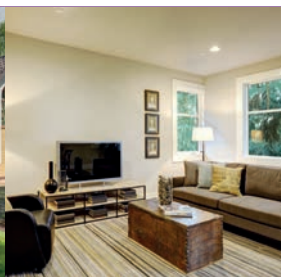
- A** Read the Writing Skill.
- B** Read the ad on page 32 again. Circle the capital letters in the beginning of each sentence. *see page 32*

WRITING SKILL Complete sentences

A sentence is a complete thought. It has a subject and a verb. Capitalize the first letter of the first word in a sentence.

2 PLAN YOUR WRITING

- A** Label the pictures. Write details about the house and the rooms. *Possible answers:*

			
the garden is in front of the house	the living room is nice	the window in the bedroom is big	the kitchen is new

- B PAIRS** Talk about the home in the pictures.
The living room has big windows. It has a nice kitchen.

3 WRITE

Write an ad for an apartment for rent, using the photos in 2A or your own home. Describe the rooms and tell what the home is like. Use the ad on page 32 as a model.

4 REVISE YOUR WRITING

- A PAIRS** Read your partner's ad. Complete the chart.

Did your partner ...?	Yes	No
describe the home		
capitalize the first word in a sentence		
capitalize proper nouns		

- B PAIRS** Can you improve your partner's ad? Make suggestions. Then revise your writing.

5 PROOFREAD

Read your ad again. Check your spelling, punctuation, and capitalization.

☐ I CAN WRITE AN AD FOR AN APARTMENT FOR RENT.

PUT IT TOGETHER

1 MEDIA PROJECT



A ▶ 03-22 Listen or watch. Answer the questions.

1. What place does Pilar talk about? Pilar talks about her bedroom.
2. Why does she like it? It has everything she needs.
3. What is in it? There's a desk, lamp, computer, bed, dresser, closet, and rug.

B Make your own video.

Step 1 Choose a room in your home.

Step 2 Make a 30-second video. Talk about the room.
Describe what is in it.

Step 3 Share your video. Answer questions
and get feedback.



shopping
center

2 LEARNING STRATEGY

CLAP YOUR HANDS

To practice pronunciation, say a word and clap your hands on the stressed syllable.

Listen to the audio of compound nouns in the unit. When you hear the stressed syllable, clap your hands.



3 REFLECT AND PLAN

A Look back through the unit. Check the things you learned. Highlight the things you need to learn.

Speaking objectives

- ☐ Describe my home
- ☐ Describe my neighborhood
- ☐ Talk about things in the home

Vocabulary

- ☐ Places in the home
- ☐ Places in the neighborhood
- ☐ Things in the kitchen
- ☐ Things in the house

Pronunciation

- ☐ The vowel /ə/ in unstressed syllables
- ☐ Stress in compound nouns

Grammar

- ☐ Adjective + noun placement
- ☐ Prepositions of location
- ☐ There is / There are
- ☐ Questions with where + be
- ☐ Prepositions of placement

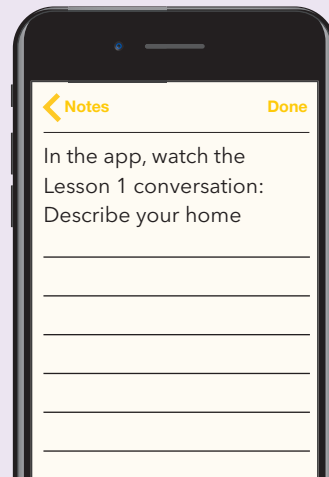
Reading

- ☐ Use background information

Writing

- ☐ Complete sentences

B What will you do to learn the things you highlighted? For example, use your App, review your Student Book, or do other practice. Make a plan.



PUT IT TOGETHER

1 MEDIA PROJECT

- A**
- Have Ss look at the video still on the right. Ask, *What do you see?* (a room)
 - Before Ss listen or watch, have them preview the questions. Say, *Listen for this information.*
 - Have Ss listen or watch. Then have them answer the questions. If appropriate, let them listen or watch again.
 - In pairs, have Ss compare answers. Then bring the class together. Focus on Question 2. Say, *Pilar doesn't say directly that she likes her room, but how do we know that she likes it?* (She says it has everything she needs.)
- B**
- Explain to Ss that they will create a similar project.
 - Give Ss some time in class to read the three steps. Answer any questions.
 - Ask Ss to work individually on Step 1 and choose a room they plan to film. Tell them to answer items 2 and 3 in 1A with their own information. Invite them to share in pairs. Say, *Ask your partner: What room? Why do you like it? What is in it?*
 - Tell Ss, *Create a script of what you want to say.* Model an introduction on the board: *Hi, I'm Angela. This is my living room. It's ...*
 - Have Ss do Step 2 for homework. Say, *Use notes or a script you prepared in class.*
 - For Step 3, have Ss share their videos in class. Write the following questions on the board:

1. *Does the person describe a room?*
2. *Does the person name items in the room?*
3. *Does the person speak clearly?*
4. *Is the video interesting?*

Give Ss a few minutes to read over the questions. Tell them to write each person's name on a piece of paper before the person presents, and then take notes during the presentation referring to the questions on the board.

- Then invite classmates to ask questions and give feedback. You may choose to save the feedback until the very end and let Ss walk around, refer to their notes, and tell Ss individually what they did well or could do better. Remind Ss to speak kindly and constructively.



OPTION To provide an opportunity for self-critique, have Ss watch their video for homework and fill out the following checklist:

- ☐ *Did I describe a room?*
- ☐ *Did I name items in the room?*
- ☐ *Did I speak clearly?*
- ☐ *Was my video interesting?*

Encourage Ss to be honest with themselves and to keep notes of their observations for the next time they prepare a similar presentation.

2 LEARNING STRATEGY

- Clap your hands and ask, *What am I doing?* (clapping your hands) Say, *Clapping your hands is a way to practice stress.* Read the Learning Strategy aloud.
- Point to the picture and say, *shopping center.* Then say it again and clap while saying *shopping.*
- Read the directions and ask, *Where is the stress in compound nouns?* (on the first word) Have Ss refer back to *Stress in compound nouns* on page 29 as needed. Play the audio and have Ss clap their hands on the first word they hear.

3 REFLECT AND PLAN

- A**
- Have Ss complete the checklists individually. Circulate and answer any questions. Encourage Ss to look back at each lesson in the unit.
 - Have Ss compare checklists in pairs and talk about the things they need to study or practice more.
- B**
- Have Ss work individually to think about what might help them learn the topics they don't feel they know yet. Refer individual Ss to specific handouts, app practice, workbook pages, etc., to help them master any problem areas. If Ss feel confident about all of the topics in this unit, encourage them to think of other topics they need help with or want to learn.
- Then invite Ss to walk around and compare ideas for learning different topics.



UNIT REVIEW BOARD GAME To review the Unit content, go to the Pearson English Portal / Reproducibles / Unit Review Board Games folder and print out and make copies of the Unit 3 Board Game. You'll find instructions for the game in the same folder.

4 WHERE ARE YOU NOW?

PREVIEW THE UNIT

LESSON 1		Ask about an event
	Vocabulary	The calendar
	Grammar	Questions with <i>when + be</i> ; Prepositions of time
	Pronunciation	The sound /ə/
LESSON 2		Make plans with someone
	Vocabulary	Ways to connect
	Speaking	Ask someone to repeat the time
	Pronunciation	Stress in numbers
LESSON 3		Ask for and give directions
	Vocabulary	Words for getting around town
	Grammar	The imperative: Affirmative and negative
	Listening skill	Listen to follow directions
LESSON 4		Read about a plan to meet
	Reading skill	Ask and answer questions
LESSON 5		Write about a plan to meet
	Writing skill	End of sentence punctuation
PUT IT TOGETHER		
	Media project	Photos: How to get somewhere
	Learning strategy	Make translation flashcards



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

GET STARTED

- A** • Write the title of the unit on the board and read it aloud, *Where are you now?* Then pose the question to the class. Elicit answers. (For example, in school, in English class, in [name of city, country])
- Tell Ss to read the Learning Goals individually. Ask, *Which topics do you feel confident about already? Which topics are new for you?* If Ss have studied the topics before, reassure them that they will still learn new things.
- B** • Ask, *What do you see?* In pairs, have Ss look at the photo and talk about what they see.
- Bring the class together and ask pairs to share. Write the words on the board. (For example, train, train station, a clock, a puddle, a man) To elicit detailed responses, focus on specific things in the photo and ask, *What's this?*
- C** • Focus on the social media message and bring Ss' attention to the photo and name. Have Ss read what Yusef says in *Meet the People of TSW Media* on page 4 or play the video of Yusef. Then ask, *Where is Yusef from?* (Dubai) *What is his occupation?* (He's a lawyer.) *Is he married?* (Yes, he is.)
- Have Ss turn back to page 35. Read the social media message aloud. Ask, *Why does Yusef travel a lot?* (for work)



WHERE ARE YOU NOW?

LEARNING GOALS

In this unit, you

- ⊗ ask about an event
- ⊗ make plans with someone
- ⊗ ask for and give directions
- ⊗ read and write about a plan to meet



GET STARTED

- A** Read the unit title and learning goals.
- B** Look at the photo of a train station. What do you see?
- C** Now read Yusef's message. Why do you think he travels a lot?



YUSEF SAYED

@YusefS

I travel a lot for work. I'm always on a plane or a train!

LESSON 1

ASK ABOUT AN EVENT



YUSEF SAYED

@YusefS

I'm back in New York for work.



1 VOCABULARY The calendar

A Complete the words for the days of the week.

Sun day Mon day Tues day Wed nesday Th ursday Fri day Sat urday

B ▶ 04-01 Listen and check your answers. Then listen and repeat.

C ▶ 04-02 ▶ 04-03 Listen to the ordinal numbers and months on page 132.

D ▶ 04-04 Listen to the October dates. Then listen and repeat.

October

Sun	Mon	Tue	Wed	Thu	Fri	Sat
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

Write **October 17**.
Say *October seventeenth*

E ▶ 04-05 Listen. Write the dates.

- June 3
- August 5
- April 12
- May 1
- January 28
- December 30
- February 29
- July 7
- October 22



2 GRAMMAR Questions with *when* + *be*; Prepositions of time

Questions with *when* + *be*

When	is	the party?	It's at eight o'clock.
	are	the tests?	They're in the morning.

Note: In speaking and informal writing, use the contraction *When's*.

Prepositions of time

At	In	On	From ... to ...
at night	in 2019	on Sunday	from 8:00 to 9:00 p.m.
at noon	in May	on May 10	from March to April
at 9:30 p.m.	in the morning / afternoon / evening	on Tuesday, May 12	

>> FOR PRACTICE, GO TO PAGE 113

LESSON 1 ASK ABOUT AN EVENT

- Read the lesson title aloud. Ask, *What is an event?* (something interesting or important that happens). *What are some events?* (For example, a conference, a wedding, a party)

- Read the social media message aloud and ask, *Why is Yusef in New York?* (for work) Ask, *Why does Yusef say, I'm back in New York?* (It's not his first time in New York. He probably goes to New York often for work.)

1 VOCABULARY

- A** • Focus on the calendar and ask, *What is this?* (a calendar) Focus on the days of the week and ask, *What are these?* (days of the week)
- Focus on *Sun*. Ask, *What is the name of this day?* (Sunday) Write *Sunday* on the board. Have Ss complete the words for the other days of the week in pencil.

- B** • Have Ss listen and check their answers.
- Ask volunteers to write the days of the week on the board. Check spelling. Then have them listen again and repeat.

- OPTION** Write *Monday* on the board and read it aloud. Ask, *Where is the stress?* (Monday) Repeat with the other days of the week. Point out that the stress is always on the first syllable in the days of the week. Ask Ss to read the days of the week. Point out that the *d* in *Wednesday* is not pronounced, so it sounds like *Wensday*.

- C** • Have Ss turn to the ordinal number chart on page 132. Point out that *first*, *second*, *third* have special forms. The rest of the numbers end in *-th*.
- Have Ss listen to and repeat the ordinal numbers.

- Then ask Ss to look at the months of the year. Point out the *r* in *February* is usually silent.
- Have Ss listen to and repeat the months of the year.
- D** • Have Ss listen to the October dates. Pause the audio after *October seventh*. Ask, *What do you think comes next?* (October eighth) Repeat 2–3 times, pausing the audio and asking, *What comes next?*
- Then have Ss listen again and repeat.

LANGUAGE NOTE In American English, the date is usually said and written *month* then *day* then *year*, for example, October 17, 2020. The date can also be written numerically, for example, 10/17/2020.

- E** • Have Ss read the yellow note.
- Model item 1. Play the audio and ask, *What date do you hear?* (June 3rd) Then point to the sample answer. Say, *Listen for the month and ordinal number. Write the month or cardinal number.* **For lower-level Ss**, write the months of the year on the board for them to refer to.
- Have Ss listen and complete the dates. Play the audio again as appropriate.
- Go over the answers as a class.

2 GRAMMAR

- To introduce the grammar, write on the board:
A: *When is the meeting?*
B: *It's on May 10.*
- Focus on the top chart. Read the questions and answers aloud. Ask, *Why do we use is in the first question?* (one party) *Why are in the second question?* (many tests) Then focus on the answers and ask, *What is it?* (the party) *What are They?* (the tests)
- Read the Note at the bottom of the first chart. Point out that we usually say *When's* but write *When is*.
- Focus on the *At* column in the bottom chart. Read the examples aloud. Say, *We use at with times.*
- Focus on the *In* column. Read the examples. Say, *We use in with years, months, and parts of the day.*

- Focus on the *On* column. Read the examples. Ask, *When do we use on?* (with days and dates)
- Focus on the *From... to...* column. Read the examples aloud. Say, *We use from... to... to talk about a period of time.* Ask, *What does from indicate?* (when something starts) *What does to indicate?* (when something ends)

- OPTION** Write on the board, *When _____ English class?* Ask for a volunteer to complete the question. (*When is English class?*) Then ask, *When is English class?* Call on volunteers for possible answers. Prompt Ss to give answers with different prepositions. (For example, *It's on Tuesday. It's in the morning. It's at 8:00. It's from 8:00 to 10:00 AM.*)

3 PRONUNCIATION

- A**
- Write /ɜ:/ on the board. Explain that it represents the sound -er as in *girl* and *third*. Write on the board: = -er.
 - Read the Note aloud.
 - Focus on the words in the exercise. Point out that each has the same sound, even though they have different spellings.
 - Play the audio. Have Ss listen. Then have them listen and repeat.
- B**
- Have Ss preview the lists of words and underline the one they think does not belong in the set.
 - Play the audio. Have Ss listen and complete the first task. Pause after item 4. If appropriate, play again.
- C**
- Go over the answers as a class.
 - Play the audio to the end. Have Ss listen and repeat the words with /ɜ:/.
- C**
- Have Ss look at the sentences and identify the words they think have the /ɜ:/ sound.
 - Play the audio. Have Ss listen to the sentences. Go over as a class which words have the /ɜ:/ sound. (*girl*friend, works, nurse, Her, birthday, thirty-first, turns, thirty, Thursday) Have Ss listen again and repeat the sentences.
 - In pairs, have Ss practice saying the sentences. Circulate and help as needed.

4 CONVERSATION

- A**
- Have Ss look at the video still in 4B. Ask, *Who are they?* (Yusef and Dan) *Where are they?* (at the New York office)
 - Ask, *What do you remember about Dan?* (For example, He is a graphic designer. He works in Beijing. He has a new baby.)
 - Have Ss preview the questions to get an idea of the conversation. Ask, *What do you think Yusef and Dan are talking about?* (For example, work travel plans)
 - Have Ss listen or watch. Ask, *Were your predictions correct?*
 - Have Ss listen again and complete the exercise individually.
 - Go over the answers as a class.
- B**
- Ask Ss to preview the conversation and predict ways the gaps might be filled.
 - Then have them listen and fill in the gaps with the words they hear.
- C**
- Call on two Ss to read the completed conversation. Go over any questions.
- C**
- Play the audio and have Ss repeat chorally, line by line.
 - Ask Ss to identify words in the conversation that have the /ɜ:/ sound. (conference, October, Thursday) Pronounce the words and have Ss repeat.
 - Have Ss listen to and repeat the conversation again.
 - Then, in pairs, have Ss practice the conversation.
 - Circulate and listen for correct pronunciation of the /ɜ:/ sound.
 - Time permitting, have Ss swap roles and practice again.
- D**
- Ask a volunteer to read the highlighted words. Say, *You can use these words in place of same-color words in the conversation, or you can use your own words.*
 - Then in pairs, have Ss make their own conversations. Time permitting, have Ss swap roles and practice again.

5 TRY IT YOURSELF

- A**
- Read the directions aloud. Tell Ss to plan their own meeting and write notes. Encourage Ss to also note times and locations.
- B**
- Call on two volunteers to read the example conversation.
 - In pairs, have Ss ask about each other's meetings. Tell Student A to write down the information about Student B's meeting and then switch roles. Model this with a higher-level S. Play the role of Student A.
- C**
- Have Ss walk around and ask five classmates about their meetings.
 - Circulate and help as needed.



LOOK FOR While Ss are completing the Try It Yourself activity, walk around the class and listen to Ss' conversations. Listen to determine if Ss are correctly

- ✓ using vocabulary for the calendar
- ✓ saying dates with ordinal numbers
- ✓ asking questions with *when + be*
- ✓ using prepositions of time
- ✓ pronouncing words with /ɜ:/ sound



EXIT TICKET Have Ss write their names on a blank card or piece of paper. Write on the board: *When is the next class?* Encourage Ss to use *in*, *on*, *at*, and *from... to*. Collect answers as Ss leave. Read the cards to identify areas for review and extra practice in later lessons and to identify individual Ss who may need additional practice.



3 PRONUNCIATION

- A** ▶ 04-07 Listen. Notice that the underlined letters all have the same sound: /ɜ/. Then listen and repeat.

first Thursday work thirty-first

- B** ▶ 04-08 Listen. Circle the word that does *not* have the sound /ɜ/. Then listen and repeat the words with the sound /ɜ/.

1. third fourth nurse thirtieth

2. circle thirteenth morning word

3. wold birthday turn fork

4. March learn her girl

- C** ▶ 04-09 **PAIRS** Listen. Then practice saying these sentences.

His girlfriend works as a nurse. Her birthday is March 31st. She turns 30 on Thursday.

The sound /ɜ/

We pronounce the sound /ɜ/ as one sound. This sound has several spellings. The most common spellings for /ɜ/ are *er* (her), *ir* (first), and *ur* (Thursday).

4 CONVERSATION



- A** ▶ 04-10 Listen or watch. Circle the correct answer.

1. Dan says to Yusef, ____.

a. "What's your name?" **b.** "Great to see you!" c. "How are you?"

2. Dan is in New York for ____.

a. a conference b. a meeting **c.** a new project

3. After New York, Yusef is going to ____.

a. London **b.** San Francisco c. Paris

4. Yusef is coming back to New York ____.

a. next week **b.** in two weeks c. in three weeks



- B** ▶ 04-11 Listen or watch. Complete the conversation.



Dan: ____ **When is** ____ the **conference**?

Yusef: It's ____ **from** ____ October 15th to the 17th.

Dan: That's really soon.

Yusef: Yeah, it's from **Tuesday to Thursday**.

Dan: Oh, that's in **two weeks**.



- C** ▶ 04-12 Listen and repeat. Then practice with a partner.

- D** **PAIRS** Make new conversations. Use these words.

meeting **Wednesday to Friday** **two days**

5 TRY IT YOURSELF

- A** Imagine that there is a two-day meeting. Write notes.

- B** **ROLE PLAY** Talk about the dates of the meeting.

A: *When is the meeting?*

B: *It's from September 1st to 3rd, Tuesday to Thursday.*

- C** **WALK AROUND** Continue the role play. Talk to five classmates. Use different events.

Sept. 1–3,
Tues–Th

■ I CAN ASK ABOUT AN EVENT.



LESSON 2

MAKE PLANS WITH SOMEONE



YUSEF SAYED

@YusefS

It's 12 o'clock, is anyone free for lunch?



1 VOCABULARY Ways to connect

A ▶ 04-13 Listen. Then listen and repeat.



make a call



leave a voicemail message



send a text



send an email



have a video call



meet for lunch



talk on a break



have a meeting

B What's happening? Label the captions. Use words from 1A.

See you at the restaurant at 12:00.

Hi. This is Fumi. Can I speak to Taiki?

Everyone sit down please.

On my way home! ☺

Hi Dan. It's me Bob. Please call me back at 768-555-0987.

1. meet for lunch 2. make a call 3. have a meeting 4. send a text 5. leave a voicemail message

C PAIRS Talk about the ways to connect in 1A. Tell a partner which ones you do.

I text my friends everyday.

2 SPEAKING

A ▶ 04-14 Listen. Notice how we ask someone to repeat the time. Then listen and repeat.

Let's meet at 4:00.

4:00 o'clock.

I'm sorry. What time?

Thanks.

12:00

twelve o'clock

12:30

twelve thirty

12:15

twelve fifteen

12:45

twelve forty-five

B ▶ 04-15 Listen to people making arrangements.

Write the number of the conversation in the correct column.

	Meeting	Lunch	Voicemail	Call	Video call	Break
conversation #	2	4	5	6	1	3
time	3:30	12:15	7:30	9:00	4:15	10:30

C ▶ 04-15 Listen again and write the time of each meeting in the correct column.

LESSON 2 MAKE PLANS WITH SOMEONE

- Read the lesson title aloud. Then focus on the social media message. Ask, *Where is Yusef?* (in New York) Refer Ss back to Yusef's post on page 36 as needed.

Read the message on page 38 and ask, *What does Yusef want?* (to make plans for lunch) Ask, *Do you use social media to make plans with people?*

1 VOCABULARY

- A**
- Book closed. Write *connect* on the board. Elicit or explain the meaning of connect by making two dots on the board, and then drawing a line between them. Then ask, What are some ways people connect with each other? (For example, send a text, instant message, meet for coffee) Write Ss' responses on the board.
 - Books open. Have Ss scan the pictures and captions. Tell them to check (✓) phrases in the book that are also on the board.
 - Have Ss listen. Then have them listen and repeat.
- B**
- In pairs, have Ss look at the pictures in 1A and take turns reading the text in 1B aloud. Have them complete the exercise.
 - Bring the class together and go over the answers.

- C**
- In pairs, have Ss discuss ways they connect with other people.
 - Bring the class together and call on Ss to share. Take a poll to find out which way Ss in the class connect the most.

⊕ **EXTENSION** On the board, draw three columns with the headings: *Co-workers, Friends, Family*. In small groups, have Ss discuss which ways to connect are more common among different categories of people. (For example, I text with my sister, I email with my parents.) Then bring the class together and have groups share.

2 SPEAKING

- A**
- Draw a clock showing 9:00 on the board. Ask, *What time is it?* Call on a volunteer. Elicit both answers and write them on the board: *It's 9 o'clock* and *It's 9*.
 - Invite Ss to look at the conversation and notice how we ask someone to repeat the time. Play the audio. Say, *Notice how the first time the man says four. And the second time for clarification he says four o'clock.*
 - Have Ss listen and repeat. Model how *o'* is pronounced *uh*, and the words flow together: *four-uh-clock*.
 - Say each time in the box on the right and have Ss repeat. Clarify that *o'clock* is only used for time on the hour.
- B**
- Have Ss preview the column headings and review the vocabulary presented in 1A.
 - Read the directions aloud. Explain that *arrangements* are the same as *plans*. Say, *The first time you listen only write the conversation number in the correct column. Don't write the time.*
 - Have Ss listen and write the conversation numbers.
 - In pairs, have Ss compare answers. Replay audio if appropriate. Go over answers as a class.

- C**
- Now focus on the bottom row of the chart. Tell Ss to listen for the time of each meeting and write it in the correct column.
 - Have Ss listen and fill in the chart. Play the audio again if appropriate.
 - In pairs, have Ss compare answers. Replay the audio if Ss have any questions.

⊕ **EXTENSION** In pairs, have Ss use the information in the chart to make up short conversations in their own words. Model a conversation for item 1 with a volunteer

A: When is the video call?
B: At 4:15.
A: I'm sorry. What time?
B: At 4:15.
A: Thanks.

3 PRONUNCIATION

- A**
- Focus Ss' attention on *Stress in numbers*. Give them time to read it silently. Then read it aloud.
 - Tell Ss they will listen to stress in pairs of numbers. Have them listen and notice the differences. Point out that the pairs of words are similar. Stress helps differentiate them.
 - Then have Ss listen and repeat.
 - To reinforce, invite Ss to count by tens from twenty to ninety to illustrate the stress on the first syllable. (twenty; thirty; forty; fifty; sixty; seventy; eighty, ninety)
- B**
- Then elicit the ordinal numbers and write them on the board: *TWENTieth*; *THIRtieth*; *FORTieth*; *FIFTieth*; *SIXtieth*; *SEVentieth*; *EIGHtieth*; *NINetieth*.
- B**
- Have Ss preview the exercise items and read the choices silently.
 - Then have Ss listen and circle the number they hear. Play the audio again if appropriate.
 - Go over the answers as a class. Then listen and repeat.
- C**
- Read the directions aloud. Remind Ss to change roles.
 - Circulate and listen to determine that Ss are pronouncing the stress in numbers correctly.

4 CONVERSATION

- A**
- Have Ss look at the video still. Ask, *Who are they?* (Yusef and Dan) Then ask, *What are Yusef and Dan doing?* (looking at their phones) Ask Ss to preview the exercise to get an idea of the conversation.
 - Books closed, have Ss listen or watch.
 - Books open, have Ss complete the exercise individually.
 - Go over the answers as a class. Replay the audio if appropriate.
- B**
- Ask Ss to preview the conversation and predict ways the gaps might be filled.
 - Then have them listen and fill in the gaps with the words they hear. **For lower-level Ss**, provide a word bank on the board: *1:30, 1:00, 4:30, lunch*.
- C**
- Call on two Ss to read the completed conversation. Go over any questions.
 - Play the audio and have Ss repeat chorally, line by line.
 - Write the times from the conversation on the board: *1 o'clock, 1:30, 4:30*. Review pronunciation of *one-uh-clock* and the stress in thirty. Say each time and have Ss repeat.
 - Have Ss listen and repeat again.
 - Then in pairs, have Ss practice the conversation. Circulate and listen for correct pronunciation and stress. Time permitting, have Ss swap roles and practice again.

5 TRY IT YOURSELF

- A**
- Read the directions aloud. Call on a volunteer to read the example notes.
 - Tell Ss to choose what to arrange. Have them circle *meeting, lunch, or video call*. Then have them take notes. Say, *Write the three wh- questions from 5A and your own answers*. Circulate and assist as Ss work.
- B**
- Read the directions aloud. Call on two volunteers to use the information from the notes in 5A to complete and role-play the conversation.
 - Then have pairs use their notes from 5A to role-play conversations.

+ **EXTENSION** Have Ss return to Yusef's social media message at the beginning of the lesson. Ask a S to read it. Then write it on the board: *Is anyone free for lunch?* Then ask, *What are some possible responses to Yusef's post?* Invite Ss to write responses on the board. (For example, *I'm free at 12:30. I'm free from 1:00 to 2:00. I'm busy.*)



LOOK FOR While Ss are completing the Try It Yourself activity, walk around the class and listen to Ss' conversations to determine if Ss are:

- ✓ using vocabulary for ways to connect
- ✓ saying the time
- ✓ using word stress in numbers



EXIT TICKET Have Ss work in pairs. Have them write both names on a blank card or piece of paper. Write on the board: *Write a text message suggesting a day and time to meet for coffee. Have your partner respond to the text on your card / paper*. Collect cards as Ss leave. Read the cards to identify areas for review and extra practice in later lessons.



3 PRONUNCIATION

A ▶ 04-16 Listen. Notice the different stress. Then listen and repeat.

thir·ty thir·teen for·ty four·teen six·tieth six·teenth

B ▶ 04-17 Listen. Circle the number you hear. Then listen and repeat.

1. She's 80 / 18.
2. He's 60 / 16 today.
3. It's in room 70 / 17.
4. Is that on 40th / 14th Street?
5. It's at 2:50 / 2:15.
6. It's on June 30 / June 13.

C **PAIRS** Student A, say a number from 3A or 3B. Student B, write the number.

Stress in numbers

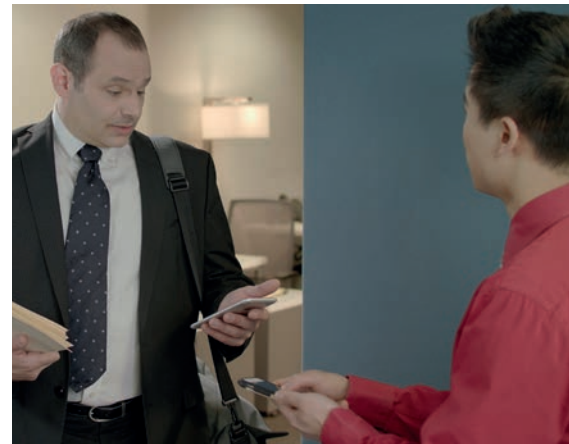
We stress the first syllable of numbers ending in -ty (or ordinal -tieth). We usually stress the last syllable of numbers ending in -teen (or -teenth).

4 CONVERSATION



A ▶ 04-18 Listen or watch. Circle the correct answer.

1. Yusef is leaving on ____ .
a. Tuesday b. Wednesday c. Thursday
2. Yusef and Dan are going to ____ .
a. an office b. a restaurant c. a park
3. Yusef leaves because he needs to ____ .
a. go to a meeting b. go to lunch c. make a call
4. Dan doesn't know ____ .
a. Yusef's phone number
b. the name of the restaurant
c. the time of the meeting



B ▶ 04-19 Listen or watch. Complete the conversation.



Dan: Are you free for lunch tomorrow?

Yusef: Sure! What time?

Dan: How about 1:00 ?

Yusef: Oh, I'm sorry. I have a meeting from 1:30 to 4:30 .

Dan: How about dinner?

Yusef: Perfect.

C ▶ 04-20 Listen and repeat. Then practice with a partner.

5 TRY IT YOURSELF

A **MAKE IT PERSONAL** You want to arrange a meeting, lunch, or a video call with a co-worker. Take notes.

What? lunch
What day? Wednesday
What time? 1:00

B **ROLE PLAY** Imagine you and your partner are co-workers. Arrange a day and time to meet.

A: Are you free for _____ on _____ ?

B: What time?

A: How about ... ?

■ I CAN MAKE PLANS WITH SOMEONE.



LESSON 3

ASK FOR AND GIVE DIRECTIONS



YUSEF SAYED

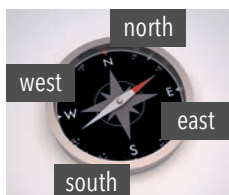
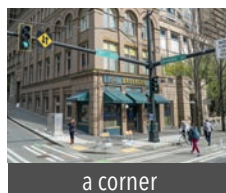
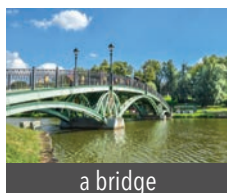
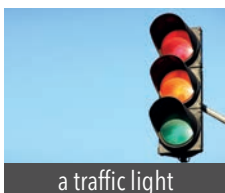
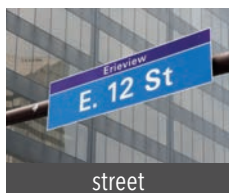
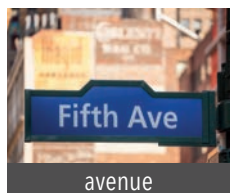
@YusefS

How do I get to Putnam's?



1 VOCABULARY Words for getting around town

A ▶ 04-21 Listen. Then listen and repeat.



B ▶ 04-22 Listen to the conversations. Circle the correct answer.

1. a.



b.



4. a.



b.



7. a.



b.



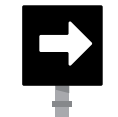
2. a.



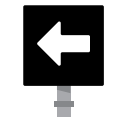
b.



5. a.



b.



8. a.



b.



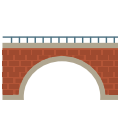
3. a.



b.



6. a.



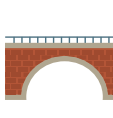
b.



9. a.



b.



C PAIRS Talk about places in your neighborhood.

A: There's a bridge on Third Street.

B: There's a bus stop on Oak Avenue. It's on the corner.



2 GRAMMAR The imperative: Affirmative and negative

Affirmative	Negative
Turn right.	Don't turn left.
Walk.	Don't take a cab.
Go north.	Don't go south.
Cross the street.	Don't go straight.

Places

shopping center
park
restaurant
drugstore
library
supermarket
coffee shop

>> FOR PRACTICE, GO TO PAGE 114

LESSON 3 ASK FOR AND GIVE DIRECTIONS

- Read the Lesson title aloud. Ask, *What do you do when you need directions?* (For example, ask someone, use GPS, ask my phone, look at a map)
- Then focus on Yusef's social media message. Read it aloud and ask, *What is another way to say this? (Where is Putnam's?)* Then ask, *What do you think Putnam's is?* Allow Ss to guess. (It's the name of the restaurant Dan suggests in Lesson 2, 4A.)

1 VOCABULARY

- A** • Read the Vocabulary topic aloud. Then ask Ss to scan the pictures and captions.
- Have Ss listen. Then have them listen and repeat.

 **LANGUAGE NOTE** A street is a public road that has buildings on it. In the past, an avenue was usually bigger and wider than a street, but today the distinction is not as clear. *Avenue* is used in street names; for example, Springfield Avenue. Other common endings for street names are *Road*, *Lane*, *Terrace*, and *Way*.

- B** • Have Ss preview each pair of images. Focus on item 4 and make sure they understand that 4A represents two blocks and 4B represents three blocks. Then have Ss listen and complete the exercise.

- Bring the class together and go over the answers.
- C** • Focus Ss on the list of places on the yellow note. Review meanings as needed.
- Call on two Ss to read the example conversation. Point out that we use the preposition *on* with the name of the street where a place is located. Draw a street on the board. Label it *Cherry St*. Then draw a house alongside it. Say, *The house is on Cherry Street*. Give a few more examples and write them on the board. (For example, *The library is on Main Street*. There is a broken traffic light on Sandford Avenue.)
- Circulate as Ss talk about places in their neighborhoods. Then bring the class together and invite volunteers to share.

2 GRAMMAR

- Warm up with books closed. Write on the board: *I take a cab to work.* / *Take a cab to work.* Elicit or explain the difference. (In the first statement, a person describes how he / she gets to work; in the second statement, a person is telling someone else to take a cab.)
- Have Ss look at the grammar chart. Explain that the imperative can be used to give directions, instructions, commands, etc.
- Focus on the *Affirmative*. Point out that we use the base form of a verb in the affirmative. Read the affirmative examples.
- Focus on the *Negative*. Point out that we use *Don't* + the base form of a verb. Explain that in spoken English, we usually use the contraction. Using the full form makes the command sound stronger and more serious; for example, *Do not turn left.* *Do not go to that restaurant.*
- In pairs, have Ss practice reading the items in the chart with and without *please*, noticing how *please* softens the tone of the imperative.

3 LISTENING

- A** • Direct Ss' attention to the map. Read the directions aloud. Ask, *What kind of conversation will we hear?* (a phone conversation) *What do you think it will be about?* (directions)
- Have Ss listen. If appropriate, play the audio again.
 - Then call on a volunteer to answer the question. (Dan is telling Yusef to walk to the restaurant because of traffic.) Follow up by asking, *What does Yusef ask Dan?* (how to get to Putnam's)
- B** • Read the Listening Skill aloud. Ask, *What are some examples of direction words?* Write them on the board. (For example, Turn right, Go straight) *What are some examples of street names?* (For example, Livingston Avenue, High Street)
- Explain that knowing what to listen for helps a listener focus on the most important information.
 - Play the audio and have Ss listen for direction words and street names and draw the route on the map. Encourage Ss to use a pencil. Then play the audio again for Ss to check the route they drew.
 - Have Ss compare routes in pairs. Play the audio again if helpful.
 - **For lower-level Ss**, take notes on the board as the audio is playing:
 - go north on Cooper Plaza to 3rd Street
 - turn left and walk three blocks to Washington Street

- turn right
- keep walking up Washington
- It's about halfway up the block on the right



OPTION For additional listening practice **for higher-level Ss**, challenge them to write down the direction words and street names they hear.



EXTENSION Have Ss role-play the phone conversation between Yusef and Dan, referring to the directions on their map. Explain that the role play will be an interpretation, and not exactly what is on the recording.



- Focus Ss' attention on the map. Point out that in 3A and 3B, the starting point was TSW Media. In this exercise, there are two different starting points: the park and the library. Explain that Ss will work in pairs. One partner will give directions to Putnam's Grill from the park, and the other partner will give directions from the library.
- Refer Ss to the example conversation to get started. Instruct them to look at the Vocabulary in 1A on page 40 if they need help.

4 TRY IT YOURSELF

- A** • Read the directions aloud. Have Ss work individually to create a simple map. Ask, *What three things do you need to label on the map?* (the school, streets, and the direction north)
- Then have Ss write directions from the school to another place nearby. Tell Ss, *Don't draw the route or label the place on your map.*
- B** • Read the directions aloud. Then have Ss practice giving and following directions. Remind them to swap roles.



EXTENSION Have Ss return to Yusef's social media message at the beginning of the lesson. Ask a S to read it. Write it on the board: *How do I get to Putnam's?* Then have a volunteer come to the board and write a reply to the post. (For example, Go north on Cooper Plaza. Turn left on Third St. Turn right on Washington St.)



LOOK FOR While Ss are completing the Try It Yourself activity, walk around the class and listen to Ss' conversations. Listen to determine if Ss are correctly

- ✓ using vocabulary for getting around town
- ✓ using the imperative



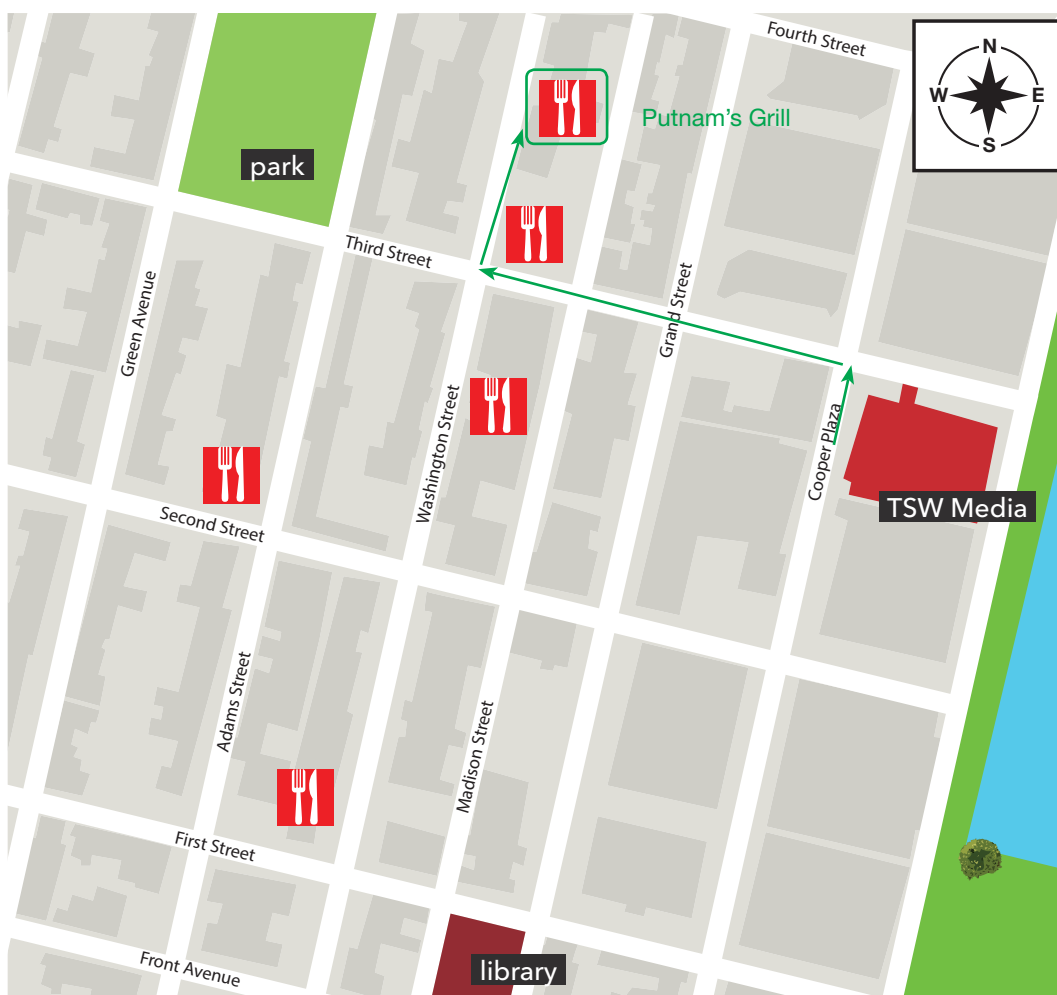
TEACHING TIP Walk around and listen to Ss' conversations. Take notes on errors, but don't interrupt. This allows Ss to focus on fluency. After completing the activity, go over common problems as a class. If appropriate, have Ss repeat the exercise, using different places on their maps and talking to different people.



EXIT TICKET Write on the board: *How do I get to _____?* [name a location that is walking distance from the school] Have Ss write their name and the answer to the question on a blank card or piece of paper. Collect cards as Ss leave. Read the cards to identify areas for review and extra practice in later lessons and to identify individual Ss who may need additional practice.

3 LISTENING

- A** ▶ 04-24 Listen. Why is Dan calling Yusef? *Possible answer: Dan is giving Yusef directions to the restaurant.*



- B** ▶ 04-24 Read the Listening Skill. Listen again. Start at TSW Media. Draw the route on the map. Label Putnam's Grill.
- C** **PAIRS** Take turns asking for and giving directions to Putnam's Grill. Student A starts at the park. Student B starts at the library.
- A:** How do I get to Putnam's Grill? **B:** Walk ...

LISTENING SKILL

Listen to follow directions

When listening for directions, focus on the direction words and street names.

4 TRY IT YOURSELF

- A** **MAKE IT PERSONAL** Think of a place near your school. Draw or find a map. Label your school, the streets, and show the direction north. Write directions from your school to the place.
- B** **PAIRS** Student A, read the directions to the place. Student B, follow the directions on your partner's map. Point to the place. Guess where you are.

Turn left.
Walk three blocks south.
Cross the street.

■ I CAN ASK FOR AND GIVE DIRECTIONS.



LESSON 4

READ ABOUT A PLAN TO MEET



YUSEF SAYED

@YusefS

I'm in New York this week. I can't wait to see my friend Nick.

1 BEFORE YOU READ

Who do you make plans with? What do you do?

2 READ

A ▶ 04-25 Listen. Read the following emails. What is each email about? *Possible answer: The emails are about a plan to meet for lunch.*

New email

Yusef Said

Hi, Nick.
How are you and Sara? I'm in New York. Let's get together! Are you free for lunch on Saturday or Sunday?
How about meeting at City Coffee at 1:30? It's on the corner of 8th Avenue and 13th Street. It's across from the supermarket. Just let me know.
I hope to see you!
Yusef

New email

Nick Johnson

Hi, Yusef.
I'm free on Saturday. Sounds great! I know that place. The food is great, but the coffee is not so good. See you at 1:30.
All the best,
Nick

B Read the emails again. Write *T* for true and *F* for false.

- | | |
|--|---|
| <u> T </u> 1. Yusef wants to meet for lunch. | <u> F </u> 4. Nick needs directions to the coffee shop. |
| <u> T </u> 2. Yusef and Nick are friends. | <u> F </u> 5. The coffee shop has great coffee. |
| <u> F </u> 3. Nick can't meet on Saturday. | |

C Read the Reading Skill. Write questions about the emails. Use *what*, *who*, *where*, *how*, and *when*. Then find the answers in the emails.

Who does Yusef want to meet?	Nick
What does Yusef want to meet for?	lunch
What days does Yusef want to meet?	Saturday or Sunday
When does Yusef want to meet?	at 1:30
Where is City Coffee?	corner of 8th Avenue and 13th Street
How does Nick feel about the food?	It's great.

READING SKILL

Ask and answer questions

Ask yourself questions about the text. Then answer them to check your understanding.

3 MAKE IT PERSONAL

A Do you use email to make plans with friends? with family? If not, how do you make plans?

B PAIRS Talk about how you make plans.

■ I CAN READ ABOUT A PLAN TO MEET.

Find out what year email started.



LESSON 4 READ ABOUT A PLAN TO MEET

- Read the Lesson title aloud. Then read the social media message, and ask, *Where is Yusef?* (in New York) *What plans does he have?* (to see his friend Nick)

1 BEFORE YOU READ

- Write the questions on the board. Point to each one and give an example answer. (I make plans with my friends. We meet for dinner.) Then have Ss discuss in small groups.
- Bring the class together and ask each group for one response to each question.

2 READ

- A** • Have Ss listen and read. If appropriate, have them read and listen again. Then, in pairs, have them discuss what each email is about. (a plan to meet for lunch)
- Bring the class together and call on pairs to share answers.
- B** • Give Ss a few minutes to complete the exercise individually. Then have them compare answers in pairs.
- Bring the class together and call on volunteers to correct the false answers and support the true answers with information from the emails:
 1. T (Yusef writes, *Are you free for lunch on Saturday or Sunday?*)
 2. T (In his social media post, Yusef refers to Nick as his friend.)
 3. F (Nick says, *I'm free on Saturday.*)
 4. F (Nick says, *I know that place.*)
 5. F (Nick says, *The food is great, but the coffee is not so good.*)
- C** • Focus Ss' attention on the Reading Skill. Write *What*, *Who*, *Where*, *How*, and *When* on the board. Explain

that asking and answering information questions helps pull important details from a text.

- Read the directions and example question and answer aloud. Before Ss complete the exercise, have them copy the *wh-* question words into their notebooks. Then have them write possible answers for each. (For example, *What?* lunch; *Who?* Yusef, Nick; *Where?* City Coffee, on the corner of 8th Ave. and 13th St.; *How?* great, not so good; *When?* on Sat., at 1:30)
- Then have Ss work in pairs to write complete questions. Circulate and assist.



OPTION For lower-level Ss, compose the questions together as a class and write them on the board. Encourage Ss to form questions using the *wh-* words + *be*. (For example, *What is the name of the restaurant? Who is Yusef's friend? Where is City Coffee? How is the food / coffee? When is lunch?*)



OPTION Have Ss stand and mingle. Tell them to practice asking and answering questions about the emails with several different classmates.

3 MAKE IT PERSONAL

- A** • Poll the class. Ask for a show of hands, *Who uses email to make plans with friends? with family?* Then give Ss a few minutes to brainstorm other ways they make plans.
- B** • In pairs, have Ss compare different ways they make plans. Then ask each pair to write one idea on the board. Make spelling corrections as appropriate.



EXTENSION Ask a S to read Yusef's social media message at the beginning of the lesson. Ask for possible responses to Yusef's post and write them on the board. (For example, *Have fun! Say hi to Nick. I want to see you, too!*)

LESSON 5 WRITE ABOUT A PLAN TO MEET

1 FOCUS ON WRITING

- A**
- Give Ss a few minutes to read the Writing Skill. Write *statement* and *question* on the board.
 - After Ss read, ask, *What punctuation can we use at the end of a statement?* (a period or an exclamation point) Elicit additional examples of statements ending with each type of preposition. Invite Ss to come to the board and write sentences. (For example, I live in Canada. I love chocolate!)
 - Then ask, *What punctuation do we use at the end of a question?* (a question mark) Invite a S to write another example on the board. (For example, Is the restaurant on Bridge St.?)

- B**
- Give Ss a few minutes to reread the emails in 2A on page 42 and circle all of the question marks.
 - Have Ss check answers in pairs. Then ask three volunteers to write the questions on the board. Make sure they include the question mark.

+ **EXTENSION** Ask Ss to read the emails on page 42 again and underline the exclamation points. Have Ss check answers in pairs. Then ask three volunteers to write the exclamations on the board. Make sure they include the exclamation point. Read each exclamation with excitement and have Ss repeat.

2 PLAN YOUR WRITING

- A**
- Have Ss work individually to outline their writing. **For lower-level Ss**, copy the chart on the board and model answers: *Who: Deanna; What: breakfast; When: on Sunday, October 9; Where: at Rosa's Diner on Main Street.* Leave the information on the board to refer to when modeling the writing section.
 - Invite Ss to plan their writing.

- B**
- Have Ss share their plans in pairs. (For example, I want to have breakfast with Deanna on Sunday. I want to go to Rosa's Diner on Main Street.)

3 WRITE

- **For lower-level Ss**, use the information in 2A on the board to elicit an example message. Write *Hi, Deanna*, on the board. Then call on Ss to continue the email, referring to the chart on the board. (For example, Let's have breakfast soon.) Call on another S for the next line. (For example, Are you free Sunday, October 9?)

Call on another S for the following line. (For example, How about Rosa's Diner? We both love it there.)

- Have Ss write their emails. **For lower-level Ss**, write prompts on the board to help them: *Let's... / Are you free on...? / How about...?*

4 REVISE YOUR WRITING

- A**
- Tell Ss they will peer review their partner's writing. Say, *Read your partner's email and complete the checklist in your partner's book.*

- B**
- Then have Ss return books and give and receive advice about how to improve their emails. Circulate as pairs work and monitor that feedback is correct and constructive. Help steer Ss in the right direction if they are not giving appropriate feedback.

5 PROOFREAD

- Have Ss proofread their email one last time. If Ss have made a lot of changes, encourage them to recopy their emails or print them again with corrections.
- Then collect Ss' work and offer individual feedback.



EXIT TICKET Tell Ss to write their names, followed by a statement, an exclamation, and a question on a blank card or piece of paper. Remind them to use correct end punctuation. Collect cards as Ss leave. Read the cards to identify areas for review and extra practice in later lessons and to identify individual Ss who may need additional practice.

1 FOCUS ON WRITING

- A** Read the Writing Skill.
- B** Read the emails on page 42 again. Circle the question mark at the end of each question. *see page 42*

2 PLAN YOUR WRITING

- A** Choose a friend to make plans with. Imagine what you want to do. Decide where and when to do it. Complete the chart.

WHO?	WHAT?
	WHEN?
	WHERE?

WRITING SKILL

End of sentence punctuation

A sentence can be a statement or a question.

End a statement with a period or an exclamation point.

Use an exclamation point to express emotion.

It's great to see you again!

End a question with a question mark.

Are you free for lunch on Saturday?

- B PAIRS** Talk about your plans.
I want to have lunch with ... I want to go to ...

3 WRITE

Write to your friend. Invite your friend to meet you someplace. Suggest a day, a time, and a place. Use the email from Yusef on page 42 as a model.

4 REVISE YOUR WRITING

- A PAIRS** Read your partner's email. Complete the chart.

Did your partner ...?	Yes	No
invite a friend to meet		
suggest a day, time, and place		
use correct punctuation at the end of each sentence		

- B PAIRS** Can you improve your partner's email? Make suggestions. Then revise your writing.

5 PROOFREAD

Read your email again. Check your spelling, punctuation, and capitalization.

PUT IT TOGETHER

1 MEDIA PROJECT



A ▶ 04-26 Listen or watch. Answer the questions.

1. How does Lena go to school?
Lena takes the bus to school.
2. When does she have English classes?
She has English classes on Monday and Wednesday.
3. Where does she go after school?
She works in an office after school.

B Show your own photos.

Step 1 Think about what you do. Take 4-6 photos of the places and how to get there.

Step 2 Show the photos to the class. Tell what you are doing. Describe the places.
Describe how to get there.

Step 3 Answer questions from the class about your daily activities. Get feedback on your presentation.



2 LEARNING STRATEGY

MAKE TRANSLATION FLASHCARDS

On a card, write a new word or phrase. On the back of the card, write a translation.

Review the grammar in Lesson 3. Make at least five translation flashcards for the imperative.

ir al
norte

go north

3 REFLECT AND PLAN

A Look back through the unit. Check the things you learned. Highlight the things you need to learn.

Speaking objectives

- ☐ Ask about an event
- ☐ Make plans with someone
- ☐ Ask for and give directions

Grammar

- ☐ Questions with *when* + *be*
- ☐ Prepositions of time
- ☐ The imperative: Affirmative and negative

Vocabulary

- ☐ The calendar
- ☐ Ways to connect
- ☐ Words for getting around town

Reading

- ☐ Ask and answer questions

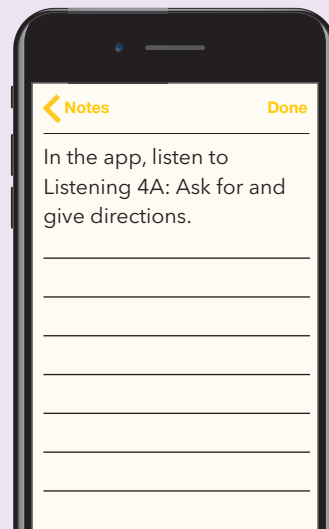
Writing

- ☐ End of sentence punctuation

Pronunciation

- ☐ The sound /x/
- ☐ Stress in numbers

B What will you do to learn the things you highlighted? For example, use your App, review your Student Book, or do other practice. Make a plan.



PUT IT TOGETHER

1 MEDIA PROJECT

- A**
- Books closed, Say, *Listen to Lena talk about what she does. Listen for places.* Play the audio or video and then ask, *What places does Lena mention?* (her school, her classroom, an office)
 - Books open, have Ss look at the photograph on the right. Ask, *What do you see?* (buildings, a fountain) *Which place do you think this is?* (her school / university) Tell Ss to read the questions. Tell them to listen again for this information.
 - Have Ss listen or watch. Then have them answer the questions individually.
 - In pairs, have Ss compare answers. Then bring the class together to go over any questions.
- B**
- Explain to Ss that they will create a similar project.
 - Give Ss some time in class to read the three steps. Answer any questions. To prepare for the project, have pairs ask each other questions similar to the ones in 1A. Write on the board: How do you go to school / work? When do you have English class? Where do you go after school / work?
 - For homework, tell Ss to take and organize the photos. Clarify that they don't have to print copies of their pictures, but that they should have them easily accessible and in the correct order on their phone or other device.
 - Back in class, have Ss practice Step 2 once with a partner. Then call on individual Ss to present their photos.

- Write the following questions on the board:
 1. Does the person show 4-6 photos of places?
 2. Does the person say what he / she does at the places and how to get there?
 3. Does the person speak clearly?
 4. Is this presentation interesting?

Give Ss a few minutes to read over the questions. Tell them to write each person's name on a piece of paper before the person presents, and then take notes during the presentation referring to the questions on the board.

- Then invite classmates to ask questions and give feedback. You may choose to save the feedback until the very end and let Ss walk around, refer to their notes, and tell Ss individually what they did well or could do better. Remind Ss to speak kindly and constructively.



OPTION To provide an opportunity for self-critique, record presentations or have Ss record one another's presentations with their phones. Then have Ss watch their own presentation and complete the following checklist:

- ☐ *Did I show 4-6 photos of places?*
- ☐ *Did I say what I do at the places and how to get there?*
- ☐ *Did I speak clearly?*
- ☐ *Was my presentation interesting?*

Encourage Ss to be honest with themselves and to keep notes of their observations for the next time they prepare a similar presentation.

2 LEARNING STRATEGY

- Have Ss look at the flashcards on the right. Ask, *What language is this?* If Ss don't know, explain that this is Spanish. The words mean *go north*.
- Ask Ss to read the Learning Strategy. Ask, *Do you use flashcards to learn English vocabulary? other subjects in school?*

- Tell Ss to work in pairs. Tell them to refer to the Grammar in Exercise 2 on page 40 and create translation flashcards. Have Ss use small pieces of paper, or provide notecards if possible.
- Finally, if appropriate, have Ss from the same language background use the flashcards to quiz each other on how to say imperative expressions in English.

3 REFLECT AND PLAN

- A**
- Have Ss complete the checklists individually. Circulate and answer any questions. Encourage Ss to look back at each lesson in the unit.
 - Have Ss compare checklists in pairs and talk about the things they need to study or practice more.
- B**
- Have Ss work individually to think about what might help them learn the topics they don't feel they know yet. Refer individual Ss to specific handouts, app practice, workbook pages, etc., to help them master any problem areas. If Ss feel confident about all of the topics in this unit, encourage them to think of other topics they need help with or want to learn.

- Then invite Ss to walk around and compare ideas for learning different topics.



UNIT REVIEW BOARD GAME To review the Unit content, go to the Pearson English Portal / Reproducibles / Unit Review Board Games folder and print out and make copies of the Unit 4 Board Game. You'll find instructions for the game in the same folder.

5 DO I NEED AN UMBRELLA?

PREVIEW THE UNIT

LESSON 1		Ask about prices
	Vocabulary	Weather items
	Speaking	Ask someone to confirm or repeat information
	Conversation skill	Get someone's attention
LESSON 2		Talk about the weather
	Vocabulary	Weather and temperature
	Pronunciation	The letter o
	Listening skill	Listen for specific information
	Vocabulary	Seasons
LESSON 3		Talk about what people wear and carry
	Vocabulary	Things you wear or carry
	Grammar	Regular and irregular plurals
	Pronunciation	Plural nouns
LESSON 4		Read messages about weather
	Reading skill	Scan for details
LESSON 5		Write a message about weather
	Writing skill	Capitalization
PUT IT TOGETHER		
	Media project	Video: Your favorite clothes
	Learning strategy	Make picture flashcards



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

GET STARTED

- A** • Write the title of the unit on the board. Point to an umbrella in the photo and ask, *Do I need an umbrella today?*
- Then tell Ss to read the Learning Goals individually. Ask, *Which topics do you feel confident about? Which topics are new for you?* If Ss have studied the topics before, reassure them that they will learn some new things.
- B** • Ask, *What do you see?* In pairs, have Ss look at the photo and talk about things they see.
- Bring the class together and ask pairs to share. Write the words on the board. (For example, a taxi, umbrellas, rain, a street, a city, people, wet) To elicit detailed responses, focus on specific things in the photo and ask, *What's this?*
- C** • Ask, *Have we met Gaby before?* (no) Have Ss read what Gaby says in *Meet the People of TSW Media* on page 4 or play the video of Gaby. Then ask, *Where does Gaby live and work?* (in Bolivia) *What is her occupation?* (She's an accounts manager.)
- Read the social media message aloud. Ask, *Where is Gaby?* (in New York City) *For how long?* (two days) *What are Gaby's plans?* (She has a meeting.)

5

DO I NEED AN UMBRELLA?

LEARNING GOALS

In this unit, you

- ⊗ ask about prices
- ⊗ talk about the weather
- ⊗ talk about what people wear and carry
- ⊗ read and write messages about weather



GET STARTED

- A** Read the unit title and learning goals.
- B** Look at the photo. What do you see?
- C** Now read Gaby's message. What are her plans?

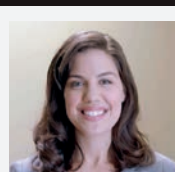


GABY RAMOS

@GabyR

I'm in New York for two days for a meeting.

LESSON 1 ASK ABOUT PRICES



GABY RAMOS

@GabyR

Looks like rain. Where can I get an umbrella?



1 VOCABULARY Weather items

A ▶ 05-01 Listen. Then listen and repeat.

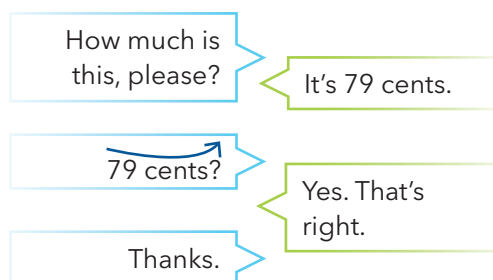


B TAKE A POLL How many classmates have the items in 1A?

Four people have umbrellas. One person has a scarf. No one has sandals.

2 SPEAKING

A ▶ 05-02 Listen. Notice how you can ask someone to confirm or repeat information. Then listen and repeat.



	Under \$1.00	\$1.00-\$1.99	Over \$2.00
Write	6¢ or \$.06	\$1.06	\$2.06
Say	six cents	a dollar six	two oh-six

B ▶ 05-03 Listen to people asking for prices. Write the number of the conversation in the correct box.

 2	 6	 7	 1	 8	 4	 5	 3
\$11.99	\$4	\$26.60	\$6.75	\$12.89	\$13.99	\$65.99	\$80

C ▶ 05-03 Listen again. Write the prices.

LESSON 1 ASK ABOUT PRICES

- Books closed, ask, *What do you need when it is raining?* (an umbrella, boots, a raincoat) To elicit these words, act out holding an umbrella, putting on a raincoat with a hood, and putting on boots. Write the words on the board and leave them there for reference in 1A.
- Books open, focus on the social media message. Point to Gaby and review, *Why is Gaby in New York?* (for a meeting) Read the social media message and on the board write: *Looks like rain. Say, This means rain is*

possible or probable. Then ask, *What does Gaby need?* (an umbrella)

- Read the Lesson title, *Ask about prices.* Ask, *What is the price of an umbrella?*



LANGUAGE NOTE *Looks like* is an expression that means it is likely that something is going to happen. *Looks like rain* is a short way of saying *It looks like it's going to rain.*

1 VOCABULARY

- A** • Point out the Vocabulary topic, *Weather items.* Ask, *Which weather items have we already talked about?* Point to the words on the board: *an umbrella, boots, a raincoat.* Ask, *What weather do you need these items for?* (rain)
- Have Ss listen. Then have them listen and repeat.
- Ask, *Which items are for cold weather?* (gloves, a scarf, boots, a sweater, a coat) *Which items are for warm weather?* (a cap, sunglasses, sandals)



OPTION To review, ask, *Which item has the article an before it?* (umbrella) *Why?* (It starts with a vowel.) *Which words don't have an article?* (gloves, sunglasses, boots, sandals) *Why?* (They are plural.) Then elicit a few sentences about Ss' weather items and write them on the board. (For example, Anna has a red scarf. Nate has black boots.)



EXTENSION Books closed, act out putting on several weather items. Say, *Guess the vocabulary.*

- B** • Say, *Check each item in 1A that you have with you today.*
- List the ten weather items on the board. Ask, *Which words are plural?* (gloves, sunglasses, boots, sandals) Then call on volunteers to write the plural forms of the singular words. Focus on the plural of scarf. (scarves) Refer Ss to the spelling rules in Exercise 2 on page 10 for review as needed.
- Ask for a show of hands, *Who has [an umbrella]?* Repeat with each weather item. Keep a tally next to the words on the board.
- Invite a S to read the example answer. Ask, *Which weather items in the example answer are singular?* (scarf) *Which are plural?* (umbrellas and sandals) Then say, *Use singular nouns for items that one person has or no one has. Use plural nouns to talk about the items many people have. Always use the plural form with gloves, sunglasses, boots, and sandals.* Call on Ss to count the tally marks and make summary statements. Listen to determine that Ss use the correct form of *have* and the correct singular and plural forms of the weather items.

2 SPEAKING

- A** • Give Ss a few minutes to preview the exchange in the speech balloons. Ask, *How does the speaker on the left check that he or she heard a price correctly?* (by repeating the information)
- Ask, *What do you think the upward arrow means?* (rising intonation) Model rising intonation for *79 cents?* Have Ss repeat.
- Have Ss listen. Then have them listen and repeat.
- Write \$ and ¢ on the board. Point to each symbol and ask, *What does this mean?* (dollars; cents) Write \$5 and ask, *How do we say this?* (five dollars) Write 10¢ and ask, *How do we say this?* (ten cents) Focus on the column headings in the chart on the right and say, *Depending on the dollar amount, we say the cents differently.* Have Ss look at the *Write* row. Say each amount and have Ss repeat.
- B** • Say, *Cover 1A with a piece of paper. With a partner, identify the items in 2B.*
- Say, *Now listen and match the conversation with the picture. Don't write the prices.*
- Play the audio and pause after the first conversation. Ask, *Which item is this conversation about?* (the umbrella) Point to the example answer.
- Have Ss listen to the remaining conversations and write the number of each conversation in the correct box. If appropriate, have them listen again.
- Ask Ss to compare answers in pairs.
- C** • Have Ss listen again and write the prices. Tell Ss to listen carefully to the entire conversation. Play the audio and pause after the first conversation. Ask, *What does the shopper think the price is?* (\$6.79) *What is the actual price?* (\$6.75)
- Have Ss listen and write the prices. Replay the audio if appropriate.
- Go over the answers as a class. Replay the audio as needed.

3 CONVERSATION

- A**
- Have Ss look at the video still. Ask, *Who are these people?* (Gaby and a clerk) *What is Gaby doing?* (buying an umbrella)
 - Ask, *What do you know about Gaby?* (For example, She's in New York for two days for a meeting. She's from Bolivia. She's an accounts manager.)
 - Have Ss read the questions to get an idea of the conversation. If Ss don't know the word *clerk*, point to the clerk and say, *A clerk is a person who works in a store*. Explain that *total* refers to the final price when all of the numbers are added together.
 - Have Ss listen or watch. If appropriate, play the audio or video again.
 - Have Ss complete the exercise individually.
 - Go over the answers as a class. If appropriate, play the audio or video again.
- B**
- Focus on the Conversation Skill. Read it aloud. On the board, write *Excuse me*. Say, *Excuse me*, modeling the rising intonation. Have Ss repeat.
 - Ask Ss to listen to or watch the conversation in 3A again and raise their hands when they hear, *Excuse me*. Then ask, *Whose attention does Gaby want to get?* (the clerk's) *Why?* (to ask the price of the water)
 - Ask Ss to preview the conversation and predict ways the gaps might be filled. Then ask, *Which highlighted word is singular?* (water) *How does Gaby ask the price of the water?* (How much is...?) *How does the clerk answer?* (It's...) *Which highlighted word is plural?* (gloves) *How does Gaby ask the price of the gloves?*

(How much are...?) *How does the clerk answer?* (They're...)

- Then have them listen and fill in the gaps with the words they hear.
- Call on two Ss to read the completed conversation. Go over any questions.



LANGUAGE NOTE Point out that we say *Excuse me* with neutral intonation to apologize—for example, if you bump into someone or need to walk past someone. *Excuse me* with rising intonation is a way to get someone's attention. Model the difference and have Ss practice.

- C**
- Play the audio and have Ss repeat chorally, line by line.
 - Have Ss listen and repeat again.
 - Then, in pairs, have Ss practice the conversation. Circulate and listen for rising intonation in *Excuse me* and that Ss are saying the prices correctly. (two fifty, twelve ninety-nine) Time permitting, have Ss swap roles and practice again.
- D**
- Ask a volunteer to read the highlighted words on the right. Say, *You can use these words in place of same-color words in the conversation, or you can use your own words.*
 - Say *Which of these two words is singular?* (cap) *Plural?* (boots) If helpful, review *How much is / are...?* and *It's... / They're...*
 - Then, in pairs, have Ss make new conversations. Time permitting, have Ss swap roles and practice again.

4 TRY IT YOURSELF

- A**
- Read the example conversation with a **higher-level S**. Play the role of Student A, emphasizing rising intonation in *Excuse me* and holding up a pen. Then elicit an answer from the S playing the clerk. Repeat with the same S and a different item from your desk.
 - In pairs, have Ss ask about the prices of items around them. Have Ss review 2A on page 46 for how to say prices correctly and ask someone to repeat information.
- B**
- Tell Ss to choose one item and ask five classmates the price. Refer Ss to the example. Point to the notes on the right. Say, *Write each classmate's name and the price they say.*
 - After Ss walk around and collect information, bring the class together. Call on volunteers to report the best price for the item they chose.



LOOK FOR While Ss are completing the Try It Yourself activity, walk around the class and listen to Ss' conversations. Listen to determine if Ss are correctly

- ✓ using vocabulary for weather items
- ✓ asking someone to repeat information
- ✓ saying prices
- ✓ saying *Excuse me* to get someone's attention



EXIT TICKET Prepare a mock shop. Display various items with some, but not all, of the prices labeled. Say, *I'm the clerk. You are customers. These are things you can buy. Walk around. Talk about items in the store and the prices. Get my attention if you have a question about price. Remember to check that you heard the price correctly.* Make sure to interact with every S. Listen for correct *How much is / are...* construction and use of singular / plural nouns and pronouns. Note which Ss speak with ease and which ones are less sure of themselves.

- +** **EXTENSION** Have Ss return to Gaby's social media message at the beginning of the lesson. Ask a S to read it. Then write it on the board: *Looks like rain. Where can I get an umbrella?* Ask for possible responses to Gaby's post and write them on the board. (For example, At the supermarket; At the drugstore)

3 CONVERSATION



A ▶ 05-04 Listen or watch. Circle the correct answer.

- What does Gaby buy?
 - ☒ a. water, gloves, and an umbrella
 - b. water, a cap, and gloves
 - c. gloves, an umbrella, and a scarf
- What do Gaby and the clerk talk about?
 - a. where things are
 - ☒ b. the prices of things
 - c. directions to a place
- What's the total?
 - ☒ a. \$19.99
 - b. \$12.88
 - c. \$20.80
- What do you think Gaby forgets?
 - a. the bag
 - ☒ b. the umbrella
 - c. the water



B ▶ 05-05 Read the Conversation Skill. Listen or watch. Complete the conversation.

Gaby: Excuse me.

Clerk: Yes?

Gaby: How much is this, please?

Clerk: The **water**? It's **\$2.50**.

Gaby: Oh! And how much are the **gloves**?

Clerk: They're **\$12.99**.

CONVERSATION SKILL

Get someone's attention

Say *Excuse me* to get someone's attention in a store or restaurant.

Listen or watch the conversation in 3A. Raise your hand when you hear this expression.

C ▶ 05-06 Listen and repeat. Then practice with a partner.

D PAIRS Make new conversations. Use these words or your own ideas.

cap **boots**

4 TRY IT YOURSELF

A ROLE PLAY Imagine that you are in a store. Student A is a customer. Student B is a clerk. Student A, ask for prices. Use the things around you.

A: Excuse me. How much is this pen?

B: It's ...

B WALK AROUND Continue the role play. Talk to five classmates.

- Choose one thing around you.
- Ask each classmate: *How much is this?*
- Take notes.
- Report back. *\$1.99 is the best price!*

Pete — \$1.99

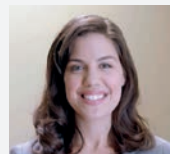
Sue — \$2.50



■ I CAN ASK ABOUT PRICES.

LESSON 2

TALK ABOUT THE WEATHER



GABY RAMOS

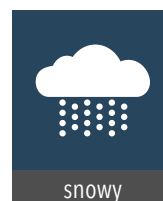
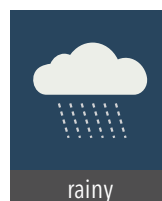
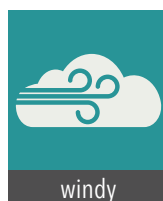
@GabyR

More traveling for work. I need to check the weather.



1 VOCABULARY Weather and temperature

A ▶ 05-07 Listen. Then listen and repeat.



B Look at the thermometer. Write *cold*, *cool*, *warm*, or *hot*.

1. It's 90° F or 32° C. It's hot.
2. It's 30° F or 1° C. It's cold.
3. It's 75° F or 24° C. It's warm.
4. It's 60° F or 16° C. It's cool.

C ▶ 05-08 Listen and check your answers. Then listen and repeat.



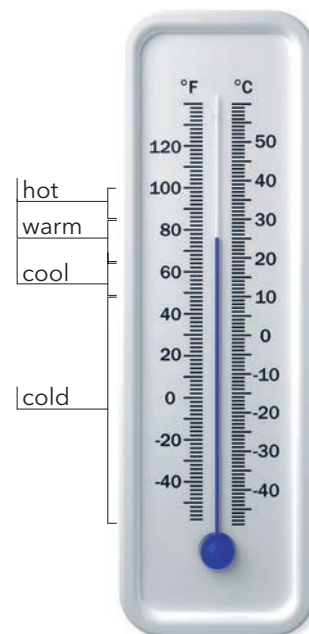
2 PRONUNCIATION

A ▶ 05-09 Listen. Notice the different vowel sounds. Then listen and repeat.

/ou/	/a/
cold snowy coat don't home	hot dollar not
/ʌ/	/au/
come gloves one	cloudy brown how

The letter o

The letter o usually has the sound /ou/ (no) or /a/ (not), but it can also have the sound /ʌ/ (come). The spellings ow and ou usually have the sound /au/ (cloudy), but ow can also have the sound /ou/ (know).



B ▶ 05-10 Listen. Notice the vowel sound. Complete the chart in 2A.

Write the words in the correct column. Then listen and check your answers.

snowy brown gloves coat dollar one don't not how home

C **PAIRS** Practice the conversation. Then make a new conversation. Use words from 2A and 2B or your own ideas.

A: How's the weather at home?

B: It's cold and snowy. You need a coat and gloves.

A: Oh. It's hot and cloudy here. You don't need a coat.

LESSON 2 TALK ABOUT THE WEATHER

- Have Ss preview the pictures and captions. Say, *Where do you see icons like these?* (on weather websites and apps) Point to the images that are true for today. Read the Lesson title, *Talk about the weather.*
- Read the social media message. Tell Ss, *Gaby says, More traveling for work. Where is she now?* (New York) *Did she check the weather before she came to New York?* (probably not) *Why do you think that?* (because she doesn't have an umbrella)

1 VOCABULARY

- A** • Read the Vocabulary topic, *Weather and temperature.* Point to the icons and say, *These words describe weather. They are adjectives.*
- Then point to the thermometer and ask, *What is this?* Write a *thermometer* on the board. Ask, *What does a thermometer show?* (the temperature) *What do the F and the C on the thermometer stand for?* (Fahrenheit and Celsius) *Which one do we use in this country?*
 - Have Ss look at the thermometer on page 48. Ask, *What is the temperature?* Elicit and write on the board: 77° F / 25° C. Explain that we say, 77 degrees Fahrenheit / 25 degrees Celsius.
 - Point to *hot, warm, cool, and cold* next to the thermometer. Ask, *Are these words adjectives, too?* (yes)
 - Have Ss listen. Then have them listen and repeat.
- OPTION** On the board write: *It is ____ today.* Call on Ss to say the adjective that describes the current weather. Then circle *It is* and elicit the contraction *It's.*
- B** • Have Ss preview the exercise items and compare the Fahrenheit to Celsius conversions. Then tell them to fill in the blanks individually.
- C** • Play the audio so Ss can check their answers. Then have them listen again and repeat.
- Ask, *Which temperature do you like best?* Model a sentence on the board: *I like ____ weather.*
- EXTENSION** Tell Ss to match weather items from 1A on page 46 to the weather and temperature vocabulary. Model on the board: *rainy: an umbrella, a raincoat; sunny: sunglasses, a cap.*

2 PRONUNCIATION

- A** • Have Ss preview the words in the chart individually. Tell them that each of these words has a different vowel sound.
- Have Ss listen. Then have them listen and repeat. Say the words one more time. Say each word slowly and exaggerate the mouth position for each *o* sound.
 - Read the Note aloud. Then write the words from the Note on the board: *no, not, come, cloudy, know.* Once again, say each word slowly and exaggerate the mouth position for each *o* sound. Have Ss repeat. Focus on *no* and *know.* Ask, *Is there a difference in pronunciation?* (no) *Where on the chart do no and know belong?* (/ou/ category) *Where on the chart does not belong?* (/a/ category)
- B** • Invite Ss to preview the items.
- Then have Ss listen and complete the chart.
 - Have Ss listen again to check their answers.
 - Go over the answers as a class. Elicit examples of different letters that produce the same *o* sound. (For example, for /ou/: snowy, coat, don't / home)
- C** • Say, *Preview the sample conversation. Circle words from 2A and 2B.* (How's, home, cold, snowy, coat, gloves, hot, cloudy, don't, coat) Have Ss find the circled words in the chart in 2A and practice pronouncing them. Then say the circled words and have Ss repeat.
- Model the conversation with a **higher-level S**. Play role A and ask the S to play role B. Ask, *What are these two people talking about?* (the weather) *Are they in the same place?* (No, they aren't.)
 - In pairs, have Ss alternate playing each role. Then have them make a new conversation between two people in different locations. **For lower-level Ss**, model on the board: *How's the weather? It's ____.* *You need ____.* *You don't need ____.* Remind them to refer to the vocabulary in 1A, as well as the weather items in 1A on page 46.

3 LISTENING

- A** • Have Ss listen and repeat. Point to the chart and ask, *What is It's short for?* (It is) Say, *We use It's + adjective to describe the weather.* Review that *sunny, cloudy, cold,* and *rainy* are adjectives describing weather. Then write *85°* and *45°* on the board and ask, *How do you say these temperatures?* (85 degrees, 45 degrees) *Are these temperatures Fahrenheit or Celsius?* (Fahrenheit) *Is 85° F hot or cold?* (hot) *Is 45° F warm or cool?* (cool)
- Read the Note. Write *It's raining.* and *It's snowing.* on the board. Underline *'s raining* and *'s snowing.* Say, *These are verbs.* Then write *It's rainy.* and *It's snowy.* on the board for comparison. Tell Ss that *rainy* and *snowy* are adjectives.
- B** • Read the Listening Skill aloud. Invite Ss to look at the map and the city names. Then focus on the example answer. Ask, *What specific information did the student listen for?* (city name, weather words, and temperature) To demonstrate the activity, play the audio and pause after the first weather report.
- Say, *In 3B, only listen for and write weather words. Don't write the temperatures.* Play the weather reports and have Ss write the weather words on the second

line. Refer them to the vocabulary in 1A on page 48 as needed.

- C** • Have Ss listen to the weather reports a second time and write the temperatures on the first line.
- Have Ss compare answers in pairs.

... **OPTION For higher-level Ss,** have them listen to the first four weather reports again and write down the weather items mentioned. (1. sunglasses, sweater; 2. umbrellas; 3. gloves and boots; 4. hats) Play the rest of the audio and ask, *What item is mentioned in the last weather report?* (sunscreen) *What is sunscreen?* (cream or lotion to protect your skin from the sun)

- D** • Write on the board: *How's the weather in ____?* Have pairs take turns asking each other about the weather in the cities on the map in 3B. Tell them to use the chart in 3A as a model when responding.

+ **EXTENSION** If Ss have internet access, have them look up and report the actual weather for the cities on the map or other cities.

4 VOCABULARY

- A** • Invite Ss to preview the pictures and captions. Ask, *Where is Seoul?* (South Korea) *Where is Lima?* (Peru) Have Ss listen to the audio. Then have them listen and repeat.

... **OPTION** Have Ss look at the pictures and describe the weather they see. (For example, winter: snowy and cold; spring: sunny and warm; summer: sunny and hot; fall: cloudy and cool; the dry season: sunny and warm; the wet season: rainy and cool)

- B** • Write *seasons* on the board. Ask, *How many seasons do we have here? What are they? What season is it now?* Then ask, *What city are you from? How many seasons does your city have?* Write city names and their seasons on the board.

... **OPTION** Ask, *Which season is your favorite?* If helpful, write a prompt on the board: *I like ____.*

- C** • Before Ss discuss, write *time of year* on the board. Point to the four seasons in Seoul in 4A and say, *Winter, spring, summer, and fall are different times of year.* Point to the two seasons in Lima and say, *The dry season and the wet season are different times of year.*
- Read the sample answer. Encourage Ss to use it as a model. Focus on *It's about ____ degrees.* Ask, *What does about mean?* (around, approximately)
- Have pairs ask and answer the two questions. Point out that Ss from the same city may have different opinions about the best time of year to visit. Encourage Ss to support their opinions.

🗨 **LANGUAGE NOTE** The question *What's it like?* is another way to ask someone to describe something. For example, *What is your neighborhood like? What is your new coat like?* You can also use it to ask for a description of someone. For example, *What's your sister like?*

- D** • After Ss have shared their opinions with a partner, have them walk around and talk with three other people.

... **OPTION** Poll the class, *Who thinks ____ is the best time of year to visit [city where your class is located]?* Keep a tally on the board and elicit summary statements. (For example, Five people like summer. Two people like fall. No one likes winter.)

+ **EXTENSION** Have Ss return to Gaby's social media message at the beginning of the lesson. Ask a S to read it. Brainstorm ways to check the weather. (For example, look online, check a weather app, watch the news on TV, ask a friend) Call on volunteers to come to the board to write responses to Gaby's post. (For example, Where are you going? Check the weather app.)

📄 **EXIT TICKET** Have Ss write their names on a blank card or piece of paper. On the board, write: *How's the weather today?* Tell Ss to write as many appropriate responses as they can. Collect cards as Ss leave. Read the cards to identify areas for review in later lessons and to identify individual Ss who may need additional practice.

3 LISTENING

- A** ▶ 05-11 Notice how we use *It's* to talk about the weather. Listen and repeat.

It's	sunny and nice.
	partly cloudy and 85°.
	cold and rainy and 45°.

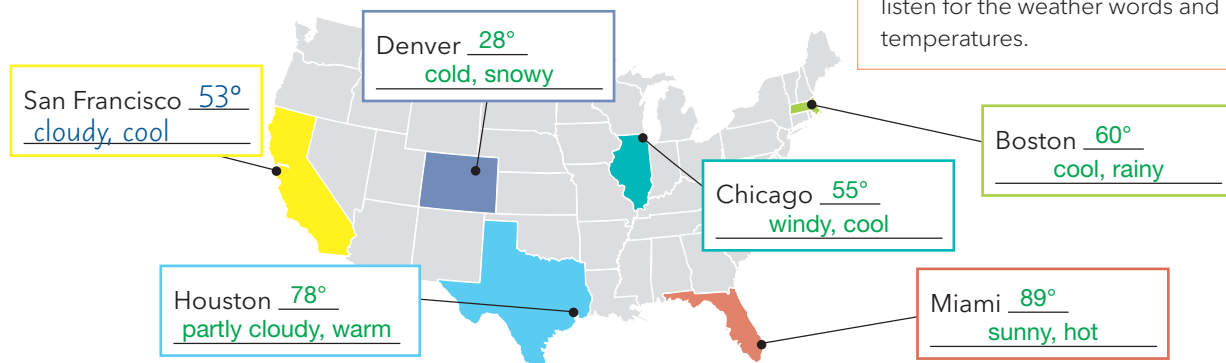
Note: We also say *It's raining* and *It's snowing*.

LISTENING SKILL

Listen for specific information

You don't need to understand every word. Focus on the information you need. For example, for weather reports, listen for the weather words and temperatures.

- B** ▶ 05-12 Read the Listening Skill. Then listen to weather reports in six cities. For each city, write the weather words.



- C** ▶ 05-12 Listen again and write the temperatures.

- D PAIRS** Talk about the weather in each city.



4 VOCABULARY Seasons

- A** ▶ 05-13 Listen. Then listen and repeat.

FOUR SEASONS IN SEOUL

winter

spring

summer

fall

TWO SEASONS IN LIMA

the dry season

the wet season

- B** How many seasons does your city have? What are they? _____

- C PAIRS** When is the best time of year to visit your city? What is the weather like?
The best time to visit is in the ... It's ___ and ___. It isn't ___. It's about ___ degrees.

- D WALK AROUND** Tell three classmates your ideas.
 Do you agree?

■ I CAN TALK ABOUT THE WEATHER.



LESSON 3

TALK ABOUT WHAT PEOPLE WEAR AND CARRY



GABY RAMOS

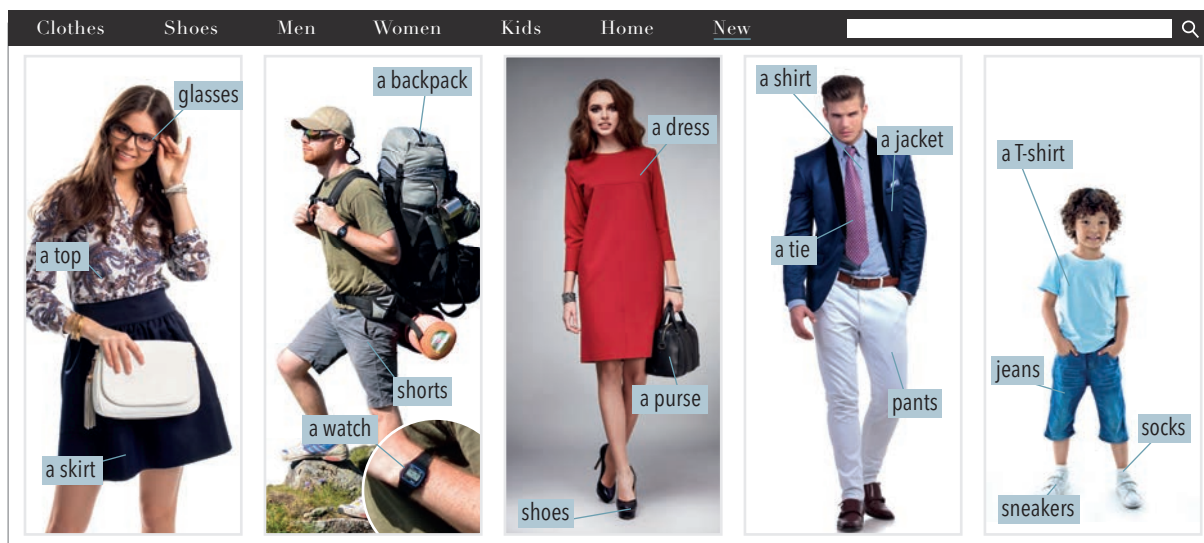
@GabyR

I'm meeting a new client for dinner. I think it stopped raining.



1 VOCABULARY Things you wear or carry

A ▶ 05-14 Listen. Then listen and repeat.



B Look at the words. Circle the word that does not belong.

1. socks shoes glasses sneakers
2. skirt pants sweater tie
3. shirt watch top T-shirt
4. purse dress umbrella backpack

C PAIRS Compare answers in 1B. Explain your choices.

D GROUPS Answer the questions. Then report to the class.

Who wears jeans? Who wears a watch? Who wears ties?

In our group, five people wear jeans ... One person wears a watch ... No one wears ties ...



2 GRAMMAR Regular and irregular plurals

Regular plurals: Add -s or -es

Singular	Plural
a shirt	shirts
a dress	dress <u>es</u>
a lady	ladi <u>es</u>
a scarf	scar <u>ves</u>

Remember

- To form the plural of nouns that end in a consonant + **-y**, change the **y** to **i** and add **-es**.
- To form the plural of nouns that end in **-fe** or **-f**, change **f** and **fe** to **v** and add **-es**.

Irregular plurals

Singular	Plural
a woman	wom <u>en</u>
a man	men
a child	childr <u>en</u>
a person	peopl <u>e</u>

Note: *Jeans, pants, shorts, and glasses* don't have a singular form: I wear ~~a short~~ shorts in the summer.



>> FOR PRACTICE, GO TO PAGE 115

LESSON 3 TALK ABOUT WHAT PEOPLE WEAR AND CARRY

- Books closed. Draw a two-column chart with the headings *wear* and *carry* on the board. Review the difference. Say, *You wear clothes on your body. You carry items in your hand.* Invite Ss to come to the board and write words in each column. (For example, wear:

gloves, a scarf, a coat; carry: an umbrella) Leave the words on the board.

- Call on a volunteer to read the social media message. Ask, *Who is Gaby meeting for dinner?* (a new client) *Is it still raining?* (no)

1 VOCABULARY

- A** • Books open. Have Ss preview the photos and captions on the website. Ask, *Which items do you carry?* (a backpack and a purse) *Which items do you wear?* (all of the other items)
- Ask Ss to listen. Then have them listen and repeat.

+ **EXTENSION** Have Ss return to Gaby's social media message at the beginning of the lesson. Ask, *What do you think she will wear to the dinner meeting with a new client?* (For example, a dress or a nice top with a skirt or pants) *If her client is a man, do you think he'll wear jeans and a T-shirt?* (probably not) *What do you think he'll wear?* (pants, a shirt, maybe a tie and jacket)

- B** • Call on a volunteer to read the four words in item 1. Ask, *Which word does not belong?* (glasses) *How are socks, shoes, and sneakers similar?* (They are things you wear on your feet.) *How are glasses different?* (You wear them on your face.)
- In pairs, have Ss study the groups of words and circle the one they think doesn't belong. Encourage them to

note the reason for their answer by asking, *How are the three words that belong similar? How is the word that does not belong different?*

- C** • Bring the class together and go over the answers. Invite Ss to explain their answers. (For example, 2. A skirt, pants, and a sweater are clothes, but a tie is an accessory; 3. A shirt, a top, and a T-shirt are clothes, but a watch isn't; 4. You carry a purse, an umbrella, and a backpack. You wear a dress.)
- D** • Divide the class into groups of five. Read the questions and the example answers. Write the example answers on the board as models. Instruct Ss to fill in the blanks in the models on the board to report to the class.
In our group, _____ people wear _____.
One person wears _____.
No one wears _____.

... **OPTION** Once Ss finish talking about jeans, sneakers, and T-shirts, invite them to talk about other items group members wear.

2 GRAMMAR

- To review ask, *What is singular?* (one) *What is plural?* (more than one) Focus on the grammar chart. Ask Ss to look at the regular plurals and recall the forms taught in Exercise 2 on page 10. Read each pair of words and have Ss repeat. Then read the Remember note.
- Write on the board: *baby, family, dictionary, library.* Ask volunteers to write the plural forms. (babies, families, dictionaries, libraries) Then write: *wife, life, shelf, knife.* Ask volunteers to write the plural forms. (wives, lives, shelves, knives)
- Have Ss look at the irregular plurals in the grammar chart. Explain that *irregular* means not regular. Say, *For these nouns, you don't make them plural by adding -s, -es, or -es with spelling changes. These words have special plural forms.* Read each pair of words in the chart and have Ss repeat.
- Finally, read the Note and the correct sentence. Elicit additional correct sentences with *jeans, pants,* and *glasses.* (For example, *How much are those jeans?* *Your glasses are very nice.*) Write Ss' examples on the board and point out plural treatment. (For example, in the above sentences, *... are those jeans?* *Your glasses are...*)

... **OPTION** Write *shoes, socks,* and *sneakers* on the board. Ask, *Do these words have a singular form?* (yes: shoe, sock, sneaker) Explain, *These words are usually plural because they come in a pair, but they can be separated. Jeans, pants, shorts, and glasses can't be separated and don't have a singular form.*

... **OPTION** Say, *Look at the singular words in 1A and make them plural.* Model on the board: *a top* → *tops.* Remind Ss that there is no *a / an* article in the plural. In pairs, have Ss write the singular words and make them plural. Combine pairs into groups of four and have them check their answers. Then bring the class together and review, *Which words did you add -s to?* (*tops, skirts, backpacks, purses, shirts, ties, jackets, T-shirts*) *Which words did you add -es to?* (*watches, dresses*) *Did any words end in -y or -f?* (no) *Were any words irregular in the plural?* (no)

3 PRONUNCIATION

- A** • Write on the board: *addresses, pieces, boxes, quizzes, wishes, watches, garages*. Read *Plural nouns* aloud. Then say each word on the board emphasizing the extra syllable /ɪz/.
- Focus on the exercise. Have Ss listen. Then have them listen and repeat.
- B** • Have Ss preview the items. Tell them to underline the letter(s) that come before the plural ending and predict which plurals have an extra syllable.
- Then have Ss listen and complete the exercise.
 - Have Ss listen again to check their answers. Ask, *Were your predictions correct?*
- C** • **For lower-level Ss**, say the words in 3B and ask volunteers to write the singular forms on the board. (*purse, jacket, phone, price, scarf, bridge*) If helpful, return to the rules for nouns ending in -f in the grammar chart on page 50.
- Tell pairs, *Take turns playing the roles of Student A and Student B*.
 - Circulate and check for correct pronunciation of the extra syllable /ɪz/. Make sure Ss aren't adding an extra syllable for words like *jackets, phones, scarves*.

4 CONVERSATION

- A** • Have Ss look at the video still. Ask, *Who are these people?* (Gaby on the left) Point to the man on the right and say, *This is Bill, Gaby's new client*. Refer Ss back to the social media message on page 50.
- Return to the video still and ask, *What do you think they are talking about?* (Maybe they are making dinner plans.)
 - Have Ss listen or watch. Ask, *Were your predictions correct?*
 - Have Ss listen again and complete the exercise individually.
 - Go over the answers as a class. If appropriate, play the audio or video again.
- B** • Ask Ss to preview the conversation and predict ways the gaps might be filled.
- Then have them listen and fill in the gaps with the words they hear.
 - Call on two Ss to read the completed conversation. Go over any questions.
- Focus on the content of the conversation. Ask, *How is their clothing similar?* (They are both wearing pants, a shirt, and a jacket.) *Are their clothes the same color?* (no)
- C** • Play the audio and have Ss repeat chorally, line by line.
- Point out the commas in the series of clothes. Tell Ss to listen for and practice the pauses after each comma.
 - Have Ss listen again and repeat.
 - Then, in pairs, have Ss practice the conversation. Time permitting, have Ss swap roles and practice again.
- D** • Ask a volunteer to read the highlighted words on the right. Say, *You can use these words in place of same-color words in the conversation, or you can use your own words*.
- Then, in pairs, have Ss make their own conversations. Time permitting, have Ss swap roles and practice again.

5 TRY IT YOURSELF

- A** • Have Ss write in their notebooks: *I'm wearing _____, _____, and _____*. Tell Ss, *Choose three items you are wearing and complete the sentence. Then share with a partner*.
- B** • Describe what a S in your class is wearing. Don't say the S's name. Then ask, *Who is it?*
- Have two volunteers read the example conversation. Tell Ss to underline *jeans, a red sweater, and sneakers* in Student A's line and *Robert* in Student B's line. Say, *This is the information you need to change*.



LOOK FOR While Ss are completing the Try It Yourself activity, walk around the class and listen to Ss' conversations. Listen to determine if Ss are correctly

- ✓ using vocabulary for things you wear or carry
- ✓ using regular and irregular plurals
- ✓ pronouncing the extra syllable in some plural nouns



EXIT TICKET On the board, write: *The man needs a new shirt, a tie, pants, and a watch*. Say, *Change all of the nouns in this sentence to the plural*. (The men need new shirts, ties, pants, and watches.) Have Ss write their names on a blank card or piece of paper and write their answers. Collect written answers as Ss leave. Read them to identify areas for review and individual Ss who may need additional practice.

- ⊕ **EXTENSION** Have Ss return to Gaby's social media message on page 50. Ask, *In Exercise 4A on page 51 is Gaby right? Did it stop raining?* (no) Write the following events on the board and ask Ss to put them in the correct order:

Gaby buys new clothes. (2)

Gaby goes to dinner. (4)

Bill doesn't recognize her. (3)

Gaby gets wet. (1)



3 PRONUNCIATION

- A** ▶ 05-16 Listen. Notice the pronunciation of the plural -s and -es. Then listen and repeat.

no extra syllable: sock → socks shirt → shirts
 shoe → shoes glove → gloves
 extra syllable /ɪz/: dress → dresses watch → watches

- B** ▶ 05-17 Listen. Circle the plurals that have an extra syllable. Then listen and repeat.

1. purses 2. jackets 3. phones 4. prices 5. scarves 6. bridges

- C** **PAIRS** Student A, say the singular form of a noun in 3A or 3B. Student B, say the plural.

A: jacket B: jackets

Plural nouns

We add an extra syllable /ɪz/ for the plural -s or -es after the sounds /s/, /z/, /ʃ/, /ʒ/, /tʃ/, and /dʒ/ (after the letters -s, -ce, -x, -z, -sh, -ch, -ge).

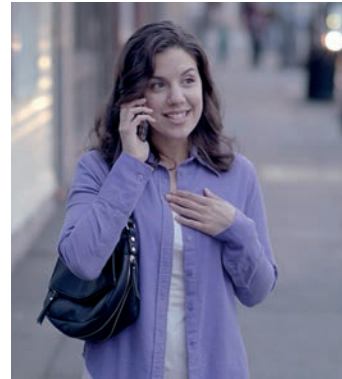
We do not add an extra syllable after other sounds.

4 CONVERSATION



- A** ▶ 05-18 Listen or watch. Circle the correct answer.

- Bill and Gaby are meeting at 7:00 at ____ .
 a. a hotel b. an office **c. a restaurant**
- Bill and Gaby talk about ____ .
 a. work **b. clothes** c. jokes
- What is Gaby's problem?
 a. It's hot. **b. It's raining.** c. It's cold.
- What does Gaby buy?
 a. a skirt b. glasses **c. pants**
- What else does Gaby buy?
 a. a purse **b. a jacket** c. a hat



- B** ▶ 05-19 Listen or watch. Complete the conversation.



Gaby: I'm wearing black pants, a white shirt,
 and a purple jacket.

Bill: And I'm wearing blue pants, a pink shirt,
 and a gray jacket.

- C** ▶ 05-20 Listen and repeat. Then practice with a partner.

- D** **PAIRS** Make new conversations. Use these words or your own ideas.

jeans

shorts

cap

T-shirt

sweater

coat

5 TRY IT YOURSELF!

- A** **MAKE IT PERSONAL** Practice the conversation in 4B. Talk about what you are wearing.

- B** **PAIRS** Student A, describe what someone in your class is wearing. Student B, guess who the person is.

A: This person is wearing jeans, a red sweater, and sneakers.

B: Is it Robert?

■ I CAN TALK ABOUT WHAT PEOPLE WEAR AND CARRY.



LESSON 4

READ MESSAGES ABOUT WEATHER



GABY RAMOS

@GabyR

Traveling to Tokyo, São Paulo, and Lima in March. What clothes do I need?

1 BEFORE YOU READ

Do you travel to other cities?

How do you find out about the weather there?

2 READ

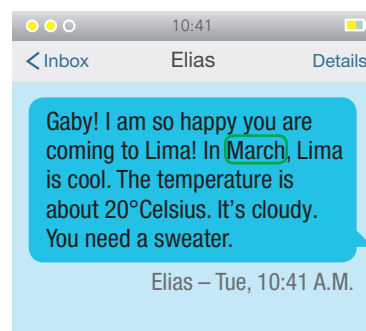
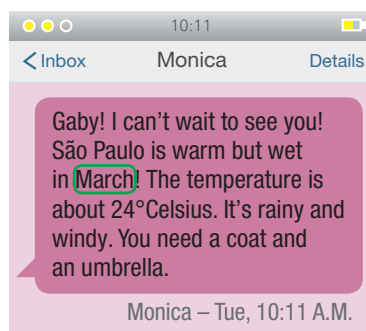
A Read the Reading Skill. Then read the questions.

Scan the messages to answer the questions.

1. Which city is cool in March? Lima
2. Which city is about 3°C in March? Tokyo
3. Which city is rainy in March? São Paulo
4. Which city is snowy in March? Tokyo
5. Which city is not windy in March? Lima

READING SKILL Scan for details

Sometimes you need to find details or specific information. Read the text quickly. Don't read every word. Look for the details you need.



B 05-21 Listen. Read the messages. Write the city names next to what Gaby needs to take there.

Pack for Lima
a sweater

Pack for Tokyo
a jacket
a hat
gloves
boots

Pack for São Paulo
a coat
an umbrella

3 MAKE IT PERSONAL

A Choose a city you want to visit. Choose a month. List the things you need.

City: _____ Month: _____

Things I need:

B **PAIRS** Talk about your lists. Do you need the same things?

A: You need gloves in Toronto.

B: It's not cold in Mexico City. I don't need gloves ...

Find out about the weather in another city.



I CAN READ MESSAGES ABOUT WEATHER.

LESSON 4 READ MESSAGES ABOUT WEATHER

- Read the Lesson title aloud. Ask, *When do people exchange messages about the weather?* (For example, before going to a party or when packing for a trip)
- Then read the social media message, and ask, *Where is Tokyo?* (Japan) *Where is São Paulo?* (Brazil) *Where is Lima?* (Peru)

1 BEFORE YOU READ

- Read the first question and ask for a show of hands. Then ask individual Ss, *Where do you travel?* Write names of cities on the board. Ask the second question and call on volunteers to share answers. (For example, I check the weather online. I text a friend. I post a message on a social media site.)

2 READ

- A** • Read the Reading Skill aloud. Write *scan* on the board. Say, *Scanning is different from skimming. What do you look for when you skim?* (the main idea) *What do you look for when you scan?* (specific information or details) Refer Ss back to the Reading Skill on page 12 as needed.
- Tell Ss to turn back to page 49 and look at the Listening Skill. Say, *We listened for specific information in Exercise 3: specific cities, weather words, and temperatures. Scanning is similar. We read looking for specific information.*
- Have Ss preview the items. Ask, *Which words are the same in every question?* (Which city is... in March?) *Which words are different?* (cool, about 3° C, rainy, snowy, not windy) Tell Ss, *These are the specific details we need to scan the messages for.*
- Have Ss complete the exercise individually.
- In pairs, have Ss compare answers.
- Bring the class together and ask, *What other words did you notice while scanning for cool?* (cold, cloudy) *Why do you think you noticed these words?* (They have similar letters to the word *cool*.) *How did you find the answer for item 5?* (The first and second messages both have the word *windy*, but the third message doesn't.)
- B** • Tell Ss, *Listen and read the messages. This time focus on what weather items and clothes Gaby needs for each city.*
- Give Ss a few minutes to read the lists. Then have them listen and read to match the city names and packing lists.
- Bring the class together and call on volunteers to summarize what Gaby needs for each city. (For example, Gaby needs a sweater to go to Lima in March.)
- EXTENSION** Return to the social media message. Ask, *How do these three messages connect to Gaby's post?* They are responses from Gaby's friends in Tokyo, São Paulo, and Lima. Ask, *Do you have friends who live in other countries?*
- OPTION** Ask, *Which city would you like to visit in March?* Poll the class and determine the most popular destination.
- EXTENSION** Focus on the social media message again. Ask, *What are some possible responses to Gaby's post?* (For example, Tokyo is cold in March! You need a jacket.)

3 MAKE IT PERSONAL

- A** • Tell Ss to choose a city they know well or can research easily.
- Give Ss a few minutes to fill in the blanks. For the months of the year, refer Ss to page 132. For *Things I need*, refer Ss to 1A on pages 46 and 50.
- B** • Have two volunteers read the example conversation. Tell Ss to underline *gloves* and *Toronto* in Student A's line and *cold*, *Mexico City*, and *gloves* in Student B's line. Say, *This is the information you need to change.*
- Then say, *Imagine Student B is going to Tokyo, not Mexico City.* Elicit an appropriate response for Student B and write it on the board. For example, *I need gloves for Tokyo, too.*
- In pairs, have Ss compare what they need for their destinations.
- LANGUAGE NOTE** The pronoun *you* is often used in an impersonal way to refer to an unspecified person or to make statements about people in general. In the example conversation, when Speaker A says, *You need gloves in Toronto*, he's referring to anyone traveling to Toronto.
- EXIT TICKET** Write on the board: *What is scanning?* Have Ss write their names and answers on a blank card or piece of paper. (to look for details / specific information you need in a text) Collect and read the cards to identify areas for review in later lessons.

LESSON 5 WRITE A MESSAGE ABOUT WEATHER

1 FOCUS ON WRITING

- A** • Read the Writing Skill aloud. Review by asking, *What do we call a noun that names a specific person, place, or thing?* (a proper noun) *What is the rule about writing proper nouns?* (Capitalize the first letter.) Refer Ss back to the Writing Skill on page 13 as needed. Say, *Months are proper nouns, but seasons are generic nouns. Don't capitalize spring, summer, fall, or winter.*
- B** • Tell Ss to scan the messages on page 52 for months. They will likely remember that each message talks about March. Have them underline the capital M in *March* in each message.

2 PLAN YOUR WRITING

- A** • Have Ss write a month and their city name. Then have them fill in notes describing the weather, the temperature, and clothes needed for that month.
 - B** • In pairs, have Ss talk about the month they chose. Tell them to use the model. **For lower-level Ss**, write an additional prompt on the board: *You need...*
-  **OPTION** Bring the class together. Ask, *Who chose January? February? March?* etc. Have Ss raise their hands and group Ss who chose the same month. Have them compare information. Then ask, *Why did you choose this month?* Have groups share. Then call on each group to report the weather, temperature, and clothes needed for their month and why they chose it.

3 WRITE

- Have Ss work individually to write a message. Say, *For ideas about how to start your message, look at the messages on page 52. For information to write in your message, use your word webs on page 53. For lower-level Ss*, write these lines from the messages on page 52 on the board: *I'm excited about your visit! I can't wait to see you! I am so happy you are coming to _____.*
- Circulate and help as needed. Remind Ss to capitalize the month they chose. Encourage them to mention seasons. (For example, *It's rainy in the spring here.*) **For higher-level Ss**, have them also write the message from the friend who is planning to visit their city. Have them use Gaby's message on page 52 as a model.

4 REVISE YOUR WRITING

- A** • Tell Ss they will peer review their partner's writing. Say, *Read your partner's message and complete the checklist in your partner's book.*
- B** • Then have Ss return books and discuss topics in the chart in 4A. Give Ss time to make any corrections or improvements.

5 PROOFREAD

- Have Ss proofread their messages. Remind them to read their message three times, checking once for spelling, once for punctuation, and once for capitalization.
 - Circulate and look over Ss' messages. Suggest any remaining corrections. If Ss have made a lot of changes, encourage them to recopy their messages or print them again with corrections.
-  **EXIT TICKET** Write on the board: *boston is beautiful in the spring. come visit in may. it's warm and sunny. you only need a sweater.* Have Ss write their names on a blank card or piece of paper and rewrite the sentences, making capitalization corrections. Collect cards as Ss leave. Read the cards to identify areas for review and extra practice in later lessons and to identify individual Ss who may need additional practice.

1 FOCUS ON WRITING

- A** Read the Writing Skill.
- B** Read the messages on page 52 again.
Circle the months of the year. *see page 52*

WRITING SKILL Capitalization

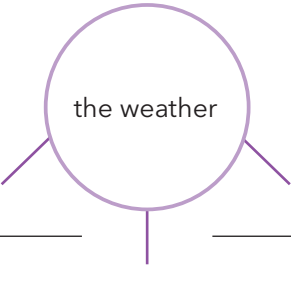
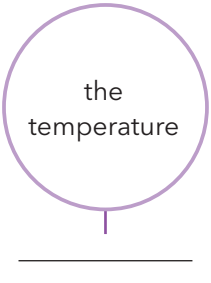
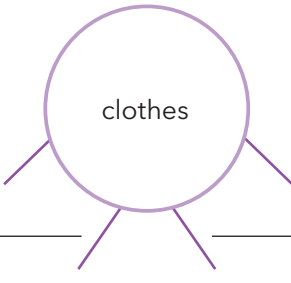
Start months of the year with a capital letter. Don't capitalize the names of seasons. Look at these examples:
I like summer. July is my favorite month.

2 PLAN YOUR WRITING

- A** Complete the chart. Write a month and your city. Describe the weather and temperature. Suggest clothes to wear.

Month: _____

City: _____

		
--	--	--

- B PAIRS** Talk about the month you chose. *In June, the weather is ...*

3 WRITE

Write a message to someone visiting your city. Describe the weather and temperature. Suggest clothes to match the weather. Use the messages on page 52 as models.

4 REVISE YOUR WRITING

- A PAIRS** Read your partner's message. Complete the chart.

Did your partner ...?	Yes	No
describe the weather and temperature		
suggest clothes		
capitalize months of the year		

- B PAIRS** Can you improve your partner's message? Make suggestions. Then revise your writing.

5 PROOFREAD

Read your message again. Check your spelling, punctuation, and capitalization.

■ I CAN WRITE A MESSAGE ABOUT WEATHER.

PUT IT TOGETHER

1 MEDIA PROJECT



A ▶05-22 Listen or watch. Answer the questions.

1. What are Martin's favorite clothes?
His favorite clothes are a T-shirt, jeans, sneakers, and a jacket.
2. What color is his jacket?
His jacket is black.
3. When does he wear his jacket?
He wears his jacket when it's cold and rainy.



B Make your own video.

Step 1 Choose some of your favorite clothes.

Step 2 Make a 30-second video. Describe the clothes.

Step 3 Share your video. Answer questions and get feedback.

2 LEARNING STRATEGY

MAKE PICTURE FLASHCARDS

On a card, draw a picture of a new word. On the back of the card, write a short sentence using the vocabulary word. Make 3-5 new cards every day. Review the cards twice a week.



It's a cloudy day.

Review the weather words in the unit. Make at least five picture flashcards.

3 REFLECT AND PLAN

A Look back through the unit. Check the things you learned. Highlight the things you need to learn.

Speaking objectives

- ☐ Ask about prices
- ☐ Talk about the weather
- ☐ Talk about what people wear and carry

Grammar

- ☐ Regular and irregular plurals

Reading

- ☐ Scan for details

Vocabulary

- ☐ Weather items
- ☐ Weather and temperature
- ☐ Seasons
- ☐ Things you wear or carry

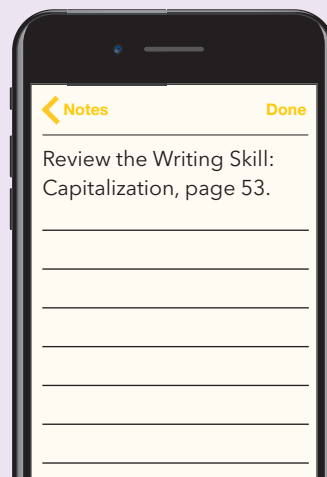
Writing

- ☐ Capitalization

Pronunciation

- ☐ The letter o
- ☐ Plural nouns

B What will you do to learn the things you highlighted? For example, use your App, review your Student Book, or do other practice. Make a plan.



PUT IT TOGETHER

1 MEDIA PROJECT

- A**
- Have Ss look at the video still on the right. Ask, *What do you see?* (clothes / things you wear)
 - Before Ss listen or watch, ask them to read the questions. Tell them to listen for this information.
 - Have Ss listen or watch. Ask, *What does favorite mean?* (It describes something you like the most.)
 - Then have Ss answer the questions individually. If appropriate, let them listen or watch again. Note that Ss who listen rather than watch the video may need an additional listen.
 - In pairs, have Ss compare answers. Then bring the class together to go over any questions.
- B**
- Explain to Ss that they will create a similar project.
 - Give Ss some time in class to read the three steps. Answer any questions.
 - Ask Ss to work individually on Step 1 and think of clothes they want to talk about. Tell them to answer the questions in 1A with their own information. Invite Ss to share in pairs. Say, ask your partner: *What are your favorite clothes? What color is your _____? When do you wear your _____?*
 - Tell Ss, *Create a script of what you want to say.* Model an introduction on the board: *Hi, I'm _____. These are some of my favorite clothes. This is... / These are...*
 - Have Ss do Step 2 for homework.
 - For Step 3, have Ss share their videos in class. Write the following questions on the board.

1. Does the person talk about his / her favorite clothes?
2. Does the person describe the clothes?
3. Does the person speak clearly?
4. Is the video interesting?

Give Ss a few minutes to read over the questions. Tell them to write each person's name on a piece of paper before the person presents, and then take notes during the presentation, referring to the questions on the board.

- Then invite classmates to ask questions and give feedback. You may choose to save the feedback until the very end and let Ss walk around, refer to their notes, and tell Ss individually what they did well or could do better. Remind Ss to speak kindly and constructively.



OPTION To provide an opportunity for self-critique, have Ss watch their video for homework and complete the following checklist:

- ☐ Did I talk about my favorite clothes?
- ☐ Did I describe my clothes?
- ☐ Did I speak clearly?
- ☐ Was my video interesting?

Encourage Ss to be honest with themselves and to keep notes of their observations for the next time they prepare a similar presentation.

2 LEARNING STRATEGY

- Write *picture flashcards* on the board. Have Ss look at the example of a picture flashcard. Ask, *What do you think picture flashcards are good for?* (learning vocabulary words)
- Then read the Learning Strategy aloud. Ask for a show of hands, *Do you use this strategy?*
- Distribute five notecards or slips of paper to each S. Have Ss review the weather words in 1A on page 48 or other vocabulary from the unit. For each card, tell Ss to write a short sentence about weather on one side and draw a picture on the other. Alternatively, assign the flashcards for homework. Tell Ss to have fun with the task and not worry about making their drawings perfect.

3 REFLECT AND PLAN

- A**
- Have Ss complete the checklists individually. Circulate and answer any questions. Encourage Ss to look back at each lesson in the unit.
 - Have Ss compare checklists in pairs and talk about the things they need to study or practice more.
- B**
- Have Ss work individually to think about what might help them learn the topics they don't feel they know yet. Refer individual Ss to specific handouts, app practice, workbook pages, etc., to help them master any problem areas. If Ss feel confident about all of the topics in this unit, encourage them to think of topics they need help with or want to learn.

- Then invite Ss to walk around and compare ideas for learning different topics.



UNIT REVIEW BOARD GAME To review the Unit content, go to the Pearson English Portal / Reproducibles / Unit Review Board Games folder and print out and make copies of the Unit 5 Board Game. You'll find instructions for the game in the same folder.

6 WHAT DO YOU LIKE TO DO?

PREVIEW THE UNIT

LESSON 1		Talk about music
	Vocabulary	Types of music
	Grammar	Simple present: Affirmative and negative statements
	Conversation skill	Ask someone the same question
LESSON 2		Talk about interests
	Vocabulary	Interests
	Grammar	Simple present: Yes/no questions and short answers
	Pronunciation	Weak pronunciation of <i>do</i>
LESSON 3		Talk about free-time activities
	Vocabulary	Free-time activities
	Grammar	Simple present: <i>Wh-</i> questions and answers
	Pronunciation	Unstressed words
LESSON 4		Read a member profile
	Reading skill	Compare and contrast
LESSON 5		Write a member profile
	Writing skill	Dates
PUT IT TOGETHER		
	Media project	Video: Someone's free-time activity
	Learning strategy	Use action



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

GET STARTED

- A** • Say, *In my free time, I [cook] and I [play soccer]*. Write the words *[cook]* and *[soccer]* on the board. Then point to and read the unit title, *What do you like to do?* Have volunteers come to the board and write words that reflect what they like to do. (For example, run, read, play hockey)
- Then tell Ss to read the Learning Goals individually. Ask, *Which topics do you feel confident about already? Which topics are new for you?* Define words as needed. *Interests* are activities that you like doing. If Ss have studied the topics before, reassure them that they will learn some new things.
- B** • Ask, *What do you see?* In pairs, have Ss look at the photo and talk about what they see.
- Bring the class together and ask pairs to share. Write words on the board. (For example, music concert, singer, guitar, people, fans) To elicit detailed responses, focus on specific things in the photo and ask, *What's this?* Then ask for a show of hands, *Do you go to concerts?*
- C** • Focus on the social media message and bring Ss' attention to the photo and name. Ask, *When did we first meet Ester?* (in Unit 1) *What do you remember about her?* (For example, She's a social media manager in the New York office. She loves to meet new people. She's Tina's neighbor at work.) If helpful, have Ss reread what Ester says in *Meet the People of TSW Media* on page 4 or play the video of Ester. Read the social media message aloud. Ask, *Which day of the week do you think it is?* (Friday) *How do you know?* (Ester says, *Then I'm free for the weekend.*)



WHAT DO YOU LIKE TO DO?

LEARNING GOALS

In this unit, you

- ⊗ talk about music
- ⊗ talk about interests
- ⊗ talk about free-time activities
- ⊗ read and write a member profile



GET STARTED

- A** Read the unit title and learning goals.
- B** Look at the photo. What do you see?
- C** Now read Ester's message. What are her plans?

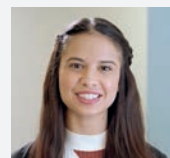


ESTER SILVA

@EsterS

Today we're having a party at work.
Then I'm free for the weekend! 😊

LESSON 1 TALK ABOUT MUSIC



ESTER SILVA

@EsterS

I hear music; time for the birthday party. 🎈



1 VOCABULARY Types of music

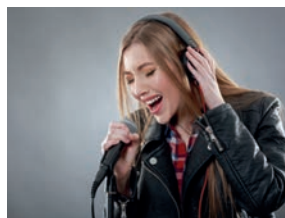
A ▶ 06-01 Listen. Then listen and repeat.



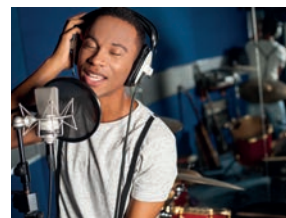
hip-hop



rock



pop



R&B (Rhythm and Blues)



dance music



classical music



jazz



country

B Think about artists and groups you know. Add more names to the chart.

Hip-hop	Rock	Pop	R&B
Eminem Drake	U2 Coldplay	Jane Zhang Shakira	Beyoncé Bruno Mars

C PAIRS Compare your charts. Work together to add one more artist or group to each type of music. Name an artist for the other types of music in 1A.

A: I have Rihanna in R&B. **B:** Really? I have her in pop.



2 GRAMMAR Simple present: Affirmative and negative statements

Affirmative statements			Negative statements					Note: Use contractions in speaking and informal writing. <i>do not</i> = <i>don't</i> <i>does not</i> = <i>doesn't</i>
Subject	Verb		Subject	Do / Does	Not	Verb		
I	like	jazz.	I	do	not	like	rock.	
You								
We								
They								
He	likes		He	does				
She			She					

>> FOR PRACTICE, GO TO PAGE 116

LESSON 1 TALK ABOUT MUSIC

- Books closed, write *music* on the board. Tell Ss, *Let's brainstorm around the word music. Say any words that come to mind.* Write, or invite Ss to write, ideas on the board. Leave the words on the board.
- Ask a S to read the social media message aloud. Ask, *Where is the birthday party?* (at work) If helpful, refer Ss to Ester's post on the previous page. Then ask, *Do you have parties at work? Is there music?* Point to the emoji in the social media message and ask, *What is this?* (a balloon) *Why is there a balloon?* (because balloons are party decorations)



TEACHING TIP Brainstorming is an effective way to generate ideas and engage the whole class. Write a word or sentence on the board and ask Ss to think of things related to that concept. Ss can say anything that comes to mind and build on each other's ideas. Brainstorming provides valuable information about what Ss may or may not already know. If Ss are hesitant to participate in brainstorming, encourage them by saying that there are no wrong answers.

1 VOCABULARY

- A** Point out the Vocabulary topic, *Types of music*. Have Ss preview the pictures and captions. Ask, *Are any of these words in our brainstorm?* Call on Ss to find types of music on the board.
- Have Ss listen. Then have them listen and repeat.
- B** Say, *Look at the example answers. Do you know any of these artists? Do you like any of these artists?* Call on volunteers to share.
- Then have Ss work individually to fill in the chart. Say, *Include any artists or groups you know. You don't have to like them. If you are not sure which type of music a particular artist belongs to, write the name to the side in pencil.* Point out that some artists may belong in more than one category.
- C** Read the example conversation with a volunteer. Ask, *Do A and B have Rihanna in the same category?* (no) *What category does A have Rihanna in?* (R&B) *What category does B have Rihanna in?* (pop) Elicit or explain that B says *Really?* to express surprise at A's answer. Write on the board: *I have her in pop.* Say, *This means that I have her (Rihanna) in the pop category on*

the chart. Point to the underlined pronoun and say, *Use her for female artists, him for male artists, and them for groups.*

- Tell Ss, *You can say Really? when you are surprised by your partner's answer. If you agree with your partner, you can say Me, too.* Write on the board: A: *I have Rihanna in R&B.* B: *Me, too!*
- In pairs, have Ss compare the names they wrote in the chart and sort any artists or groups they wrote in the margins. Encourage Ss to get ideas from each other and to add one more artist or group to each category.
- Have Ss name at least one artist or group for each of the other types of music in 1A.



OPTION Have Ss draw a chart like the one in 1B but with the headings *Dance music, Classical music, Jazz, and Country*. Tell Ss to write the names of artists and groups they know for each type of music. If the class has internet access or if Ss have phones, allow them to search for ideas online. Alternatively, have Ss do this for homework.

2 GRAMMAR

- Books closed, say, *In Units 1 and 2, we studied simple-present affirmative statements with the regular verbs need, live, and work.* Draw a chart on the board:

	need	live	work
I			
You			
We			
They			
He			
She			

- Have volunteers come to the board and write the simple present forms. (I, You, We, They need / live / work; He, She needs / lives / works.)
- Books open, say, *In this unit, we will look at affirmative and negative statements.* Write on the board: *I like pop. I do not like hip-hop.* Ask, *Which statement is affirmative?* (the first one) *Which statement is negative?* (the second one)

- Have Ss study the chart. Focus on *Affirmative statements*. Read the sentence with each pronoun and have Ss repeat.
- Then focus on *Negative statements*. Underline *do not like* in the sentence on the board. Tell Ss, *To make a negative statement, add do not or does not before the base form of the verb.* Read the negative sentence in the chart with each pronoun and have Ss repeat. Then elicit more examples of negative statements. (For example, *I do not want lunch.*)
- Read the Note. Then call on volunteers to read the negative statement in the chart with each pronoun, but this time using contractions. (For example, *I don't like rock. He doesn't like rock.*)



OPTION Write *need, live, work, like* on the board and elicit negative statements. Encourage Ss to use contractions. (For example, *I don't need a new computer. I don't live in an apartment. I don't work in New York. I don't like snow.*)

3 CONVERSATION

- A**
- Have Ss look at the video still. Ask, *Who are these people?* (Ester and Gaby) *Where are they?* (in the kitchen, at a party)
 - Ask, *What do you remember about Gaby?* (For example, She's in New York for a few days for a meeting. She's from Bolivia. She's an accounts manager.)
 - Have Ss preview the questions to get an idea of the conversation. Then ask Ss to listen or watch.
 - Have Ss complete the exercise individually.
 - Go over the answers as a class. If appropriate, play the audio or video again. To check comprehension, ask, *Whose birthday is it?* (Cole's)
 - Then say, *Make statements about the chart.* Write an example on the board: *Ester and Gaby like cake and pop music.* Have Ss continue in pairs. (For example, Ester loves music, but she doesn't sing well. Gaby sings well, but she doesn't listen to music.)

... **OPTION** Tell Ss to check the items in the chart that are true for them. They can write checkmarks to the left of the numbers. Then poll the class. Keep a tally on the board and then ask volunteers to write summary statements. (For example, Twelve people like cake.)

- B**
- Read the Conversation Skill aloud. Write on the board: *How about you?*

- Ask Ss to listen to or watch the conversation in 3B and raise their hands when they hear, *How about you?* Then ask, *What does Ester want to know when she asks Gaby, How about you?* (She wants to know who Gaby's favorite artist is.) *Who is Gaby's favorite artist?* (She doesn't know.)
 - Say, *Remember in Unit 2 we learned about linking words together? When we speak, we link a word that ends in a consonant sound to a word that begins with a vowel sound.* Circle the *w* in *How* and the *a* in *about* and then link the two letters on the board. Say, *How about*, and have Ss repeat. Then underline *you*. Say, *How about you?*, modeling the stress on *you* and have Ss repeat.
 - Have Ss look at the conversation and underline *Who's your favorite artist?* and *How about you?*
 - Then have them listen and fill in the gaps with the words they hear.
 - Call on two Ss to read the completed conversation. Go over any questions.
- C**
- Play the audio and have Ss repeat chorally, line by line.
 - Focus on *How about you?* Remind Ss to link *How about* and put emphasis on *you*.
 - Then in pairs, have Ss practice the conversation. Circulate and listen for correct pronunciation of *How about you?* Time permitting, have Ss swap roles and practice again.

4 TRY IT YOURSELF

- A**
- Tell Ss they can use the conversation in 3B as a model to talk about the music they like and don't like. Point to line 3 and say, *If you and your partner don't like the same music, you can say, Really? I don't like ____.* Write this alternate response on the board. Remind Ss to personalize the conversation and talk about their own musical preferences.

- Model the conversation with a **higher-level S**. Start the conversation by asking, *What kind of music do you listen to?*
- Have Ss use the vocabulary in 1B on page 56 to discuss what music they like and don't like.

- B**
- Model questions Ss can ask classmates on the board: *What (kind of) music do you like? Who's your favorite artist? What music don't you like?* Remind Ss that instead of repeating the same question back to a classmate, they can ask, *How about you?*

- Have Ss walk around and collect information.
- C**
- Then bring the class together. Read the example answers aloud. Call on volunteers to report back to the class.



EXTENSION Ask a S to read Ester's social media message at the beginning of the lesson. Ask, *What type of music is good for a party?* Then ask, *What are some possible responses to Ester's post?* Invite Ss to write responses on the board. (For example, *Whose birthday is it? What type of music?*)



LOOK FOR While Ss are completing the Try It Yourself activity, walk around the class and listen to Ss' conversations. Listen to determine if Ss are correctly

- ✓ using vocabulary for types of music
- ✓ making affirmative and negative statements in the simple present
- ✓ using *How about you?* to ask someone the same question



EXIT TICKET Say, *Recall what types of music, artists, and groups you and your classmates like and don't like. You have three minutes to write as much information as you can remember. Write complete sentences.* Have Ss write their names and answers on a blank card or piece of paper. Collect cards as Ss leave. Read the cards to identify areas for review in later lessons and to identify individual Ss who may need additional practice.

3 CONVERSATION



A ▶ 06-03 Listen or watch. Check (✓) the correct answers.

	Ester	Gaby	Ester and Gaby
1. Who likes cake?			✓
2. Who likes pop music?			✓
3. Who loves music?	✓		
4. Who sings well?		✓	



B ▶ 06-04 Read the Conversation Skill. Listen or watch. Complete the conversation.



Ester: What kind of music do you listen to?
 Gaby: I like R&B.
 Ester: Me, too. I love R&B!
 Gaby: Who's your favorite artist?
 Ester: I like Beyoncé! How about you?
 Gaby: I don't know. There are so many.



CONVERSATION SKILL

Ask someone the same question

Use *How about you?* to ask someone the same question the person asked you.

Listen or watch the conversation in 3B. Raise your hand when the speaker asks the same question.

C ▶ 06-05 Listen and repeat. Then practice with a partner.

4 TRY IT YOURSELF

A **MAKE IT PERSONAL** Practice the conversation again. Talk about the music you like and don't like.

B **WALK AROUND** Ask four classmates about the music they like and don't like. Write their opinions in the chart.

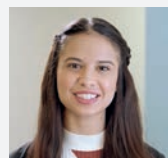
Name	Likes (type of music + favorite artist or band)	Doesn't like (type of music)

C **CLASS** Report to the class.

Kara likes pop. Her favorite band is Exo. She doesn't like jazz.



LESSON 2 TALK ABOUT INTERESTS



ESTER SILVA

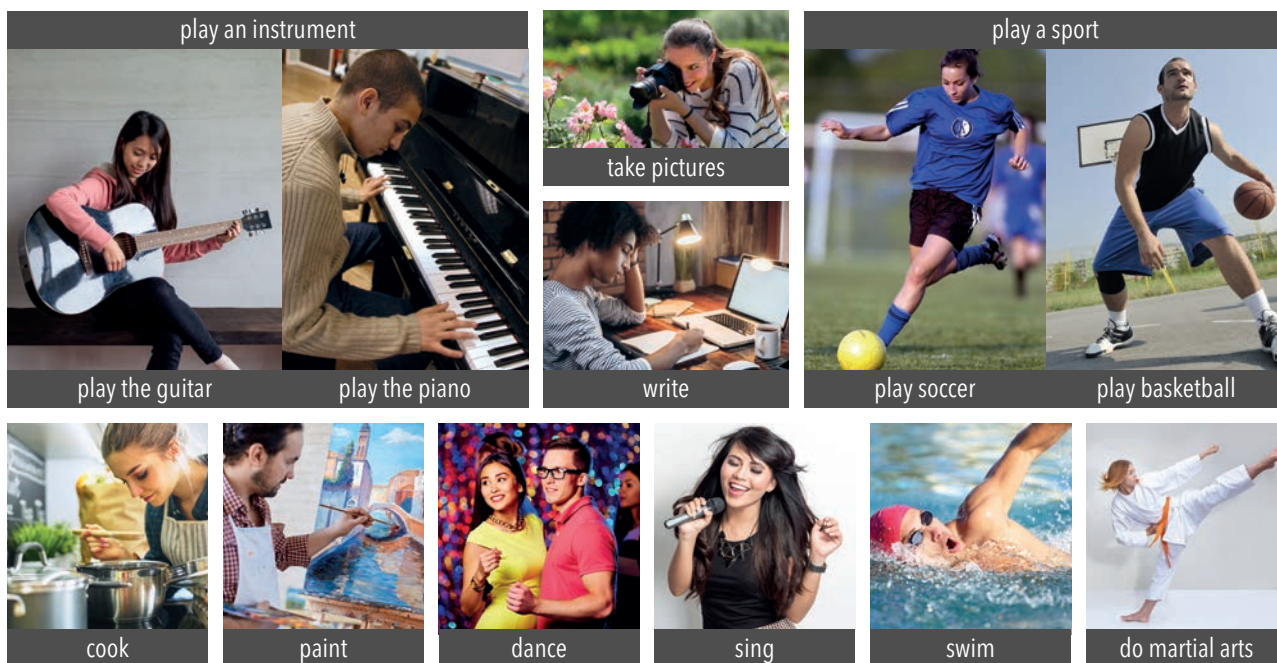
@EsterS

Gaby, my co-worker, sings really well.

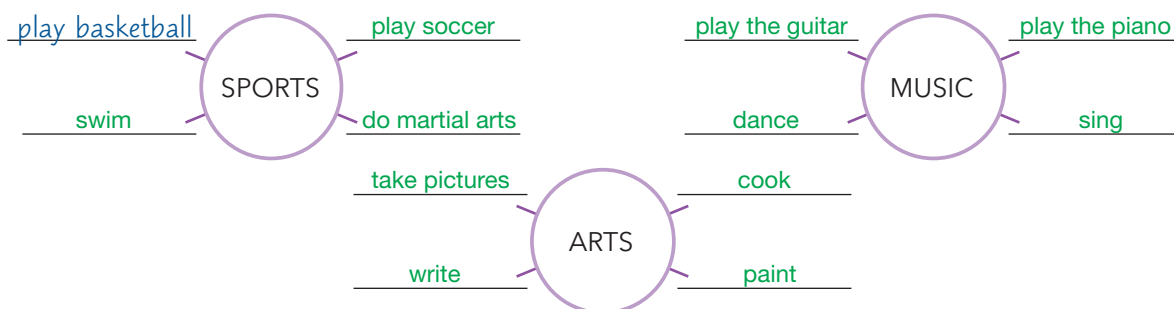


1 VOCABULARY Interests

A 06-06 Listen. Then listen and repeat.



B Look at the words in 1A. Write the interests in the correct place.



C GROUPS Student A, act out one of the interests from 1A. Others, guess the interest. Continue.



2 GRAMMAR Simple present: Yes/no questions and short answers

Yes/no questions			Short answers		
Do / Does	Subject	Verb	Affirmative		Negative
Do	you they	cook?	Yes,	I they do.	No, I they don't.
Does	he she			he she does.	he she doesn't.



>> FOR PRACTICE, GO TO PAGE 117

LESSON 2 TALK ABOUT INTERESTS

- Read the title of the lesson. Review that *interests* are activities that you like doing. Point to the pictures and say, *These are examples of interests.*



LANGUAGE NOTE *Interest* is a noun. (Tell me about your interests.) *Interesting* is an adjective. (This is an interesting book.) *To interest* is a verb. (Does classical music interest you?)

- Read the social media message. Ask, *Who is Gaby?* (Ester's co-worker) Ask, *Is she a good singer?* (Yes, she is.) Remind Ss of the conversation in 3A on page 57 where Gaby sings *Happy Birthday* and surprises Ester with how beautiful her voice is.

1 VOCABULARY

- A** • Have Ss preview the pictures and caption. Say, *Make a checkmark next to the pictures that show your interests.*
- Have Ss listen. Then have them listen and repeat.
 - Call on Ss to share the interests they checked. Write Ss names and interests on the board. (For example, Julie: cook; Matthew: play basketball) Don't elicit full sentences.
- B** • Call on a S to read the three categories. Write *Arts* on the board and ask, *What are the arts?* (creative activities like music, art, theater, literature) Ask, *What is an example of the arts in 1A?* (For example, take pictures) Explain to Ss, *Music is an art, but it's presented as a separate category here. Write the music-related arts in the Music diagram.*
- Ask Ss to work individually to sort the words. Point out that answers may vary; for example, Ss may place *dance* in *Music* or *Arts* and *martial arts* in *Sports* or *Arts*.
 - Then have Ss compare answers with a partner.
 - Bring the class together and go over any questions. Ask for a show of hands, *Do you think martial arts are a sport? or an art?* (Refer to the Language Note that follows.) Then ask, *Do you consider cooking an art?*



LANGUAGE NOTE *Martial arts* refer to any of the Asian forms of self-defense, such as taekwondo, karate, judo, kung fu. These are considered an art in the precision of movement and techniques that are performed. However, they also require physical skill and coordination and can be practiced as a competitive sport.



CULTURE NOTE *Soccer* is the term in American English for the sport known elsewhere around the world as *football*—a game in which two teams of eleven players try to kick a round ball into their opponent's goal. *Football* is the British English term and the term used in many other countries. The word *football* in American English, however, refers to a different game played by two teams of eleven players, where the point is to carry, kick, or throw and receive an oval ball in an attempt to get into an area at the end of the field and win points.

- C** • Divide the class into groups of three or four. Have Ss take turns miming interests from 1A for their group to guess. Model by, for example, holding up an imaginary microphone and eliciting *sing* from the class.

2 GRAMMAR

- Write on the board: A: *Are you a student?* Elicit and write an answer: B: *Yes, I am.* Then point to A and ask, *What's this?* (a yes/no question) If Ss say a question, follow up with *What kind of question is it?* Then point to B and ask, *What's this?* and, if necessary, *What kind of an answer?* (a short answer) Say, *In Unit 2, we learned about yes/no questions and short answers with be. Here we will learn to form yes/no questions with other verbs.*
- Focus on the grammar chart. Say the four questions and short answers and ask Ss to repeat. Then say, *Notice how Do is used with you and they and Does is used with he and she.*
- Ask, *Which pronouns are not in the chart?* (I, we, it) *Which pronouns are I and we similar to?* (you, they) *Which pronouns is it similar to?* (he, she) Elicit some yes/no questions with *I, we, and it* and write them on the board. (For example, *Do I cook? Do we play soccer? Does it rain a lot here?*)

- Tell Ss to look at the short answers again. Ask, *Do you see contractions in the short answers?* (yes) *In the affirmative or the negative short answers?* (negative) Say, *Only use contractions in negative short answers.* Then invite volunteers to come forward and write short answers to the questions on the board.
- Say, *Look at the grammar chart again. I will read each question, and you read the short answer all together.*



OPTION You can mention that though contractions are typical in negative short answers, it is possible to use the full form. Say, *No, I do not* and *No, she does not.* Explain that this form is more formal. Then write No, *I don't* on the board. Next to it write *No, I do not*. Read the first short answer and put stress on *No*; read the second short answer and put stress on *not*.

3 PRONUNCIATION

- A** • Read the Note aloud. Have Ss look back at the grammar chart on page 58. Read, *Do you cook?* to demonstrate the short, weak pronunciation of *do*. Then read *Yes, I do* to show that *do* is pronounced fully at the end of a sentence.
- Have Ss listen. Then have them listen and repeat. Ask, *Which sentences have the weak pronunciation of do?* (the questions *Do you play...?* and *What do you play?*) *Which sentence has a strong pronunciation of do?* (the short answer *Yes, I do.*)
 - Ask pairs to read the three sentences as a conversation: A: *Do you play a sport?* B: *Yes, I do.* A: *What do you play?* Tell Student B to make up an answer to the last question.
- B** • Invite Ss to preview the items and predict which sentences have the weak pronunciation of *do*. Tell them to circle these items in pencil.
- Then have Ss listen and check their answers. Tell Ss to make any necessary corrections.
 - Have Ss listen again and repeat.
- C** • Model a question and short answer on the board: *Do you play the guitar? Yes, I do.* Have Ss repeat after you. Circle *Do you* in the question and label it /dəy/. Say, *Be careful to use weak pronunciation of do in the question and strong pronunciation of do in the short answer.*
- Circulate as Ss ask and answer questions. Listen for correct pronunciation of *do*.

4 CONVERSATION

- A** • Have Ss look at the video still. Ask, *What are Gaby and Ester doing now?* (dancing) *Where are they?* (at the office birthday party)
- Tell Ss to preview the items. Then have them listen or watch. If appropriate, play the audio or video again.
 - Have Ss complete the exercise individually.
 - Go over the answers as a class.
- B** • Ask Ss to preview the conversation and predict ways the gaps might be filled.
- Then have them listen and fill in the gaps with the words they hear.
 - Call on two Ss to read the completed conversation. Go over any questions.
 - Focus on the content of the conversation. Ask, *Does Ester play the guitar?* (Yes, she plays a little.) *Does Gaby dance?* (No, she doesn't.) *What kind of list is Gaby talking about?* (a list of things she wants to learn)
- C** • Play the audio and have Ss repeat chorally, line by line.
- Point out the weak pronunciation of *do* in *Do you play an instrument?* and *Do you dance?*
 - Have Ss listen and repeat again.
 - Then, in pairs, have Ss practice the conversation. Circulate and listen for weak pronunciation of *do*. Time permitting, have Ss swap roles and practice again.
- D** • Ask a volunteer to read the highlighted words. Say, *You can use these words in place of same-color words in the conversation, or use can use your own words.*
- In pairs, have Ss make their own conversations. Time permitting, have Ss swap roles and practice again.
- +** **EXTENSION** Write on the board: *List of all the things I want to learn.* Ask, *Do you have a list like this?* Call on volunteers to share things they want to learn. Then have Ss write a list in their notebooks. Finally, have Ss compare lists with a partner.

5 TRY IT YOURSELF

- A** • Divide the class into pairs. Say, *Use the structure of the conversation in 4B to talk about your own interests.* Give Ss a few minutes to prepare.
- Then have pairs practice the conversation twice, with a different person starting each time.
- B** • Have Ss preview the chart. Ask, *What question do you ask to gather information about your classmates' interests?* Write on the board:
- A: *Do you ____?*
B: *Yes, I do. / No, I don't.*
- Ask two volunteers to model an exchange.
- +** **EXTENSION** Ask a S to read Ester's social media message at the beginning of the lesson. Ask, *What are some possible responses to Ester's post?* (For example, Cool! What type of music does she sing?)
-  **LOOK FOR** While Ss are completing the Try It Yourself activity, walk around the class and listen to Ss' conversations. Listen to determine if Ss are correctly
- ✓ using vocabulary for interests
 - ✓ forming yes/no questions and short answers in the simple present
 - ✓ using the weak pronunciation of *do* in questions
-  **EXIT TICKET** As Ss prepare to leave the classroom, engage them in short one-on-one conversations. Ask each S, *Do you ____?* Use interests from 1A on page 58. Note which Ss speak with ease and which ones are less sure of themselves.



3 PRONUNCIATION

A ▶ 06-08 Listen. Notice the two pronunciations of *do*.

Then listen and repeat.

/dəyə/

/dəyə/

Do you play a sport? Yes, I do. What do you play?

B ▶ 06-09 Listen. Circle the sentences where *do* has the weak pronunciation /də/. Then listen and repeat.

1. Do you like pop music? 3. Do you swim? 5. Do you?
2. Who do you like? 4. Yes, I do. 6. I do martial arts.

C **PAIRS** Ask and answer questions using *do* and the words in 1A.

Weak pronunciation of *do*

In questions, *do* often has the short, weak pronunciation /də/. *Do you* often sounds like "d'ya" /dəyə/. *Do* does not have a weak pronunciation at the end of a sentence.

4 CONVERSATION



A ▶ 06-10 Listen or watch. Circle the correct answer.

1. The party / lunch / cake is very good.
2. Gaby sings in the kitchen / in the car / on the street.
3. Ester loves to dance / paint / sing.
4. Gaby doesn't dance / sing / cook very well.



B ▶ 06-11 Listen or watch. Complete the conversation.



Ester: Do you play an instrument?

Gaby: No, I don't. Do you?

Ester: I play the guitar a little. I love to dance though. Do you dance?

Gaby: No, I don't. But it's on my list.

Ester: Your list?

Gaby: You know, my list of all the things I want to learn!



C ▶ 06-12 Listen and repeat. Then practice with a partner.

D **PAIRS** Make a new conversation. Use these words or your own idea. a sport baseball paint

5 TRY IT YOURSELF

A **MAKE IT PERSONAL** Practice the conversation again. Talk about your interests.

B **WALK AROUND** Find someone with each interest. Write the names in the chart.

cook	swim	do martial arts	play an instrument
play a sport	paint	dance	sing

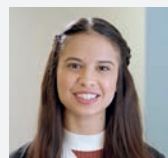
C **CLASS** Report to the class.

I CAN TALK ABOUT INTERESTS.



LESSON 3

TALK ABOUT FREE-TIME ACTIVITIES



ESTER SILVA

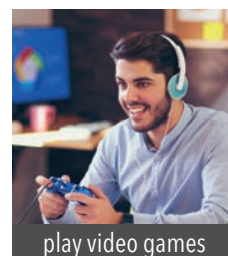
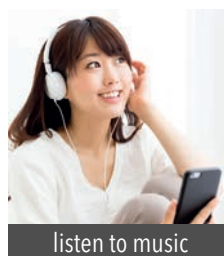
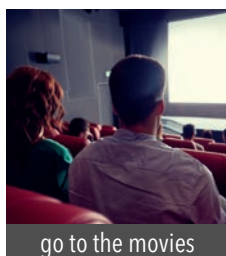
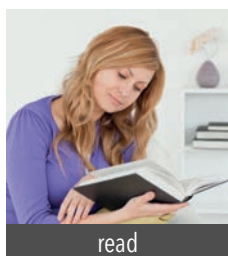
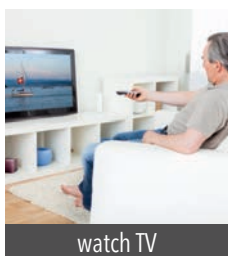
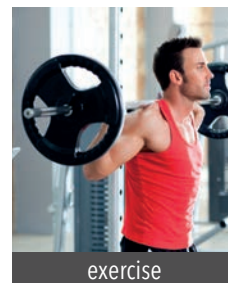
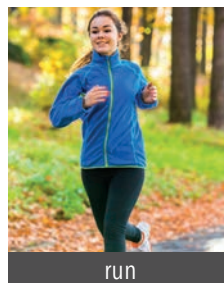
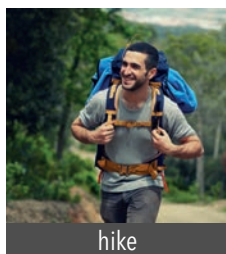
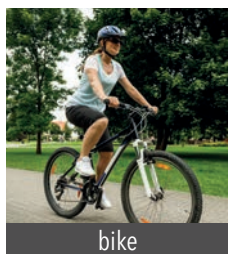
@EsterS

Making new friends at the birthday party.

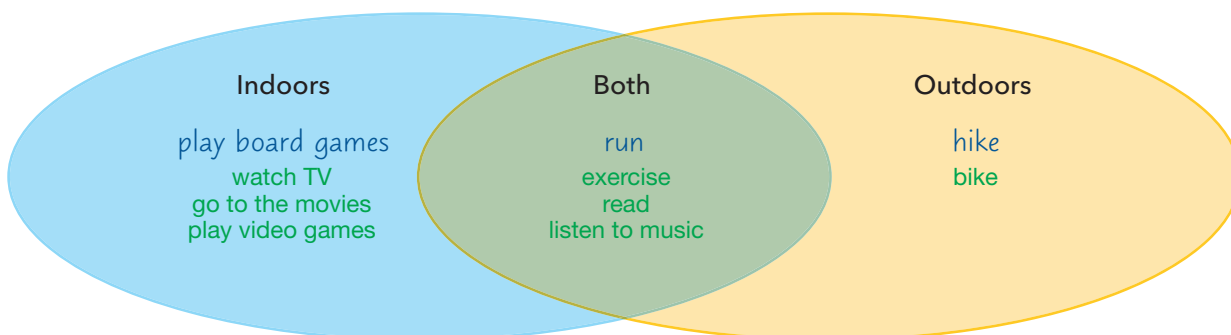


1 VOCABULARY Free-time activities

A 06-13 Listen. Then listen and repeat.



B Write words from 1A in the correct place.



C PAIRS Imagine you are spending your free time together. Find two indoor activities and two outdoor activities that you both like. Underline the activities in 1B.

A: Do you play board games?

B: No, I don't. I play video games.

A: OK. Let's do that.



2 GRAMMAR Simple present: Wh- questions and answers

Questions				Answers
Wh- word	Do / Does	Subject		
What	do	you	do for fun?	I go to the movies.
Where	does	he	swim?	In the city pool.
When	do	they	watch TV?	In the evening.

>> FOR PRACTICE, GO TO PAGE 118



LESSON 3 TALK ABOUT FREE-TIME ACTIVITIES

- Books closed, write *free-time activities* on the board. Ask Ss, *What do you do in your free time?* Write responses on the board. (For example, read, play video games) Don't write full sentences. Leave the terms on the board.
- Call on a volunteer to read the social media message. Ask, *Where is Ester?* (at the birthday party) *Is she meeting new people?* (yes)

1 VOCABULARY

- A** • Books open. Have Ss preview the pictures and captions. Say, *Compare these free-time activities with the ones on the board.* For each vocabulary item not on the board, ask for a show of hands, *Do you [play board games] in your free time?*

- Ask Ss to listen. Then have them listen and repeat.

- +** **EXTENSION** Invite Ss to look back at 1A on page 58. Ask, *Can these interests also be things you do in your free time?* (yes) *Which of these things do you do in your free time?* (For example, I play soccer. I swim.)

- B** • Tell Ss, *This is a Venn diagram. It can help you organize information visually and identify similarities and differences.* Point to each section and say, *Here you list activities you usually do indoors. Here you list activities you usually do outdoors. Here you list activities you do both indoors and outdoors.*
- Focus on the example answers. Ask, *Do you usually play board games indoors or outdoors? Do you usually run indoors or outdoors?* Call on Ss to share their opinions. Say, *You may have different answers.*
 - Have Ss fill in the diagram individually. Then have them compare answers with a partner. Bring the class together and ask, *Which activities do you have in the Both section?* Call on Ss to write activities on the board. Ask, *Does anyone disagree?* Encourage Ss to discuss and debate. (For example, A: You don't usually play board games outside. B: You can play board games outside! On a picnic table. Or on your patio.)



TEACHING TIP The Venn diagram and other graphic organizers are useful tools in English language instruction. They help Ss visually organize information in order to classify ideas and communicate, examine relationships, summarize a reading, analyze a text, or structure a writing project. Other graphic organizers help generate ideas and encourage creativity.

- C** • Say, *Focus on the Indoors and Outdoors sections of the diagram. Ask yes/no questions about these activities until you find two indoor activities and two outdoor activities that you both like. Underline the activities you both like in your diagram.*
- Read the example conversation with a volunteer. Then ask, *Which activity do they both like?* (playing video games) Focus on the last line of the example conversation. Say, *Use Let's to make suggestions.* Tell Ss to follow the model and make suggestions with *Let's*.
 - Then, in pairs, have Ss do the activity.
 - Bring the class together and ask pairs, *Which indoor / outdoor activities do you both like?* Write answers on the board to see which free-time activities are most popular in the class.



LANGUAGE NOTE *Let's* is the contraction for *Let us* and is a way to suggest an activity or to ask someone to do something with you. For example, *Let's go to the movies. Let's not play a board game.*

2 GRAMMAR

- Write on the board: *Do you dance?* Ask, *What type of question is this?* (a yes/no question) Review that the response is yes or no. Write the short answers to the right of the yes/no question: *Yes, I do. / No, I don't.*
- Then write *Where do you dance?* under *Do you dance?* on the board. Say, *This is a wh- question. You respond with information.* Write *I dance at parties* to the right of the wh- question.
- Point to *Do you dance?* and *Where do you dance?* on the board. Ask, *How are the two questions different?* (The second question starts with *Where*. The rest of the sentence is the same.)
- Have Ss look at the grammar chart. Point to the *wh-* words. Say, *These words indicate what type of information we want to find out.* Read each question and answer aloud and have Ss repeat. Then write the following questions on the board:
 1. *What do you read?*
 2. *Where do you read?*
 3. *When do you read?*Ask Ss, *Let's think about what type of information each question is asking for. Which question asks about a place? (2. Where... ?) Which question asks about a time? (3. When... ?) Which question asks about a thing? (1. What... ?)* Then have Ss ask and answer the questions with a partner.

3 PRONUNCIATION

- A** • Write *Stressed words* and *Unstressed words* on the board. Point to *Stressed words* and say, *In Unit 1, we learned to stress the important words in a sentence; for example, Good morning. Nice to meet you. Stressed words are strong and clear. Unstressed words are the opposite. Read the *Unstressed words* box aloud.*
- Tell Ss, *Read the sentences quietly and notice the unstressed words.*
 - Have Ss listen. Then ask them to listen and repeat.
- B** • Have Ss preview the items. Write *to, for, the* on the board. Ask, *Are these words usually stressed in a sentence? (no)* Say, *Use these words to complete the sentences you hear.*
- Then have Ss listen and complete the exercise.
 - Have Ss listen again to check their answers.
- C** • Tell Ss to refer to Exercise 1A on page 60 for free-time activities to talk about.
- Read the example conversation with a volunteer. Ask, *Which are the unstressed words in this exchange?* (the first *do, the, to, the, to*)
 - Write a model for Ss on the board: A: *What do you do on the weekend?* B: *I _____. I like to _____. Point to like and say, *After like, use to and the base form of a verb. This is called the infinitive form. For example, I like to swim. I like to watch TV.**
 - Remind Ss to practice weak pronunciation of unstressed words *to, for, and the.*

4 CONVERSATION

- A** • Have Ss look at the video still. Ask, *Are Ester and Gaby still at the party?* (Yes, they are.)
- Have Ss listen or watch and complete the exercise individually. If appropriate, play the audio or video again.
 - Go over the answers as a class. If appropriate, play the audio or video again. Then ask, *Do Ester and Gaby have much in common?* (No, they don't.) *What do they have in common?* (They both like cake.)
-  **LANGUAGE NOTE** *Pretty much* is an informal way of saying *almost*. The expression *to be into something* means to like and spend time doing something. You can say, *I'm (really) into + noun*; for example, the outdoors, country music, biking). *To not have much in common* means to have different interests; *to have a lot in common* means to have many similar interests.
- B** • Ask Ss to preview the conversation. Ask, *What words appear to be missing?* (*wh-* words) Tell them to try to figure out the missing words and write them in pencil.
- Then have Ss listen and fill in the gaps with the words they hear.
- Call on two Ss to read the completed conversation. Go over any questions.
 - Focus on the content of the conversation. Ask, *What does Gaby do for fun?* (She hikes in the mountains.) *What does Ester do for fun?* (She swims.)
- C** • Play the audio and have Ss repeat chorally, line by line.
- Have Ss look for and shade lightly over *to, for, the* and also the weak pronunciation of *do* in the conversation. (line 1, *do, for*; line 2, *to*; line 3, *do*; line 4, *first do, to*; line 5, *to*)
 - Have Ss listen and repeat again.
 - Then, in pairs, have Ss practice the conversation. Circulate and listen for weak pronunciation of unstressed words. Time permitting, have Ss swap roles and practice again.
- D** • Ask a volunteer to read the highlighted words. Say, *You can use these words in place of same-color words in the conversation, or you can use your own words.*
- Then, in pairs, have Ss make their own conversations. Time permitting, have Ss swap roles and practice again.

5 TRY IT YOURSELF

- A** • Model the example conversation with a S. Read part A. Encourage the S to make up an answer to the second question. Continue the conversation by asking, *Where do you run?*
- In pairs, have Ss take turns asking and answering questions. Tell them to take notes.
- B** • Give Ss a few minutes to organize their notes. Then call on volunteers to report what their partner does for fun. Listen for *-s* at the end of third-person singular verbs.
-  **LOOK FOR** While Ss are completing the Try It Yourself activity, walk around the class and listen to Ss' conversations. Listen to determine if Ss are correctly
- ✓ using vocabulary for free-time activities
 - ✓ forming simple-present *wh-* questions and answers
 - ✓ using weak pronunciation with unstressed words
-  **EXIT TICKET** Write on the board: *What do you do for fun?* Have each S ask you the question. Respond and then have the S ask one follow-up question with *when* or *where*. Note which Ss speak with ease and which ones are less sure of themselves.
-  **EXTENSION** Ask a S to read Ester's social media message at the beginning of the lesson. Ask, *Do you think people with different interests can be friends?* Discuss and then ask, *What are some possible responses to Ester's post?* (For example, *Nice! Have fun! Stop posting and enjoy the party! 😊*)



3 PRONUNCIATION

- A** ▶ 06-15 Listen. Notice the weak pronunciation of *to*, *for*, and *the*. Then listen and repeat.
I like *to* swim. I read *for* fun. I like *to* go *to* the movies.

- B** ▶ 06-16 Listen. Complete the sentences. Use *to*, *for*, and *the*. Then listen and repeat.

- I love to dance.
- I like to listen to jazz.
- I'm free for lunch.
- I like to sing in the car.

- C** **PAIRS** Talk about what you do on the weekend.

A: What do you do on the weekend? **B:** I go to the gym. I like to exercise.

Unstressed words

Important words in a sentence are stressed. Words like *to*, *for*, and *the* are usually *unstressed* and have a weak pronunciation. We say them quickly and quietly.

4 CONVERSATION



- A** ▶ 06-17 Listen or watch. Circle the correct answer.

- Ester goes dancing every ____.
a. month b. day **c. weekend**
- Gaby likes to ____ around the city.
a. run **b. bike** c. hike
- Ester swims on Tuesday and ____.
a. Wednesday **b. Thursday** c. Friday
- The swimming pool is ____.
a. closed **b. new** c. open all night



- B** ▶ 06-18 Listen or watch. Complete the conversation.



Ester: What do you do for fun?

Gaby: I like to hike.

Ester: Where do you go?

Gaby: The mountains. How about you?
What do you like to do?

Ester: I like to swim.



- C** ▶ 06-19 Listen and repeat. Then practice with a partner.

- D** **PAIRS** Make new conversations. Use these words or your own ideas. run park read

5 TRY IT YOURSELF

- A** **MAKE IT PERSONAL** What does your partner do for fun? Ask *what*, *where*, and *who* questions.

A: What do you do for fun?

B: I like to run.

A: When do you run?

- B** **CLASS** Report to the class.



LESSON 4

READ A MEMBER PROFILE



ESTER SILVA

@EsterS

I found an online club.

1 BEFORE YOU READ

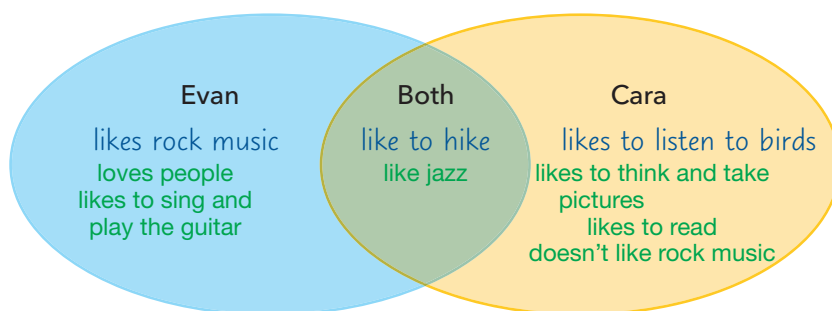
Imagine you want to join an online group.
What kind of information does a member profile have?

2 READ

- A** 06:20 Listen. Read the member profiles. What are they for? *Possible answer: To meet people with the same interests.*

HAPPY HIKERS CLUB		Members profiles	Hiking groups	FAQ	Contact
	Name: Evan Member since: July 12, 2018 Lives: Seattle, WA		Name: Cara Member since: April 18, 2017 Lives: Portland, OR		
About me I'm very friendly and I love people. Hiking I hike on the weekends with friends. I hike rain or shine! Work I work at a clothing store. Interests I sing and play the guitar in a rock band. I listen to music all the time. My favorite music is rock, but I like jazz, too.		About me I like to have time alone, but I have a lot of friends, too. Hiking I like to think and listen to the birds. I take lots of pictures on my hikes. Work I'm an art student. Interests I like to read and listen to jazz or classical music. I don't like rock.			
My question for you, "What's your favorite music to listen to when you hike?"		My question for you, "Where do you like to hike?"			

- B** Read the Reading Skill. How are Evan and Cara alike? Different? Complete the chart with information from their profiles.



READING SKILL Compare and contrast

Read about two people or things. How are they alike? How are they different? Use a chart. This will help you understand and remember information.

- C PAIRS** Do you think Evan and Cara would like to hike together? Why or why not?

3 MAKE IT PERSONAL

Find a good place near you to hike.



- A** Think about different kinds of groups. What kind of group do you want to join?
- B PAIRS** Discuss the groups you want to join. What do you want to see in a member's profile? Talk about what you would like to know about the other members.
I want to join a cooking group ...

☒ I CAN READ A MEMBER PROFILE.

LESSON 4 READ A MEMBER PROFILE

- Read the Lesson title. Ask, *What is a member profile?* (a visual display of information about a member of an online site) Ask, *What are some sites where you have member profiles?*
- Then have a S read the social media message and ask, *What do you think an online club is?* (a place where people chat and share experiences) Ask for a show of hands, *Do you belong to an online club?* *What are Ester's interests?* (music, dancing, swimming) *What type of club do you think she found?*

1 BEFORE YOU READ

- Books closed, write *member profile* on the board. Ask, *What type of information does a member profile have?* Invite Ss to write answers on the board. (For example, name, birthday, location, occupation or job title, interests, hobbies) Leave the words on the board to use in Exercise 2.
- Ask, *Do you share this type of information online?*

2 READ

- A** • Ask Ss to preview the member profiles. Ask, *What information about members does the site display?* (Name, Member since, Lives, About me, Hiking, Work, Interests) Invite Ss to check the information on the board that is included in the Happy Hikers Club member profiles. Focus on *My question for you* at the bottom of each profile and ask, *What's this?* (a question the member wants to ask other group members)
- Ask Ss to listen to and read the member profiles. Then ask the focus question in the directions, *What kind of club is it?* (an online hiking club)
- B** • Read the Reading Skill. Then focus on the diagram. Say, *In this exercise, the Venn diagram helps us compare and contrast Evan and Cara.* Focus on the example answers. Ask, *How are Evan and Cara similar?* (They both like to hike.) *How are they different?* (Evan likes rock music. Cara likes to listen to birds.)
- Have Ss complete the chart individually. Then have them compare answers with a partner and add anything they missed.
- Bring the class together and ask, *Are Evan and Cara more alike or different?* (different)
- C** • In pairs, have Ss discuss the questions. Have them support their opinion with information from the member profiles in 2A and the chart in 2B.
- Then bring the class together and take a poll. Say, *Raise your hand if you think they would like to hike together. Raise your hand if you don't think they would like to hike together.* Call on volunteers to explain why or why not.
- ⋮ **OPTION** Ask, *Which person would you like to hike with, Evan or Cara? Why?*
- ⊕ **EXTENSION** Discussion. Write on the board: *What do you think is the purpose of this online club?* (For example, to connect hikers with similar interests; to share hiking experiences; to find new places to hike) Have Ss discuss in small groups and then share ideas with the class.

3 MAKE IT PERSONAL

- A** • As a class, brainstorm types of online groups. Invite Ss to write them on the board. For ideas, have Ss look back at the vocabulary for interests on page 58 and for free-time activities on page 60. (For example, a photography group, a movie club)
- Tell Ss to write down a type of online group they would like to join. It could be from the brainstorm on the board or another group.
- ⊕ **EXTENSION** Have Ss who are interested in the same type of online group complete a Venn diagram comparing their interests.
- B** • In pairs, have Ss share the group they chose.
- Read the example answer. Write on the board: *I want to join _____. Say, It's not necessary to answer the question in complete sentences. Just say your ideas.* (For example, name, location, interests)
- ⊕ **EXTENSION** Return to the social media message at the beginning of the lesson. Say, *Imagine that the online club Ester found is the Happy Hikers Club and that she is completing her member profile. What do you think she would write for Hiking?* (For example, I am not a hiker. I don't even like to wear sneakers! However, my new friend is a hiker, and I want to learn more about this activity.) *What would she write for My question for you?* (For example, What advice do you have for a beginning hiker?)
- 📄 **EXIT TICKET** Write on the board: *Can you think of another use for a Venn diagram? What two people or things could you compare and contrast?* Have Ss write their names and answers on a blank card or piece of paper. (For example, two types of smart phones, two teachers, two occupations) Collect and read the cards to identify areas for review in later lessons and to identify individual Ss who may need additional practice.

LESSON 5 WRITE A MEMBER PROFILE

1 FOCUS ON WRITING

- A**
- Books closed, write today's date on the board. Use this format: May 20, 2018. Point to each part of the date and ask, *What comes first?* (the month) *What comes next?* (the day) *What comes last?* (the year)
 - Books open, read the Writing Skill aloud. Read the example date and ask Ss to repeat. Say, *January fifth, twenty eighteen / two thousand eighteen / two thousand and eighteen*. Point out that there are multiple ways to say the year.
 - Then write a few dates on the board using numbers only. Have Ss write out the dates. For example, write 06-01-18; 5/10/12; 12-11-02. (June 1, 2018; May 10, 2012, December 11, 2002)



EXTENSION For practice with saying years, write these years on the board and elicit how to say them:
2015 (twenty fifteen; two thousand fifteen; two thousand and fifteen)
2006 (two thousand six; two thousand and six)
1973 (nineteen seventy-three)



- Tell Ss to scan the member profiles in Lesson 4, 2A for the dates. Circulate and make sure that Ss circle the date after *Member since* in each profile.



EXTENSION Call on volunteers to read the circled dates. Make sure they read the days as ordinal numbers. Elicit the different ways to say the years.

2 PLAN YOUR WRITING

- A**
- Ask individual Ss, *Which group did you choose in 3A on page 62?* Write Ss' answers on the board to generate ideas. Elicit more examples. Tell Ss they can write about the group they chose in 3A or another group.
 - Tell Ss to look at the member profiles in 2A on page 62 to help them complete the chart. For ideas for *About you*, tell Ss to look at what Evan and Cara wrote for *About me* in their profiles. For *Words that describe you*, ask, *What kind of words are describing words?*

(adjectives) Call on Ss to give examples of adjectives that describe them. (For example, friendly, funny, tall, hard-working, fun) Say, *Plan your writing. Write notes. You don't have to write complete sentences.*

- Circulate as Ss work and assist as needed.



- Read the example answer. Write on the board: *I want to join...*
- Then tell Ss to share their ideas for their member profiles with a partner. Encourage them to add information to the chart if they get new ideas.

3 WRITE

- Have Ss work individually to write their profiles. Tell them they can look at the profiles in 2A on page 62 for ideas about how to organize a profile. Tell Ss to include an *About me* and an *Interests* section. Point to *What about you* and *Words that describe you* in the chart in 2A on this page. Tell Ss to use this information for the

About me section. If Ss are writing their profiles on a computer, encourage them to use different colors, fonts, etc., to design their profile.

- Circulate and help as needed. Remind Ss to write the date correctly.

4 REVISE YOUR WRITING

- A**
- Tell Ss they will peer-review their partner's writing. Read the three *Did your partner...?* questions from the chart. Pause after the second question and ask, *What does it mean to describe what he or she is like?* (to describe his or her personality)

- Say, *Read your partner's profile and complete the checklist in your partner's book.*



- Then have Ss return books and discuss items on the checklist. Give Ss time to make any corrections or improvements.

5 PROOFREAD

- Have Ss proofread their profiles.
- Then circulate, preview Ss' profiles, and offer any remaining feedback or corrections. Check that Ss have capitalized the month.



EXIT TICKET Bring a calendar to class. Choose one month and circle several dates. Make sure the year is clear. Say, *Write the circled dates*. Have Ss write their names and answers on a blank card or piece of paper. Collect cards as Ss leave. Read the cards to identify areas for review in later lessons and to identify individual Ss who may need additional practice.

1 FOCUS ON WRITING

- A** Read the Writing Skill.
- B** Read the member profiles on page 62 again. Circle the dates.
see page 62

WRITING SKILL Dates

For dates, we write the month first and then the day and year; for example:
January 5, 2018.

2 PLAN YOUR WRITING

- A** Imagine a kind of group to join. Create your member profile. Complete the chart with your ideas.

Kind of group: _____ Date you join: _____		
What about you _____ _____	Words that describe you _____ _____	Interests _____ _____

- B PAIRS** Talk about your profile.
I want to join a running club. I run ...

3 WRITE

Write your profile. Include the date you will join. Tell about yourself. Describe what you like and your interests. Use the profiles on page 62 as a model.

4 REVISE YOUR WRITING

- A PAIRS** Read your partner's profile. Complete the chart.

Did your partner ...?	Yes	No
write the date correctly		
describe what he or she is like		
include his or her interests		

- B PAIRS** Can you improve your partner's profile? Make suggestions. Then revise your writing.

5 PROOFREAD

Read your profile again. Check your spelling, punctuation, and capitalization.

PUT IT TOGETHER

1 MEDIA PROJECT



A ▶ 06-21 Listen or watch. Answer the questions.

1. When does Lucas take classes?
He takes classes every Tuesday and Thursday.
2. What does Silvia do in her free time?
Silvia likes to swim.
3. When does she do it?
She does it every Saturday morning.

B Make your own video.

Step 1 Think about the people you know. Who does something interesting in his or her free time?

Step 2 Make a 30-second video of the person doing that activity. Tell about it.

Step 3 Share your video. Answer questions and get feedback.



2 LEARNING STRATEGY

USE ACTION

Use actions to remember words. When you study, say the word and do an action. Review the words twice a week.

Review the activity words in the unit. Think of an action for each one. Say the word and do the action. Study three new words each day.

play the guitar



3 REFLECT AND PLAN

A Look back through the unit. Check the things you learned. Highlight the things you need to learn.

Speaking objectives

- ☐ Talk about music
- ☐ Talk about interests
- ☐ Talk about free-time activities

Vocabulary

- ☐ Types of music
- ☐ Interests
- ☐ Free-time activities

Pronunciation

- ☐ Weak pronunciation of *do*
- ☐ Unstressed words

Grammar

- ☐ Simple present: Affirmative and negative statements
- ☐ Simple present: Yes/no questions and short answers
- ☐ Simple present: Wh- questions and answers

Reading

- ☐ Compare and contrast

Writing

- ☐ Dates

B What will you do to learn the things you highlighted? For example, use your App, review your Student Book, or do other practice. Make a plan.



PUT IT TOGETHER

1 MEDIA PROJECT

- A**
- Have Ss look at the video still on the right. Ask, *What do you see?* (a man) *What is he doing?* (martial arts)
 - Before Ss listen or watch, ask them to read the questions. Tell them to listen for this information.
 - Have Ss listen or watch. Then have them answer the questions individually. Refer Ss back to the days of the week in 1A on page 36 if helpful.
 - In pairs, have Ss compare answers. Then bring the class together and ask, *Who is good at martial arts?* (Lucas) *Who is not good at it?* (Silvia)
- B**
- Explain to Ss that they will create a similar video project. For classes that watched the video, ask, *Who filmed the video?* (Silvia) *Who is the video about?* (her friend Lucas)
 - Give Ss some time in class to read the three steps. Answer any questions.
 - Ask Ss to work individually on Step 1 and think of someone they know who does something interesting.
 - Tell Ss, *Make notes or create a script of what you want to say.* Write on the board: *Who? What? When? Where?* Encourage Ss to answer these questions as they plan what to say. Model an introduction on the board: *Hi! I'm _____, and this is _____.*
 - Then provide additional language for Ss to model:
He / She likes to _____.
He / She does it every...
He / She is very good.
He / She doesn't do it very well.
 - Ask Ss to compare notes in pairs.

- For homework, tell Ss to create the video.
- Back in class, write the following questions on the board:
 1. *Does the narrator introduce the person?*
 2. *Does the narrator talk about the person's interest?*
 3. *Does the narrator speak clearly?*
 4. *Is the video interesting?*

Give Ss a few minutes to read over the questions. Tell them to write each person's name on a piece of paper before the person presents, and then take notes during the presentation, referring to the questions on the board.

- Then invite classmates to ask questions and give feedback. You may choose to save the feedback until the very end and let Ss walk around, refer to their notes, and tell Ss individually what they did well or could do better. Remind Ss to speak kindly and constructively.



OPTION To provide an opportunity for self-critique, have Ss watch their own video for homework and complete the following checklist:

- ☐ *Did I introduce the person?*
- ☐ *Did I talk about the person's interest?*
- ☐ *Did I speak clearly?*
- ☐ *Was my video interesting?*

Encourage Ss to be honest with themselves and to keep notes of their observations for the next time they prepare a similar presentation.

2 LEARNING STRATEGY

- Mime taking a picture. Ask, *What vocabulary word is this?* (take pictures) Repeat the action and say, *Take pictures.*
- Read the Learning Strategy aloud. Ask for a show of hands, *Do you use this strategy to remember words?* Tell Ss to look at the picture. Call on a S to read the speech balloon. Then say, *Use an action to remember*

play the guitar. Have Ss practice saying *play the guitar* while acting out playing the guitar.

- Have pairs think of an action for each activity in 1A on pages 58 and 60. Remind them to say the activity as they act it out. Have pairs choose three words / phrases and actions to share with the class.

3 REFLECT AND PLAN

- A**
- Have Ss complete the checklists individually. Circulate and answer any questions. Encourage Ss to look back at each lesson in the unit.
 - Have Ss compare checklists in pairs and talk about the things they need to study or practice more.
- B**
- Have Ss work individually to think about what might help them learn the topics they don't feel they know yet. Refer individual Ss to specific handouts, app practice, workbook pages, etc., to help them master any problem areas. If Ss feel confident about all of the topics in this unit, encourage them to think of other topics they need help with or want to learn.

- Then invite Ss to walk around and compare ideas for learning different topics.



UNIT REVIEW BOARD GAME To review the Unit content, go to the Pearson English Portal / Reproducibles / Unit Review Board Games folder and print out and make copies of the Unit 6 Board Game. You'll find instructions for the game in the same folder.

7 ARE YOU READY TO ORDER?

PREVIEW THE UNIT

LESSON 1		Talk about food
	Vocabulary	Food groups
	Grammar	Count / non-count nouns; <i>Some</i> and <i>any</i>
	Pronunciation	The vowels /i/ and /ɪ/
LESSON 2		Order in a restaurant
	Vocabulary	Food and beverages
	Speaking	Order in a restaurant
	Pronunciation	Dropped syllables
LESSON 3		Ask for restaurant items
	Vocabulary	Restaurant items
	Grammar	<i>Can</i> and <i>could</i> for requests; <i>Some</i> and <i>any</i> as indefinite pronouns
	Conversation skill	Use polite expressions
LESSON 4		Read a restaurant review
	Reading skill	Context clues
LESSON 5		Write a restaurant review
	Writing skill	Commas in a list
PUT IT TOGETHER		
	Media project	Video: A favorite restaurant or meal
	Learning strategy	Make word webs



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

GET STARTED

- A** • Books closed, write *Are you ready to order?* on the board. Ask, *Where do you hear this question?* (in a restaurant) *Who asks this question?* (a server)
- Books open, read the unit title again. Ask, *What type of question is this?* (a yes/no question) Ask a **higher-level S**, *Are you ready to order?* Elicit *Yes, I am*, or *No, I'm not*.
 - Then tell Ss to read the Learning Goals individually. Ask, *Which topics do you feel confident about? Which topics are new for you?* If Ss have studied the topics before, reassure them that they will learn some new things.
- B** • Ask, *What do you see?* Call on volunteers and write answers on the board. (For example, a restaurant, a waitress, customers, tables, chairs, flowers)
- C** • Focus on the social media message. Ask, *Who's this?* (Pedro Campos) *What do you remember about Pedro?* (For example, He's a photographer at TSW Media. He is Ester's friend. He works in Mexico City.)
- Have a S read Pedro's post on page 65. Ask, *Who is Lily?* (the New York photographer) *Where are Pedro and Lily meeting?* (at a restaurant) *For lunch or dinner?* (lunch) *When?* (today)



ARE YOU READY TO ORDER?

LEARNING GOALS

In this unit, you

- talk about food
- order in a restaurant
- ask for restaurant items
- read and write a restaurant review



GET STARTED

- A** Read the unit title and learning goals.
- B** Look at the photo of a restaurant. What do you see?
- C** Now read Pedro's message. What is he doing?

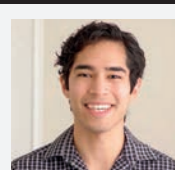


PEDRO CAMPOS

@PedroC

I'm meeting the New York photographer Lily for lunch today. She knows a great restaurant.

LESSON 1 TALK ABOUT FOOD



PEDRO CAMPOS

@PedroC

At Sam's Diner. I hope they have food I like!

VOCABULARY Food groups

A 07-01 Listen. Then listen and repeat.

FRUIT



a banana



an apple

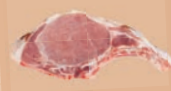


an orange

MEAT



beef



pork

VEGETABLES



a potato



an onion



a carrot



a tomato

POULTRY



chicken



turkey

DAIRY



cheese



milk



butter

SEAFOOD



fish



shrimp

B What is your favorite:
vegetable? _____ fruit? _____ meat / poultry / seafood? _____

C PAIRS Compare answers.

A: Oranges are my favorite fruit, but I love apples and bananas, too.

B: I like oranges and apples, but I don't like bananas.



2 GRAMMAR Count / non-count nouns; Some and any

Count / non-count nouns

Count nouns

= things you can count

one tomato

two onions

five bananas

Non-count nouns

= things you cannot count

soup

butter

milk

Note: Non-count nouns take singular verbs.

Cheese is my favorite food.

The beef isn't good.

Some and any

Yes/no questions

Do you have

any

some

milk?

oranges?

Note: We usually use *any* in yes/no questions. We can also use *some* in yes/no questions when we offer or ask for something.

Statements

Affirmative

Yes, I have **some** milk.

Negative

No, I don't have **any** oranges.

>> FOR PRACTICE, GO TO PAGE 119

LESSON 1 TALK ABOUT FOOD

- Books closed, write *Food* on the board. Invite Ss to brainstorm food items and quickly write the words they say on the board. Then point to individual items on the board and poll the class, *Who likes _____? And who likes _____?* Leave the words on the board to refer to later.
- Books open, point to the Lesson title. Say, *In this lesson we will talk about food.*

- Focus on the social media message. Ask, *What do we know from Pedro's last post?* (He's meeting the New York photographer Lily for lunch.) If helpful, refer Ss to the social media message on page 65. Then turn back to page 66 and ask, *Where are Pedro and Lily having lunch?* (at Sam's Diner) *Do they have food Pedro likes?* (He doesn't know yet.)

1 VOCABULARY

- A** • Read the Vocabulary topic and write the food groups in a vertical list on the board: *fruit, vegetables, dairy, meat, poultry, seafood*. Ask, *Can you think of another food group?* (bread / grains) Add it to the list.
- Have Ss preview the pictures and captions.
 - Ask Ss to listen. Then have them listen and repeat. Ask individual Ss, *Which food group do you eat the most from?*

... **OPTION** Match the words on the board from the brainstorm with the food groups. If there are junk food items on the board, introduce *sweets / junk food* as another food group.

- B** • To review, ask, *What does favorite mean?* (the thing you like the most)
- Have Ss fill in the blanks. Say, *Use words from 1A or your own words.* Assist Ss with spelling as needed.
- C** • Read the example conversation with a **higher-level S**. Point out *but* in B's line. To review, ask, *What does but do in a sentence?* (connects ideas that show contrast) *What are the contrasting ideas in B's comment?* (B likes oranges and apples; B doesn't like bananas.)
- Encourage Ss to use *but* to contrast their preferences with their partner's.

2 GRAMMAR

- Write *banana* on the board. Ask, *Can you count bananas?* (yes) On the board, draw three bananas and count them. Say, *Banana is a count noun. There are three bananas. You can count them.*
- Then write *milk* on the board. Ask, *Can you count milk?* (no) Draw a glass of milk on the board and ask, *Can you count the milk in the glass?* (no) Say, *Milk is a non-count noun. There is some milk. You can't count it.*
- Focus on the *Count / non-count nouns* section of the grammar chart. Point to and read the column headings and examples. Then say, *Look at the pictures in 1A. Which items can you count?* (a banana, an apple, an orange, a potato, an onion, a carrot, a tomato) *Which items can you not count?* (cheese, milk, butter, beef, pork, chicken, turkey, fish, shrimp) Say, *Look at these words again. What is different about the count and the non-count nouns?* (The count nouns have the article *a / an*.)

+ **EXTENSION** Point out that it is possible to use a quantity expression to make non-count nouns countable. For example, *a cup of (soup), a glass of (milk), a piece of (cheese), or a pound of (butter).*

- Read the Note on the right aloud. Have Ss repeat the example sentences. Then say, *Look at the non-count nouns in 1A and make up sentences. Remember that these words take singular verbs.* (For example, *The pork is delicious. There is butter in the fridge. The fish smells bad.*)

- Next, write *some / any* on the board. Say, *We use these words when the speaker doesn't want to specify the exact amount of something and with non-count nouns.* Write *We have some apples* and *We have three apples* on the board. Point out that for count nouns the plural form is always used with *some* or *any*. Explain that with non-count nouns, there is no plural form. Write examples on the board: *I'd like some cheese. We don't need any cheese.*
- Focus on the *Some and any* section of the grammar chart. Read each *yes/no* question and answer statement and have Ss repeat. To summarize, write on the board: *In affirmative statements, use some. In negative statements, use any. In questions, some or any is possible.* Read this rule aloud.
- Read the Note at the bottom of the grammar chart. Ask, *Do we usually use some or any in questions?* (any) Then write on the board: *Do you want some ice cream? Do you want any ice cream?* Say, *Here both forms are correct since the speaker is offering something.*
- In pairs, have Ss ask and answer *yes/no* questions using *some / any* and vocabulary from 1A. Write on the board: *Do we have _____? Do we need _____? Do you want _____?* (For example, A: *Do we have any cheese?* B: *Yes, there's some cheese in the refrigerator.* A: *Do we need any milk?* B: *No, we don't need any milk.* A: *Do you want some fish?* B: *No, I don't like fish.*)

3 PRONUNCIATION

- A** • Read *The vowels /i/ and /ɪ/* aloud. Write *meat* and *fish* on the board. Stretch your mouth into a smile as you pronounce *meat*. Contrast with a neutral face to pronounce *fish*. Have Ss repeat and practice the mouth positions.
- Give Ss a minute to preview the two lists of words. Have Ss look at the different spellings that can make the /i/ sound.
 - Have Ss listen. Then have them listen and repeat.
- B** • Have Ss listen and circle the word they hear.
- Have Ss listen again and repeat.
 - Then have Ss practice saying the pairs of words with a partner.
- C** • Model the conversation with a volunteer. Read role A and fill in the blanks with one of the foods from 3A.
- Have Ss practice the conversation in pairs. Circulate and listen for the correct pronunciation of /i/ and /ɪ/. Tell Ss to swap roles and practice both parts.

4 CONVERSATION

- A** • Have Ss look at the video still. Ask, *Who are they?* (Pedro and a server) *Who is Pedro meeting at the restaurant?* (Lily, the New York photographer) If helpful, have Ss turn back to page 65 and reread Pedro's social media message.
- Have Ss listen or watch. If appropriate, play the audio or video again.
 - Have Ss complete the exercise individually.
 - Go over the answers as a class.
- B** • Ask Ss to preview the conversation and predict ways the gaps might be filled.
- Then have them listen and fill in the blanks with the words they hear.
 - Call on two Ss to read the completed conversation. Go over any questions.
 - Focus on the content of the conversation. Ask, *What is the problem with the tomato soup?* (It has milk. Pedro doesn't eat dairy.) *What is the problem with the chicken soup?* (Pedro doesn't eat meat.) *What is the problem with the vegetable soup?* (It has onions. Pedro doesn't eat onions.)
- C** • Play the audio and have Ss repeat chorally, line by line.
- Have Ss scan the conversation for words with the /i/ and /ɪ/ sounds (/i/: meat, eat; /ɪ/: in, it, milk, chicken)
 - Have Ss listen and repeat again.
 - Then in pairs, have Ss practice the conversation. Circulate and listen for correct pronunciation of the vowels /i/ and /ɪ/. Time permitting, have Ss swap roles and practice again.
- D** • Ask a volunteer to read the highlighted words. Say, *You can use these words in place of same-color words in the conversation, or you can use your own words.*
- Then, in pairs, have Ss make their own conversations. Time permitting, have Ss swap roles and practice again.

5 TRY IT YOURSELF

- A** • Read the example conversation with a volunteer.
- Have pairs talk and plan their dish. Provide prompts on the board:
Let's make ...
We need some ...
We don't need any ...
Do we need any ... ?
- B** • Read the example answer. Write on the board: *Our dish is called ...* Tell pairs, *Give your dish a name.*
- Call on pairs to describe their dish to the class. Write the prompt *It has...* on the board. Have each pair write the name of their dish on the board when they present. Have the class vote on the most interesting dish.



LOOK FOR While Ss are completing the Try It Yourself activity, walk around the class and listen to Ss' conversations. Listen to determine if Ss are correctly

- ✓ using vocabulary to talk about food
- ✓ using count and non-count nouns
- ✓ using *some* and *any*
- ✓ pronouncing the vowels /i/ and /ɪ/



EXIT TICKET Write on the board: *I'm at the supermarket, but I forgot my list. Do we have any potatoes? Milk? Do we need anything else? Say, This is a text from your roommate. Write a response. Answer the questions. Say what you have or don't have at home and what you need from the supermarket. Use some and any. Have Ss write their names and answers on a blank card or piece of paper. Collect and read Ss' answers to identify areas for review in later lessons and to identify individual Ss who may need additional practice.*

- +** **EXTENSION** Ask a S to read Pedro's social media message at the beginning of the lesson. Ask, *What are some possible responses to Pedro's post?* (For example, I'm sure they do! Sam's Diner is great!) Ask, *Do they have food that Pedro likes at Sam's Diner?* (Not really. He doesn't eat meat, and there are a lot of meat dishes.)



3 PRONUNCIATION

- A** ▶ 07-03 Listen. Notice the different vowel sounds. Then listen and repeat.
 /i/ cheese meat beef turkey
 /ɪ/ chicken fish shrimp a little bit
- B** ▶ 07-04 Look at each pair of words. Listen and circle the word you hear. Then listen and repeat.
- eat/ it
 - he's /his
 - leave /live
 - seat/ sit
 - these /this
- C** **PAIRS** Practice the conversation. Use the foods in 3A.
 A: Does the dish have ___ in it? B: A little bit. A: Oh. I don't eat ___.

The vowels /i/ and /ɪ/

Notice the different vowel sounds in *meat* /i/ and *fish* /ɪ/. The sound /i/ (*meat*) usually has a spelling with e. The sound /ɪ/ (*fish*) usually has a spelling with i.

4 CONVERSATION



- A** ▶ 07-05 Listen or watch. Check (✓) all correct answers.

Pedro doesn't eat ___.

- | | | | |
|---|--|--|--|
| ☒ beef | ☐ carrots | ☒ pork | ☒ milk |
| ☒ chicken | ☒ cheese | ☐ apples | ☒ onions |



- B** ▶ 07-06 Listen or watch. Complete the conversation.



Pedro: Does the tomato soup have any dairy in it?

Server: Yes, it does. There's milk in it. We have chicken soup.

Pedro: Oh ... I don't eat meat.

Server: Oh. Well, how about some vegetable soup?

Pedro: Does it have any onions in it?

Server: Yes, it does.



- C** ▶ 07-07 Listen and repeat. Then practice with a partner.
- D** **PAIRS** Make new conversations. Use these words or your own ideas.
 carrot beef tomatoes

5 TRY IT YOURSELF

- A** **MAKE IT PERSONAL** Plan an interesting dish. Use words in 1A. Give it a name. What do you need to make the dish?
 A: Let's make a chicken dish.
 B: OK. We need chicken, an onion ...
- B** **CLASS** Report to the class. Then vote on the most interesting dish.
 Our dish is called "Grandma's Chicken." It has onions, a tomato, ...



LESSON 2

ORDER IN A RESTAURANT



PEDRO CAMPOS

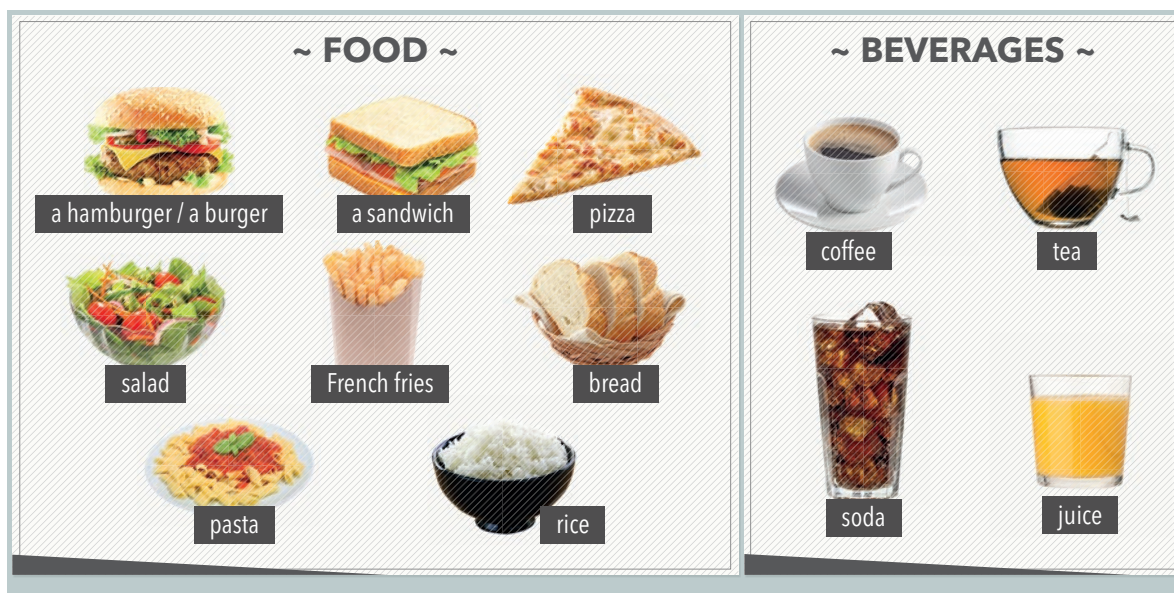
@PedroC

Time to order. The servers here are very nice.



1 VOCABULARY Food and beverages

A ▶ 07-08 Listen. Then listen and repeat.



B ▶ 07-09 Listen to the descriptions. Write the food or beverage from 1A.

1. pizza 3. sandwich 5. rice 7. salad
2. French fries 4. tea 6. juice 8. pasta

C **PAIRS** Find one food you both eat a lot of. Find one beverage you both drink a lot of.

A: I drink a lot of coffee.

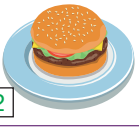
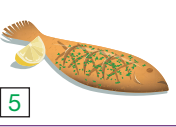
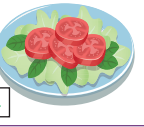
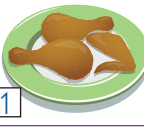
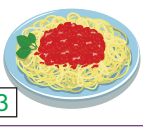
B: Me, too!

2 SPEAKING

A ▶ 07-10 Notice how we order in a restaurant. Listen. Then listen and repeat.

Can I take your order?	I'll have the chicken sandwich.	<i>I'd like = I would like</i>	<i>I'll have = I will have</i>
Anything to drink?	Yes, I'd like some coffee, please.	Use <i>the</i> to talk about items on the menu: <i>I'll have the small salad.</i>	

B ▶ 07-11 Listen. Match the picture with the conversation. Write the number in the correct box.

					
6	2	5	4	1	3
I'd like	I'll have	I'll have	I'd like	I'll have	I'd like

C ▶ 07-11 Listen again. Write *I'd like* or *I'll have* in the correct box in 2B.

LESSON 2 ORDER IN A RESTAURANT

- Books closed, write *restaurant* on the board. Ask, *Do you eat in restaurants often?*
- Books open, read the Lesson title. Ask, *What does order mean?* (to ask a server to bring you specific food or drinks)

1 VOCABULARY

- A** • Have Ss preview the food and beverage items. On the board, write the Vocabulary topic: *Food and beverages*. Ask, *What is another word for beverages?* (drinks)
- Ask Ss to listen. Then have them listen and repeat.
 - Ask, *Which of the food items and beverages are count nouns?* (a hamburger, a sandwich, French fries) *Which are non-count nouns?* (the rest of the vocabulary items)

+ **EXTENSION** Say, *Pizza and salad are non-count when referring to a type of food. (For example, I like pizza. I eat a lot of salad.) However, they can be count nouns when talking about an entire round pizza or a portion of salad. (For example, Let's order two pizzas for dinner. I buy a salad for lunch every day.)* Point out that beverages can also become countable by adding a / an before them. (For example, Two coffees and a tea, please. The kids' meal comes with a juice. Do you want a soda with the burger?)

- B** • Play the audio and pause after the first item. Have a S read the example answer. Say, *For each item, the answer will be a food or beverage from 1A.*

- Call on a volunteer to read the social media message. Ask, *What is a server?* (the person who brings your food in a restaurant) *What is another word for server?* (waiter / waitress) *How are the servers at Sam's Diner like?* (They are nice.)

+ **EXTENSION** Ask, *Which items from 1A were not in 1B?* (a hamburger, bread, coffee, soda) Have pairs write their own description for one of these items. Then have pairs read their description for the class to guess. For example, Pair: It's a hot or cold drink. People drink it in the morning to wake up. Class: Is it coffee?

- C** • Say, *Look at the food and beverages in 1A. Check the items that you eat or drink a lot of.*
- Read the example conversation with a volunteer. Read part B and model the intonation of *Me, too!* Have the volunteer read A's line again and model a negative response. Say, *Oh, not me* or *Oh, I don't*. Write these responses on the board.
 - Say, *Student A, say items you eat a lot of. Student B, respond Me, too or Oh, I don't until you find one food you both eat a lot of. Repeat with beverages.*

2 SPEAKING

- A** • Give Ss a few minutes to preview the exchange in speech balloons. Read the blue speech balloons aloud and ask, *Who says this?* (a server) Say, *Anything to drink?* is short for *Would you like anything to drink?* Read the green speech balloons aloud and ask, *Who says this?* (a customer in a restaurant)
- Focus on the chart on the right. Read each contraction and full form and have Ss repeat. Say, *These two expressions for ordering in a restaurant are interchangeable. They mean the same thing.*
 - Next, read the explanation about using *the*. Say, *Look at the conversation. Find the.* Read the first green speech balloon aloud. Ask, *What item is the customer ordering from the menu?* (the chicken sandwich) Read the second green speech balloon aloud. Point out that for beverages, you don't usually use *the*.
 - Have Ss listen. Then have them listen and repeat.
- B** • Call on volunteers to identify the food items in the exercise. (juice, a hamburger, fish, salad, chicken, pasta)

- Say, *In 2B, only match the conversation to the picture. Don't write I'd like or I'll have. You will do this in 2C.*
 - Play the audio, pausing after the first conversation. Ask, *What is the person ordering?* (the chicken) Point to the example answer.
 - Have Ss listen to the remaining conversations and write the numbers in the correct boxes. If appropriate, have them listen again.
 - Ask Ss to compare answers in pairs.
- C** • Have Ss listen again and write *I'd like* and *I'll have*. Replay the audio if appropriate.
- Go over the answers as a class.
 - Remind Ss that even though they listened for a specific way to order, either way, *I'd like* or *I'll have*, is correct.

... **OPTION** Have pairs use the completed chart in 2B to practice ordering. To model, point to the first picture and say, *I'd like some apple juice*. Point to the second picture and elicit, *I'll have the burger / hamburger*. Then have pairs continue.

3 PRONUNCIATION

- A** • Write *syllable* on the board. Say, *A syllable is a part of a word that has one vowel sound. Say, tea-cher and clap two syllables. Then clap for each syllable in Ss' names, for example, Ma-ri-a; To-ny; Jack.*
- Read *Dropped syllables*. Have Ss look at the three words in 3A. Ask, *Which vowels are not pronounced? (o in favorite; e in vegetable; au in restaurant)*
 - Ask Ss to listen. Then ask them to listen and repeat.
 - Then bring the class together and have Ss clap for each syllable: *fa-vo-ri-te* (2); *vege-ta-ble* (3); *res-tau-rant* (2).
- B** • Give Ss a few minutes to preview the words.
- Then have Ss listen and cross out the vowel they don't hear in each word.
 - Have Ss listen again and repeat. Write the words on the board and invite volunteers to cross out the vowel that is not pronounced in each word.
- C** • To model, say *fa-vo-ri-te*. Ask, *How many syllables do you hear? (two)* Say the word again and clap two syllables.
- In pairs, have Ss take turns pronouncing words and counting syllables. Encourage Ss to clap to help them count syllables.

4 CONVERSATION

- A** • Have Ss look at the video still. Say, *This is Lily. She's at Sam's Diner. What do we know about the restaurant from the last lesson? (It doesn't have a lot of food that Pedro likes.)*
- Tell Ss to read the headings above the check boxes. Write a *side* on the board. Elicit or explain that a *side* is a small portion of food that you can order to add to the main dish. Call on a volunteer to read the list of sides. Then call on two volunteers to read the list of main dishes and the list of beverages.
 - Have Ss listen or watch.
 - Then have them complete the exercise individually. Say, *Listen carefully. Lily names food from the menu that she does not order.*
 - Go over the answers as a class. Replay the audio if appropriate.
- B** • Ask Ss to preview the conversation and predict ways the gaps might be filled.
- Then have them listen and fill in the gaps with the words they hear.
 - Call on two Ss to read the completed conversation. Go over any questions.
- C** • Play the audio and have Ss repeat chorally, line by line.
- Point out that Pedro and Lily use *I'd like* and *I'll have* to order and *the* to talk about food items on the menu.
 - Have Ss listen and repeat again.
 - Then, in groups of three, have Ss practice the conversation. Time permitting, have Ss swap roles and practice again.
- D** • Ask a volunteer to read the highlighted words. Say, *You can use these words in place of same-color words in the conversation, or you can use your own words.*
- Then, in groups of three, have Ss make their own conversations. Time permitting, have Ss swap roles and practice again.

5 TRY IT YOURSELF

- Read the directions. Focus on the pronunciation of *restaurant*. Then write *A: Are you ready to order?* on the board. Say, *Student A, start with this line. Have paper and a pencil ready to write Student B's order.*
- Have pairs role play. Circulate and listen. Remind servers to read the order back to the customer. Have Ss swap roles and practice both parts.

... **OPTION** Bring the class together and have servers report their partner's order. (For example, *My customer Anna wants...*)

+ **EXTENSION** Ask a S to read Pedro's social media message at the beginning of the lesson. Ask, *Is Lily and Pedro's server nice? (Yes, he is.) What are some possible responses to Pedro's post?* Invite Ss to write responses on the board. (For example, *Enjoy your meal!* 🍴)



LOOK FOR While Ss are completing the Try It Yourself activity, walk around the class and listen to Ss' conversations. Listen to determine if Ss are correctly

- ✓ using vocabulary for food and beverages
- ✓ using *I'll have* and *I'd like* to order
- ✓ using *the* to talk about menu items
- ✓ pronouncing words with dropped syllables



EXIT TICKET Say, *I am a waiter, and you all are a large group of guests at a restaurant. I will come around and take your order. Order items from 1A on page 68 or 4A on page 69. Use I'd like or I'll have. Follow up with questions like Do you want French fries or potatoes with that? Note which Ss speak with ease and which ones are less sure of themselves.*



3 PRONUNCIATION

- A** ▶ 07-12 Listen. Notice the dropped syllable.
Then listen and repeat.

favorite vegetable restaurant

- B** ▶ 07-13 Listen. Draw a line (/) through the vowel letter that is not pronounced. Then listen and repeat.

1. chocolate 2. every 3. different 4. family 5. business

- C** **PAIRS** Student A, say a word from 3A or 3B.
Student B, say how many syllables you hear.

Dropped syllables

Some words have a vowel that is not usually pronounced. When we don't pronounce the vowel, the word loses, or drops, a syllable.

4 CONVERSATION



- A** ▶ 07-14 Listen or watch. Check (✓) all of the items that Lily orders.

Main dishes

- ☒ hamburger
☐ chicken sandwich
☐ fried fish
☐ pizza
☐ garden salad

Sides

- ☒ French fries
☐ fruit salad
☒ tomato soup
☐ baked potato
☐ cooked carrots

Beverages

- ☐ coffee
☐ hot tea
☒ iced tea
☐ soda
☐ juice



- B** ▶ 07-15 Listen or watch. Complete the conversation.



Server: Are you ready to order?

Pedro: Yes, I am. I'd like the garden salad, please.

Server: And would you like something to drink?

Pedro: I'll have some tea.

Server: Thank you. And for you?

Lily: I'd like the hamburger.



- C** ▶ 07-15 Listen and repeat. Then practice with two partners.

- D** **PAIRS** Make new conversations. Use these words or your own ideas.

pizza coffee chicken sandwich

5 TRY IT YOURSELF

ROLE PLAY Imagine that you are in a restaurant. Student A, you are the server. Student B, you are the customer. Order food from 4A. Student A, write the order. Read it back to check that it is correct.



I CAN ORDER IN A RESTAURANT.

LESSON 3

ASK FOR RESTAURANT ITEMS



PEDRO CAMPOS

@PedroC

Lily's right. The food here is good!



1 VOCABULARY Restaurant items

A ▶ 07-17 Listen. Then listen and repeat.



B Write words that the sentences describe. Use words from 1A.

- You put these on meat. salt and pepper
- You put this in coffee. sugar
- You put this on French fries. ketchup
- You put this in soda. ice
- You use this to order food. a menu
- You get this at the end of a meal. a check
- You leave this for the server. a tip
- You put this on your lap. a napkin

C GROUPS One person acts out using a word from 1A. The first person to guess correctly chooses a different word to act out.



2 GRAMMAR Can and could for requests; Some and any as indefinite pronouns

Can and could for requests

Can / Could	Subject	Verb	Answers
Can Could	you	bring	some water, please?
	I	see	the menu?
	we	have	the check?

Note: Could is more polite than can.

Some and any as indefinite pronouns

There's cake. Do you want **some**?

I'd like pasta, but they don't have **any**.

Note: Use some and any without a noun when it is clear what we are talking about.

>> FOR PRACTICE, GO TO PAGE 120



LESSON 3 ASK FOR RESTAURANT ITEMS

- Books closed, say, *Can I have a piece of paper? Can I use your pen? Could I see your dictionary?* Then ask, *What am I doing?* (asking for things)
- Books open, read the lesson title aloud
- Focus on the social media message. Review, *Pedro and Lily are at Sam's Diner. It's a restaurant that Lily likes.*

What problem does Pedro have at first (in Lesson 1)? (He doesn't eat a lot of the food on the menu.) Does he find something on the menu he can eat (in Lesson 2)? (Yes, a salad.) Then ask a S to read the social media message. Ask, So, do you think (in Lesson 3) that Pedro will like the salad he ordered? (yes)

1 VOCABULARY

- A** • Have Ss preview the pictures and captions.
• Have Ss listen and repeat.

... **OPTION** Ask, *Which restaurant items are count nouns?* (a menu, a napkin, a check, a tip) As needed, hint to Ss that words with the article *a / an* are count. Then ask, *Which restaurant items are non-count?* Write them on the board: *ice, sugar, salt, pepper, ketchup*. Then, to help Ss understand the concept of non-count nouns, circle the first three and ask, *Can you count tiny grains of salt, pepper, and sugar?* (no) Underline *ketchup* and say, *Ketchup is a liquid. Can you count a liquid?* (no) Finally ask, *Can you count ice?* If Ss respond affirmatively, explain, *You can count cubes of ice, but you don't say: I'd like ~~five~~ ices in my soda.*

- B** • Have Ss preview the exercise items. Elicit the meaning of *lap* in item 8 (the upper part of a person's legs when sitting).

- Call on a volunteer to read item 1 and the example answer. Ask, *Is there anything else you can put on meat?* (ketchup) Tell Ss that more than one answer may be possible.
- Tell Ss to complete the exercise individually. Then have them compare answers in pairs.
- C** • Sit at your desk and pretend to look at a menu. Act out opening the menu and pointing to items. Then say, *Guess the restaurant item from 1A. (a menu)*
- Then have groups continue acting out using the restaurant items. Remind Ss that the person who guesses correctly takes the next turn acting out a word.
- **For higher-level Ss**, say, *Keep your books closed while guessing.*
- Tell Ss they can act out words that another S already used, as long as they present them differently.

2 GRAMMAR

- Ask a S, *Can I use your phone?* Elicit an answer. (For example, Yes. Sure.) Write the question and the answer on the board. Point to the question and say, *This is a request. I am asking for something. I am asking to use a phone. What word does the request start with?* (Can)
- Focus on the first section of the grammar chart. Read the heading, *Can and could for requests*. Ask, *What other word can requests start with?* (Could)
- Write on the board: *Can / Could + subject + verb*. Focus on the question format in the chart. Read each request, first with *Can*, then with *Could*, and have Ss repeat.
- Focus on the *Answers* section of the grammar chart. Read the three answers and have Ss repeat. Say, *These are different ways of saying yes*. In pairs, have Ss take turns asking and answering questions from the chart. Then ask several Ss, *Can I use your phone?* and elicit answers from the chart.
- Read the Note aloud. Point out that saying *please* at the end of a request makes it even more polite. Read the first sentence with *Can* and emphasize *please*. Then read the sentence again with *Could* and

emphasize *please*. Point out that when writing *please* at the end of a request, it's necessary to put a comma before *please*.

... **OPTION** In pairs, have Ss take turns making simple requests with *Can / Could*. Say, *Use affirmative answers from the grammar chart, or say no politely*. Brainstorm negative answers as a class. (For example, Sorry, I can't. No, maybe later.)

- Review *some* and *any* as taught in Exercise 2 on page 66. Say, *Remember that you use some with affirmative statements and any with negative statements*. Write on the board:
I'd like some cake.
There isn't any pasta.
Say, *It is also possible to use some and any as indefinite pronouns*. Read the Note at the bottom of the chart. Then read the first example in the bottom section of the chart. Ask, *Is it clear what some refers to?* (yes, cake) Read the second example and ask, *Is it clear what any refers to?* (yes, pasta)

3 CONVERSATION

- A**
- Have Ss look at the video still. Ask, *Are Pedro and Lily still at the restaurant?* (Yes, they are.) Point to the lesson title on page 70 and ask, *What do you think Pedro is doing?* (maybe asking for a restaurant item)
 - Have Ss preview the items. To review requests with *can* and *could*, invite volunteers to ask for the items in the answer choices. (For example, *Could I have water with no ice, please?*)
 - Then have Ss listen or watch and check the items Pedro and Lily actually ask for.
 - Go over the answers as a class. Replay the audio if appropriate.
 - Ask, *Why does Lily say she feels bad for the server?* (because they ask her for many things) *Do you agree with Pedro when he says, We need to leave a big tip?*
- B**
- Read the Conversation Skill aloud. Play the conversation in 3A again. Have Ss listen and raise their hands when they hear a polite expression. If appropriate, hint to Ss that there are four instances.
 - Ask Ss to preview the conversation in 3B and predict ways the gaps might be filled.
- Then have them listen and fill in the gaps with the words they hear.
- Point out *some* in line 5. Ask, *What is some referring to?* (*ketchup* in the previous sentence) Say, *Find an example of some + noun.* (*some pepper* in line 2)
- Call on two Ss to read the completed conversation. Go over any questions.
- C**
- Play the audio and have Ss repeat chorally, line by line.
 - Ask, *What are the server's responses to Pedro's requests?* (Yes, of course. Sure.)
 - Write *Anything else?* on the board. Explain, *It's short for Would you like anything else?*
 - Have Ss listen and repeat again.
 - Then, in pairs, have Ss practice the conversation. Time permitting, have Ss swap roles and practice again.
- D**
- Ask a volunteer to read the highlighted words. Say, *You can use these words in place of same-color words in the conversation, or you can use your own words.*
 - Then, in pairs, have Ss make their own conversations. Time permitting, have Ss swap roles and practice again.

4 TRY IT YOURSELF

- A**
- Read the directions aloud. Ask, *How is this situation funny?* (There's nothing on the table. The customers need to ask for everything.) Say, *Remember to be kind to the server. Use polite expressions.*
 - Divide the class into groups of three. Have them choose roles and plan their lines. Encourage them to be lively in their actions and interactions as they practice their skit. **For lower-level Ss**, write the following lines on the board to start them off: *Excuse me. Can I have...? Could we get...? Can you bring...?*
- B**
- Have each group present their skit to the class. Then have Ss vote on which skit they think is the funniest.

+ **EXTENSION** Ask a S to read Pedro's social media message at the beginning of the lesson. Ask the class, *What are some possible responses to Pedro's post?* (For example, *Enjoy.* 🍷 Where is Sam's Diner? Can you tell me the address?)



LOOK FOR While Ss are completing the Try It Yourself activity, walk around the class and listen to Ss' conversations. Listen to determine if Ss are correctly

- ✓ using vocabulary for restaurant items
- ✓ making requests with *can* and *could*
- ✓ using *some* and *any* as indefinite pronouns
- ✓ using polite expressions



EXIT TICKET Say, *I am a waiter, and you are guests in a restaurant. Think of something you need at your table. Call me over and make a request.* Note which Ss speak with ease and which ones are less sure of themselves.

3 CONVERSATION



A ▶ 07-19 Listen or watch. Check (✓) all correct answers.

1. What does Pedro ask for?

- ☒ water with no ice
- ☐ a burger
- ☐ a salad
- ☒ some pepper
- ☒ the check

2. What does Lily ask for?

- ☐ water with ice
- ☒ a napkin
- ☒ ketchup
- ☐ salt
- ☒ a spoon



B ▶ 07-20 Read the Conversation Skill.



Listen or watch. Complete the conversation.

Pedro: Excuse me. Could I have
some pepper, please?

Server: Yes, of course.

Pedro: Also, there's no ketchup.
Can you bring some, too?

Server: Sure. Anything else?

Pedro: No, I think that's it. Thanks.

CONVERSATION SKILL

Use polite expressions

When you ask for something, say *Please* and then *Thank you*.

Listen or watch the conversation in 3A. Raise your hand when you hear someone use polite expressions.

C ▶ 07-21 Listen and repeat. Then practice with a partner.

D **PAIRS** Make new conversations. Use these words or your own ideas.

salt sugar

4 TRY IT YOURSELF

A **ROLE PLAY** Prepare a funny skit.
Student A, you are a new server.
Students B and C, you are customers.
There's nothing on the table.
Customers, ask politely for the things
you need.

B **CLASS** Present your skit to the class.



■ I CAN ASK FOR RESTAURANT ITEMS.

LESSON 4

READ A RESTAURANT REVIEW



PEDRO CAMPOS

@PedroC

Read my review of Sam's Diner—great food and service.

1 BEFORE YOU READ

What kind of restaurant do you like?

What's your favorite lunch?

2 READ

Possible answer: Pedro

A 07-22 Listen. Read the review. How does Pedro feel about Sam's Diner? likes Sam's Diner.

Sam's Diner
restaurant website

map view

nearby

save

Pedro Campos checks in to Sam's Diner

★★★★★ May 12 at 12:30 P.M.

This is a great place to eat. It's in a convenient location on a quiet street and close to the office.

They have a huge menu. There are many kinds of sandwiches, soups, salads, and pastas. They also have about twenty different kinds of pizza. The pizzas come with lots of toppings like onions, chicken, and olives. My favorite is pizza with salad on top! The service is excellent. The servers are really friendly.

B Read the Reading Skill. Match the words with the meanings.

- | | |
|------------------------|-------------------------------------|
| <u>c</u> 1. convenient | a. a place |
| <u>a</u> 2. location | b. the help people give |
| <u>d</u> 3. huge | c. near or easy to get to |
| <u>e</u> 4. topping | d. very large |
| <u>b</u> 5. service | e. something you put on top of food |

READING SKILL Context clues

To guess the meaning of an unfamiliar word, look at other words in the text around it.

C Read the review again. Choose the best answer.

- Sam's Diner is _____.
 - far from the office
 - b.** near the office
 - next to a park
- Pedro likes a ____ place to eat.
 - noisy
 - b.** quiet
 - interesting
- Pedro's favorite pizza has ____ on it.
 - olives
 - onions
 - c.** salad
- The service at Sam's Diner is _____.
 - a.** very good
 - very bad
 - just OK

3 MAKE IT PERSONAL

Find out about the history of pizza.

A Describe a restaurant you really like.

B PAIRS Discuss what you like about your favorite restaurant.

I CAN READ A RESTAURANT REVIEW.

LESSON 4 READ A RESTAURANT REVIEW

- Ask, *What is a restaurant review?* (an evaluation of a restaurant) *What other kinds of reviews are there?* (movie reviews, book reviews, hotel reviews) Ask, *Where can you find reviews?* (online, in magazines and newspapers)
- Then read the social media message and ask, *Does Pedro give Sam's Diner a good or a bad review?* (a good review) *Do you read restaurant reviews?* *Do you ever write restaurant reviews?*

1 BEFORE YOU READ

- Read the first question aloud. Elicit Ss' ideas and list them on the board. They can be types of restaurants or specific restaurant names. (For example, Japanese restaurants, burger places, diners, Kate's Café)
- Then read the second question aloud and call on Ss to share their favorite lunch. Create a second list on the board.
- Say, *Let's study the list of favorite lunches on the board.* Then point to the restaurant list and ask, *Which restaurant would be a good place for all of us to have lunch together?* (For example, If a lot of Ss like pizza, maybe an Italian restaurant or pizzeria. If Ss like lots of different things for lunch, then a diner would be a good choice.)

2 READ

- A** • Invite Ss to preview Pedro's review.
- Point to the dark green bar and read, *Pedro Campos checks in to Sam's Diner.* Ask, *What does check in mean?* (It means that he is there right now.) Elicit or explain that *checking in* is a way for users of a social networking site to share their location with people they are connected to.
- Have Ss listen and read. Then read the question in the directions. Call on volunteers to answer. (For example, He loves it. He likes it a lot. He thinks it's great.) Ask, *How many stars does Pedro give Sam's Diner?* (four)
- B** • Read the Reading Skill aloud. Then say, *Find the word convenient in the review in 2A and circle it.* (second sentence) Ask a S to read the sentence. Then ask, *What other words in the sentence give you a hint to the meaning of convenient?* (close to the office) Have Ss underline the context clue. Then say, *Look at the answer choices. Which one best describes the meaning of convenient?* (c. near or easy to get to)
- Say, *Do the rest of the exercise in the same way. Find and circle the word, underline the context clue, and then choose the best meaning.* Have Ss work individually. Then have them compare answers in pairs.
- Bring the class together and call on Ss to share the context clues they underlined. (2. on a quiet street; 3. many kinds of / twenty different kinds of; 4. like onions, chicken, and olives / on top; 5. servers are really friendly)
- C** • Have Ss read the review again. Then have them complete the exercise individually. Encourage Ss to refer back to the text to find answers.
- Have Ss go over the answers in pairs.

+ **EXTENSION** Return to the social media message at the beginning of the lesson. Ask a S to read it. Ask, *Would you eat at Sam's Diner after reading Pedro's review? Why? Why not?* Then ask, *What are some possible responses to Pedro's review?* Invite Ss to write responses on the board. (For example, Nice review! I'll check it out. Pizza with salad on top? That's interesting!)

3 MAKE IT PERSONAL

- A** • Say, *Think of a restaurant you really like. Write the name of the restaurant in your notebook. Write a few notes describing why you like it.*
- B** • Write on the board: *I like Joe's restaurant because it has the best pasta in town and it's really inexpensive.* Ask a S to read the statement. Then in pairs, have Ss talk about their favorite restaurants.
- Circulate as Ss discuss and write down restaurant names Ss mention on the board. Then bring the class together and ask, *Do any students like the same restaurant? Does everyone know all of these restaurants?* If not, encourage Ss to ask each other questions. (For example, Where is [name of restaurant]? What kind of food do they have? Is the service good?)



EXIT TICKET Write on the board, *Gilligan's Garden is a posh new restaurant in upper Manhattan. It's expensive, but the food is amazing. Don't forget to dress nicely!* Say, *These lines are from a restaurant review. Use context clues to figure out what posh means.* Have Ss write their names on a blank card or piece of paper and write the meaning of *posh*. (For example, fancy, elegant) Collect cards as Ss leave. Read the cards to identify areas for review in later lessons.

LESSON 5 WRITE A RESTAURANT REVIEW

1 FOCUS ON WRITING

- A** • To assess Ss' background knowledge, write on the board: *I love bread cheese and apples.* Ask, *What's missing in this sentence?* (commas) Insert the missing commas or call on a volunteer to add them. (I love bread, cheese, and apples.)
- Read the Writing Skill aloud. In their notebooks, have Ss write a sentence listing their three favorite foods. Circulate and check that Ss use commas correctly.



LANGUAGE NOTE If Ss ask if it's OK to omit the comma before *and* at the end of a list, explain, *There are different style guides, and some do not require a comma before and at the end of a list.* For example, *I'd like pasta, salad and tea.* The key is to be consistent in a piece of writing. Also, it's a good idea to check if there is a preferred style and to follow it, for example, when writing an essay for school or a report for work.

- B** • Ask, *How many items do you need for a list?* (three or more) Say, *Read the review again. Find the lists and circle the commas.*
- Bring the class together and go over the answers. Ask, *How many items are in the first list?* (four) *How many items are in the second list?* (three)

2 PLAN YOUR WRITING

- A** • Have Ss look at the word webs. Say, *As you plan your restaurant review, think about three categories: location, food, and service.* Invite Ss to look back at Pedro's review in 2A on page 72. Ask, *Where does the review talk about the location?* (at the beginning) *About the food?* (in the middle) *About the service?* (at the end) Say, *Using word webs helps you organize your ideas and write a better review.*
- Have Ss write the name of a restaurant. Say, *It can be the same restaurant you discussed in 3B on page 72 or a different restaurant.* Then have them complete the

word webs with notes about the location, the food, and the service. Remind Ss not to write complete sentences yet. If they need more space, tell Ss to copy the word webs into their notebook. Circulate and assist as needed.

- B** • In pairs, have Ss talk about the restaurant they chose, using the example prompts.



OPTION If any Ss chose the same restaurant, pair them together so they can compare their ideas.

3 WRITE

- Have Ss look at the review in 2A on page 72. Point to the sentence *My favorite is pizza with salad on top.* Say, *Pedro includes what he personally likes in the restaurant. Include a line about your favorite dish, too.*

- Say, *Use your word webs to write your review. Remember to include commas for lists.* Have Ss look back at the Writing Skill in 1A if helpful.
- Circulate and assist as needed.

4 REVISE YOUR WRITING

- A** • Tell Ss they will peer review their partner's writing. Say, *Read your partner's description and complete the checklist in your partner's book.*

- B** • Then have Ss return books and give and receive advice about how to improve their reviews. Circulate as pairs work and monitor that feedback is correct and constructive. Help steer Ss in the right direction if they are not giving appropriate feedback.

5 PROOFREAD

- Have Ss proofread their reviews.
- Then collect Ss' work and offer individual feedback. If Ss write by hand, encourage them to recopy their descriptions if a lot of changes are necessary.



EXIT TICKET Write on the board: *Nona's is an excellent Italian restaurant and bakery. They have homemade pasta amazing salads and fresh bread.* Ask, *Are there any lists in this review?* (yes, one) Have Ss write their names on a blank card or piece of paper and copy the sentences, adding any necessary commas. (They have homemade pasta, amazing salads, and fresh bread.) Collect cards as Ss leave. Read the cards to identify areas for review and to identify individual Ss who may need additional practice.

1 FOCUS ON WRITING

- A** Read the Writing Skill.
- B** Read the review on page 72 again.
Circle the commas in the lists. *see page 72*

WRITING SKILL Commas in a list

A list contains three things (or more). We use commas to separate things in a list. Look at this example:

My favorite foods are pasta, pizza, and hamburgers.

2 PLAN YOUR WRITING

- A** Think about a restaurant you like. Write the name. Then complete the chart. Describe the location, food, and service. Complete the word webs.

Name: _____

Location

Food

Service

- B PAIRS** Talk about the restaurant.
The restaurant is ... They have ...

3 WRITE

Write a restaurant review. Talk about the location, food, and service. Use the review on page 72 as a model.

4 REVISE YOUR WRITING

- A PAIRS** Read your partner's review. Complete the chart.

Did your partner ...?	Yes	No
describe the location		
describe the food and service		
use commas in a list		

- B PAIRS** Can you improve your partner's restaurant review? Make suggestions. Then revise your writing.

5 PROOFREAD

Read your review again. Check your spelling, punctuation, and capitalization.

I CAN WRITE A RESTAURANT REVIEW.

PUT IT TOGETHER

1 MEDIA PROJECT



A ▶ 07-23 Listen or watch. Answer the questions.

1. What is Ji-Ho's favorite food?
Ji-Ho's favorite food is Chinese food.
2. Why does he like the restaurant?
The food is really good.
3. What is his favorite dish?
His favorite dish is chicken, vegetables, and rice.

B Make your own video.

Step 1 Choose a favorite restaurant or meal.

Step 2 Make a 30-second video. Talk about the meal. Describe what you eat and drink.
Explain why you like it.

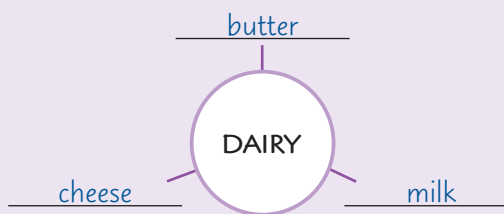
Step 3 Share your video. Answer questions and get feedback.



2 LEARNING STRATEGY

MAKE WORD WEBS

Word webs show how words are related. Put the main idea word in the center of a circle. Write related words around it.



Look at the food and restaurant vocabulary.
Make at least three word webs.

3 REFLECT AND PLAN

A Look back through the unit. Check the things you learned. Highlight the things you need to learn.

Speaking objectives

- ☐ Talk about food
- ☐ Order in a restaurant
- ☐ Ask for restaurant items

Vocabulary

- ☐ Food groups
- ☐ Food and beverages
- ☐ Restaurant items

Pronunciation

- ☐ The vowels /i/ and /ɪ/
- ☐ Dropped syllables

Grammar

- ☐ Count/non-count nouns
- ☐ *Some* and *any*
- ☐ *Can/could* for requests
- ☐ *Some* and *any* as indefinite pronouns

Reading

- ☐ Context clues

Writing

- ☐ Commas in a list

B What will you do to learn the things you highlighted? For example, use your App, review your Student Book, or do other practice. Make a plan.



PUT IT TOGETHER

1 MEDIA PROJECT

- A** • Have Ss look at the video still on the right. Ask, *What do you see?* (a man with a menu)
- Before Ss listen or watch, have them preview the questions. Focus on items 1 and 3. Ask, *What is the difference between food and dish?* (Food refers to a general type of food, like seafood. A dish refers to a specific recipe; for example, smoked salmon.)
 - Have Ss listen or watch. Then have them answer the questions. If appropriate, let them listen or watch again.
 - In pairs, have Ss compare answers. Then bring the class together and go over any questions.



LANGUAGE NOTE Ji-Ho says *It's my favorite!* when referring to Chinese food. It's possible to use this shortened sentence to talk about food, other things, or even people. For example, when talking about an actor on a TV show, you could say, *He's my favorite!*

- B** • Ask Ss to work individually on Step 1 and choose a favorite restaurant or meal. Tell them to answer the questions in 1A with their own information. Invite Ss to share in pairs. Say, *Ask your partner: What is your favorite food? What is your favorite restaurant? Why do you like the restaurant? What is your favorite dish?*
- Tell Ss, *Create a script of what you want to say.* Model an introduction on the board: *Hello! I'm _____. Do you like _____. I do! It's my favorite!*
 - Have Ss do Step 2 for homework. Say, *Use notes or the script you prepared in class.*

- For Step 3, have Ss share their videos in class. Write the following questions on the board:

1. *Does the person describe a favorite restaurant or meal and why he / she likes it?*
2. *Does the person talk about what he / she eats and drinks?*
3. *Does the person speak clearly?*
4. *Is the video interesting?*

Give Ss a few minutes to read over the questions.

Tell them to write each person's name on a piece of paper before the person presents, and then take notes during the presentation referring to the questions on the board.

- Then invite Ss to ask questions and give feedback. You may choose to save the feedback until the very end and let Ss walk around, refer to their notes, and tell Ss individually what they did well or could do better. Remind Ss to speak kindly and constructively.



OPTION To provide an opportunity for self-critique, have Ss watch their own video for homework and complete the following checklist:

- ☐ *Did I describe my favorite restaurant or meal and why I like it?*
- ☐ *Did I talk about what I eat and drink?*
- ☐ *Did I speak clearly?*
- ☐ *Was my video interesting?*

Encourage Ss to be honest with themselves and to keep notes of their observations for the next time they prepare a similar presentation.

2 LEARNING STRATEGY

- Tell Ss to look at the word webs on pages 53 and 73. Ask, *What did these word webs help you do?* (gather ideas about specific topics)
- Read the Learning Strategy aloud. Then have Ss look at the example word web. Ask, *What is dairy?* (a food group) *What are butter, milk, and cheese?* (examples of dairy products)

- Refer Ss to the Vocabulary on pages 66, 68, and 70 and have them create several word webs. Ss can work individually or in groups. Circulate and observe what types of connections Ss are finding.
- Bring the class together and have volunteers share their word webs and talk about how the words are related. Write prompts on the board: *The main idea word is... The related words are...*

3 REFLECT AND PLAN

- A** • Have Ss complete the checklists individually. Circulate and answer any questions. Encourage Ss to look back at each lesson in the unit.
- Have Ss compare checklists in pairs and talk about the things they need to study or practice more.
- B** • Have Ss work individually to think about what might help them learn the topics they don't feel they know yet. Refer individual Ss to specific handouts, app practice, workbook pages, etc., to help them master any problem areas. If Ss feel confident about all of the

topics in this unit, encourage them to think of other topics they need help with or want to learn.

- Then invite Ss to walk around and compare ideas for learning different topics.



UNIT REVIEW BOARD GAME To review the Unit content, go to the Pearson English Portal / Reproducibles / Unit Review Board Games folder and print out and make copies of the Unit 7 Board Game. You'll find instructions for the game in the same folder.

8 DO YOU HAVE A RESERVATION?

PREVIEW THE UNIT

LESSON 1		Ask for personal care items
	Vocabulary	Personal care items
	Grammar	There is / There are
	Pronunciation	The sound /ʃ/
LESSON 2		Give directions in a building
	Vocabulary	Places in a hotel
	Grammar	Like, want, need + infinitives
	Pronunciation	Main stress
	Conversation skill	Show understanding
LESSON 3		Talk about where places are located
	Vocabulary	Places in a city
	Grammar	Prepositions of place: At, on, in
	Listening skill	Listen for location words
LESSON 4		Read about a hotel
	Reading skill	Take notes
LESSON 5		Write about a hotel
	Writing skill	Abbreviations
PUT IT TOGETHER		
	Media project	Photos: A neighborhood
	Learning strategy	Practice the pronunciation



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

GET STARTED

- A** • Books closed, write *reservation* on the board. Ask, *What do you think of when you see this word?* (restaurant, hotel, car, airline) Write *make a reservation*. Ask, *What happens when you make a reservation?* (A place is held for you for a specific time in the future; for example, Let's make a reservation at the restaurant for 7:00 p.m. tonight.)
- Books open, read the unit title. Say, *After you make a reservation, you can say I have a reservation.* Write *have a reservation* and ask a **higher-level S**, *Do you have a restaurant reservation for this weekend?* (Yes, I do. / No, I don't.)
- Then tell Ss to read the Learning Goals individually. Ask, *Which topics do you feel confident about? Which topics are new for you?* If Ss have studied the topics before, reassure them that they will learn some new things.
- B** • Ask, *What do you see?* (For example, a hotel lobby, guests, a clerk, suitcases, luggage)
- C** • Focus on the social media message. Ask, *Who's this?* (Yusef Sayed) *What do you remember about Yusef?* (For example, He's a lawyer. He's from Dubai. He travels a lot for work.)
- Have Ss read the social media message on page 75. Ask, *Where is Yusef?* (at the hotel, in San Francisco) *Why is he in San Francisco?* (for a conference)

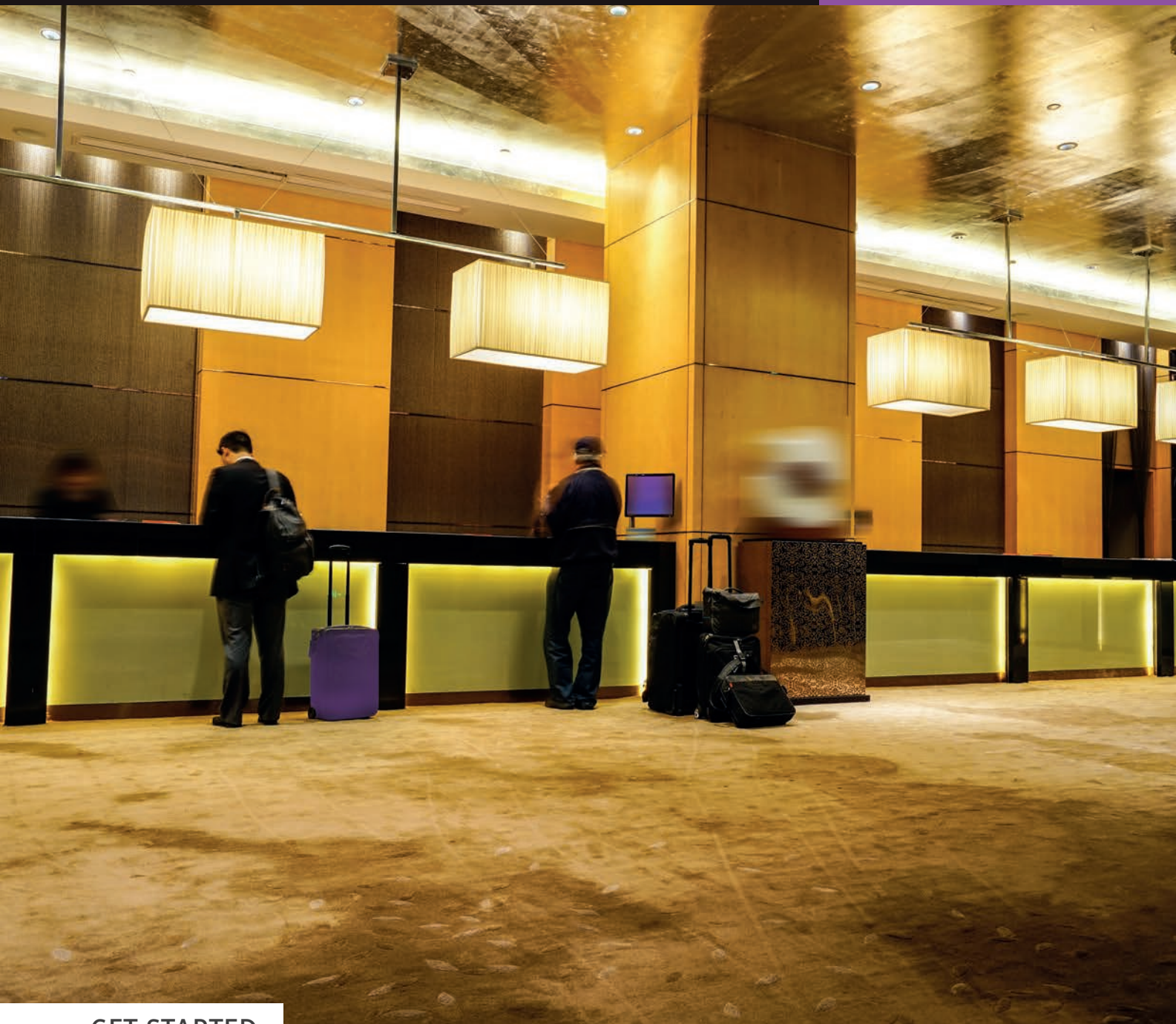


DO YOU HAVE A RESERVATION?

LEARNING GOALS

In this unit, you

- ⊗ ask for personal care items
- ⊗ give directions in a building
- ⊗ talk about where places are located
- ⊗ read and write about a hotel



GET STARTED

- A** Read the unit title and learning goals.
- B** Look at the photo of a hotel. What do you see?
- C** Now read Yusef's message. Where is he?



YUSEF SAYED

@YusefS

Finally at the hotel. I'm in San Francisco for a conference.

LESSON 1

ASK FOR PERSONAL CARE ITEMS



YUSEF SAYED

@YusefS

Bad luck—the airline lost my bag. 😞



1 VOCABULARY Personal care items

A 08-01 Listen. Then listen and repeat.



body lotion



a toothbrush



shampoo



soap



conditioner



toothpaste



a comb



a brush



tissues



shaving cream



a razor



deodorant

B Look at the words in 1A. Write the items in the chart.

Hair	Skin	Teeth	Shaving	Other
shampoo	body lotion	a toothbrush	shaving cream	deodorant
conditioner	soap	toothpaste	a razor	tissues
a comb				
a brush				

C PAIRS Compare answers.



2 GRAMMAR There is / There are

Statements

Affirmative

There	Be	Subject	
	's	some toothpaste	in the room.
	is	a toothbrush	
There	are	toothbrushes	

Negative

There	Be + not	Subject
	is not	any toothpaste.
	isn't	a toothbrush.
There	are not	any toothbrushes.
	aren't	

Remember: Non-count nouns take singular verbs: *There is soap. There isn't any sunscreen.*

Yes/no questions

Be	There	Subject
Is	there	(any) toothpaste?
Are		(any) toothbrushes?

Short answers

Affirmative	Negative
Yes, there is .	No, there isn't .
Yes, there are .	No, there aren't .

>> FOR PRACTICE, GO TO PAGE 121

LESSON 1 ASK FOR PERSONAL CARE ITEMS

- Books closed, write *personal care items* on the board. Underline *person* and *care*. Say, *Personal care items are things you use to take care of your person*. Then ask, *What are some personal care items?* (For example, toothbrush, toothpaste, comb, brush, soap)
- Books open, focus on the social media message. Ask, *How did Yusef get to San Francisco?* (by plane) Point to the sad face emoji and ask, *What happened?* (The airline lost his bag.) *What is bad luck?* (when something bad happens to someone by chance) *Do you believe in bad / good luck? What will Yusef probably need?* (clothes, personal care items)

1 VOCABULARY

- A**
- Have Ss preview the pictures and captions.
 - Ask Ss to listen to the new vocabulary. Then have them listen and repeat.
- +** **EXTENSION** In pairs, have Ss take turns acting out and guessing personal care items. Model opening toothpaste, putting toothpaste on a toothbrush, and brushing your teeth to elicit *toothpaste* and *toothbrush*.
- B**
- Point to the chart. Ask Ss to point to their hair, skin, and teeth. Ask whether someone can act out shaving.
 - Point to the example. Ask, *What do you do with shampoo?* (wash your hair) Then ask, *What is something from 1A that you use to take care of your skin?* (body lotion, soap)
 - Then have Ss sort the remaining words.
- C**
- After Ss compare answers, bring the class together. For each column of the chart, ask, *How are these words related?* (For example, You use a toothbrush and toothpaste to take care of your teeth.)

2 GRAMMAR

- Books closed, write on the board: *There is a hotel near the airport. There _____ hotels near the airport.* Call on a S to fill in the blank. (are) Underline *a hotel* and *hotels*. Say, *In Unit 3, we learned There is + singular noun and There are + plural noun.* Then circle *There is* and elicit the contraction. (There's).
 - Books open, focus on the *Affirmative statements* section of the grammar chart. Say, *This is a review of what we learned in Unit 3.* Read each sentence and have Ss repeat. Then point to the *Subject* column and ask, *Which of these nouns is a count noun?* (toothbrush / toothbrushes) *Which is a non-count noun?* (toothpaste) Read the Remember note and first example sentence.
- ...** **OPTION** Have Ss look at the vocabulary words in 1A and ask, *Which words are non-count nouns and take singular verbs?* (body lotion, shampoo, soap, conditioner, toothpaste, shaving cream, deodorant) Elicit sentences with *There is*. Say, *You can include some, but it's not necessary.* Write on the board: *There is (some) body lotion.*
- Say, *In this unit, we will also learn negative statements, yes/no questions, and short answers with There is / There are.*
 - Focus on the *Negative statements* section of the grammar chart. Read each sentence and have Ss repeat. Read the Remember note again and focus on the second example sentence. Write it on the board: *There isn't any sunscreen.* Say, *We usually include any in negative statements with non-count nouns.*
- ...** **OPTION** Point out that if *some* and *any* appear in the question, they can appear in short answers as indefinite pronouns. Write on the board: A: *Is there any toothpaste?* B: *Yes, there is some. / No, there isn't any.* A: *Are there any toothbrushes?* B: *Yes, there are some. / No, there aren't any.*
- ...** **OPTION** In pairs, have Ss practice asking and answering the questions and short answers in the chart.
- +** **EXTENSION** In pairs, have Ss ask each other questions with *Is there / Are there* and vocabulary words from 1A. (For example, *Are there any tissues?*) Tell Ss to respond with short answers. If possible, have Ss look at an ad for personal care items and ask and answer questions about the ad.

3 PRONUNCIATION

- A** • Write /f/ on the board. Say, *This symbol is the sh sound.* Read *The sound /f/* note aloud. Write on the board: *shoe, gas station, social.* Pronounce each word and ask, *Where is the /f/ sound?* Invite Ss to underline shoe, gas station, social. Say the words again and have Ss repeat.
- Have Ss listen. Then have them listen and repeat.
- B** • Have Ss read the *The sound /f/* again.
- Ask Ss to listen carefully and complete the exercise.
 - Then have them listen again and repeat.
 - Say, *Notice there is another /f/ sound spelled s.* Elicit the words sure and sugar and write them on the board.

Say, *Another /f/ sound is spelled ch.* Elicit the word chef and write it on the board. Then write another example: machine.

- C** • Tell Ss to study the sentences and circle the /f/ sound. (shampoo, conditioner, shower, sure, toothbrush, shaving cream) Then pronounce each word containing the /f/ sound and have Ss repeat.
- In pairs, have Ss read the example sentences aloud. Then have them write one more sentence using different words from 3A and 3B. Circulate and listen for correct pronunciation of the /f/ sound.

4 CONVERSATION

- A** • Have Ss look at the video still. Ask, *Who are they?* (Yusef and a clerk)
- To review, say, *We know several things about Yusef from his social media messages. Where is he now?* (in San Francisco) *Why is he there?* (for a conference) *Where is he staying?* (at a hotel) *What happened to his bag?* (The airline lost it.)
 - Have Ss preview the exercise items. Then have them listen or watch.
 - Tell Ss to complete the exercise individually. Go over the answers as a class
 - Then ask, *Does Yusef have a reservation?* (Yes, he does.)
- B** • Ask Ss to preview the conversation and predict ways the gaps might be filled.
- Then have them listen and fill in the blanks with the words they hear.
 - Call on two Ss to read the completed conversation. Go over any questions.



LANGUAGE NOTE *Here you go!* is an expression used when you give something to someone. It means, *This is for you. / Here are the things you want or need.*

- C** • Play the audio and have Ss repeat chorally, line by line.
- Say, *Scan the conversation for the /f/ sound. Remember that /f/ has different spellings.* (toothbrush, sure, shampoo)
 - Have Ss listen and repeat again.
 - Then, in pairs, have Ss practice the conversation. Time permitting, have Ss swap roles and practice again. Circulate and listen for correct pronunciation of the /f/ sound.
- D** • Ask a volunteer to read the highlighted words. Say, *You can use these words in place of same-color words in the conversation, or you can use your own words.*
- In pairs, have Ss make their own conversations. Time permitting, have Ss swap roles and practice again.

5 TRY IT YOURSELF

- A** • Give Ss a few minutes to prepare two lists. Tell Ss to label their lists *Need* and *Don't need*.
- B** • Say, *Student A, ask about items from your Need list.* Write on the board: *A: Is there any shampoo?* Then say, *Student B, check to see if the item is on your Need list, too. If it is, respond: No, there isn't any shampoo. We need shampoo. If the item is on your Don't need list, respond: Yes, there is. We don't need shampoo.*
- Tell Ss to ask questions with *Is there / Are there* for each item on their Need list. Then have Ss switch roles.



LOOK FOR While Ss are completing the Try It Yourself activity, walk around the class and listen to Ss' conversations. Listen to determine if Ss are correctly

- ✓ using vocabulary for personal care items
- ✓ using *There is / There are*
- ✓ pronouncing the sound /f/



EXTENSION Ask a S to read Yusef's social media message at the beginning of the lesson. Ask, *How does the clerk solve Yusef's problem?* (He provides him with various personal care items.) Ask, *What are some possible responses to Yusef's post?* (For example, *That's too bad! I'm so sorry.* 🙏)



EXIT TICKET Write on the board: *shampoo, toothbrushes, toothpaste, comb, razor.* Say, *Recall Yusef's conversation with the clerk. Which personal care items are in the hotel room? Which items does the clerk give Yusef? Write affirmative statements for the items that are in the room and negative statements for the items that are not in the room.* (There's shampoo in the room. There aren't any toothbrushes. There isn't any toothpaste / a comb / a razor.) Collect and read Ss' answers to identify areas for review in later lessons and to identify individual Ss who may need additional practice.



3 PRONUNCIATION

- A** ▶ 08-03 Listen. Notice that the underlined letters have the sound /ʃ/. Then listen and repeat.
shampoo shaving cream conditioner lotion
- B** ▶ 08-04 Listen. Circle the word that does *not* have the sound /ʃ/. Then listen and repeat the words with the /ʃ/ sound.
- toothbrush English check chef
 - musician delicious center social
 - sure shower sugar sunscreen
 - scientist directions reservation pronounciation
- C PAIRS** Say these sentences. Write one more sentence using words from 3A and 3B.
There's shampoo and conditioner in the shower.
I'm sure I have a toothbrush and shaving cream.

The sound /ʃ/

The sound /ʃ/ is usually spelled *sh*, but it has a few other common spellings (for example, *ti* and *ci*).

4 CONVERSATION



- A** ▶ 08-05 Listen or watch. Circle the correct answer.
- Yusef is staying at the hotel for *two* / three / *four* nights.
 - He doesn't have *his room key* / *a reservation* / his bag.
 - He asks for a razor / *a brush* / *tissues*.
 - Yusef walks away because *he has everything* / the clerk is busy / *he is late*.



- B** ▶ 08-06 Listen or watch. Complete the conversation.



Yusef: I don't have a toothbrush or toothpaste.
Clerk: There's some toothpaste in the back.
Yusef: Are there any combs back there?
Clerk: I'm sure there are. Let me check.
Yusef: Thank you.
Clerk: Here you go! I think we have everything you need.
And of course there's shampoo in the room.



- C** ▶ 08-07 Listen and repeat. Then practice with a partner.
- D PAIRS** Make a new conversation. Use these words or your own ideas.
shaving cream razors soap

5 TRY IT YOURSELF

- A MAKE IT PERSONAL** Look at the personal care items in 1A. Make one list of six items you need and one list of six items you don't need. Don't show your lists to your partner.
- B ROLE PLAY** Imagine you are in the same family. Student A, you are going to the drugstore. Ask Student B which items to buy.
A: Is there any shampoo?
B: No, there isn't. We need shampoo.

■ I CAN ASK FOR PERSONAL CARE ITEMS.



LESSON 2

GIVE DIRECTIONS IN A BUILDING



YUSEF SAYED

@YusefS

This hotel is so big!
I can't find anything.



1 VOCABULARY Places in a hotel

A 08-08 Listen. Then listen and repeat.



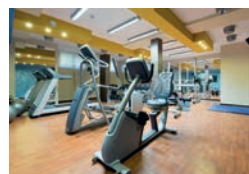
a parking lot



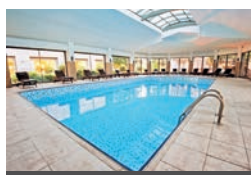
a café



a restroom



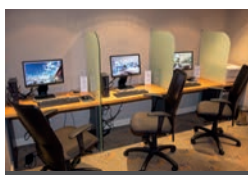
a fitness center



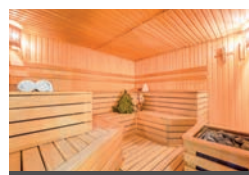
a pool



a gift shop



a business center



a sauna



a lobby



an escalator

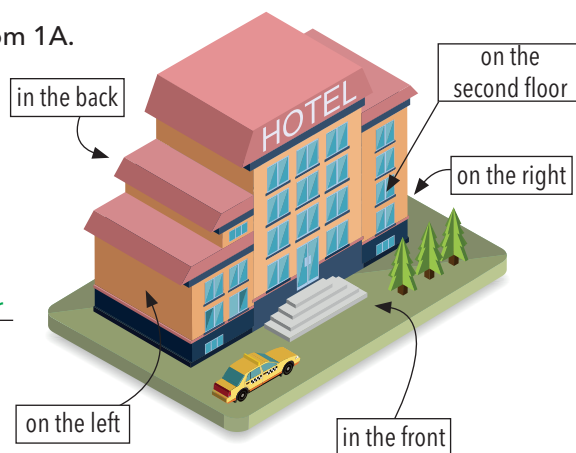


an elevator

B Write the place next to the activity. Use words from 1A.

- eat lunch a café
- go swimming a pool
- buy a T-shirt a gift shop
- leave your car a parking lot
- use the internet a business center
- exercise a fitness center
- go up to your room an elevator / an escalator

C PAIRS Compare your answers.



2 GRAMMAR Like, want, need + infinitives

Affirmative statements			Negative statements				Notes • Infinitive = to + base form of the verb. • Use contractions in speaking and informal writing.
Subject	Verb	Infinitive	Subject	Do not	Verb	Infinitive	
I	like want need	to travel.	I	do not	like	to travel.	
You			want				
We			need				
They							
He	likes		He	does not	like		
She	wants		She		want		
	needs				need		

- Infinitive = to + base form of the verb.
- Use contractions in speaking and informal writing.

>> FOR PRACTICE, GO TO PAGE 122

LESSON 2 GIVE DIRECTIONS IN A BUILDING

- To review, write on the board: *How do I get to the Grand Hotel?* Elicit a made-up response. (For example, Walk two blocks and turn left.) Say, *In Unit 4, we learned to ask for and give directions in a city or town.* Point to the title of the lesson and say, *In this lesson we will learn how to give directions in a building.*
- Call on a volunteer to read the social media message. Ask, *What do you think Yusef is looking for in the hotel?* (For example, the restaurant, the pool, the fitness center) Write Ss' answers on the board and leave them there.

1 VOCABULARY

- A** • Have Ss preview the pictures and captions. Ask, *Are any of these words on the board?*
 - Then ask Ss to listen to the new vocabulary and point to each item they hear. Then have them listen and repeat.
 - Focus on the phrases *on the left, on the right, in the front, and in the back.* Turn your back toward the class. Point to and make true statements about things in the classroom. For example, *The door is on the left. The windows are on the right. The whiteboard is in the front. The closet is in the back.*
 - Have Ss look at the vocabulary and ask, *Which of these places and services are important to you when you choose a hotel?*
 - B** • Have Ss preview the exercise items. Read item 1, *eat lunch.* Ask, *Where do you eat lunch?* (in the café)
 - Have Ss work individually to complete the exercise.
 - C** • Have Ss compare answers with a partner. Circulate and assist as needed.
- ⋮ **OPTION** Have Ss ask and answer questions using the prompts in the exercise. Write on the board: A: *Where do you eat lunch?* B: *You eat lunch in the café.* For item 7, hint that the question starts with *How*. (A: *How do you go up to your room?* B: *You take the escalator / elevator.*)

2 GRAMMAR

- Focus on the *Affirmative statements* section of the grammar chart. Point to the verb column and say, *This is simple present.* Read the first Note in the chart. Then say, *The infinitive form does not change.* Read a statement with each subject—varying the verbs among *like(s), want(s), and need(s)*—and have Ss repeat.
- Then point to the *Negative Statements* section of the grammar chart. Point to the *Do not* column. Ask, *How else can we say do not and does not?* (don't / doesn't) Read the second Note in the chart. Say, *You can also use the full form for emphasis.* Say, *I do not like to travel,* and have Ss repeat. Then read a negative statement with each subject in the grammar chart and have Ss repeat.
- Ask Ss to turn to page 55 and call on a volunteer to read the question, *What do you like to do?*
- Ask a S, *What do you like to do?* and write the answer on the board. (For example, I like to read.) Then ask another S, *What do you want to do?* and write the answer on the board. (For example, I want to go out.) Then ask a third S, *What do you need to do?* and write the answer on the board. (For example, I need to study.) Ask a fourth S to come to the board and underline the infinitives. (For example, to read, to go out, to study)

3 PRONUNCIATION

- A** • Say, *In Unit 1, we learned to stress the important words in a sentence. Now we will learn that one important word has the strongest stress. Read Main stress aloud. Ask, Which important word often has the strongest stress?* (the last one)
- Have Ss listen. Then have them listen and repeat. Focus on *fitness center* and ask, *What did we learn about stress in compound nouns?* (that the stress is always on the first word of a compound noun)
- B** • Invite Ss to preview the items. Then have them listen and complete the exercise.
- Have Ss listen again and repeat.
 - Go over the answers as a class. Focus on *gift shop* and to review again, ask, *What did we learn about stress in compound nouns?* (that the stress is always on the first word of a compound noun)
- C** • Instruct Ss to practice the conversations once and then swap roles and practice again.

4 CONVERSATION

- A** • Have Ss look at the video still. Ask, *Who are they?* (Yusef and a hotel clerk) Ask, *How did the clerk help Yusef in the last lesson?* (He provided him with personal care items.) *Why?* (because the airline lost his bag) *What do you think the clerk might help him with today?* (maybe directions to places in the hotel) Point to the unit title if Ss need a hint.
- Books closed, have Ss listen or watch.
 - Books open, have Ss complete the exercise individually.
 - Go over the answers as a class. Replay the audio if appropriate.
- B** • Focus on the Conversation Skill on the right. Read it aloud.
- Books closed, have Ss listen or watch the conversation in 4A again and raise their hands when they hear a person show understanding. If appropriate, hint to Ss that there are two instances.
- C** • Play the audio and have Ss repeat chorally, line by line.
- Point out the three questions. (lines 1, 3, and 6) Ask, *What is the main stress in these?* (café, fitness, business)
 - Focus on *I see* and ask, *What does this show?* (understanding)
 - Have Ss listen and repeat again.
 - Then, in pairs, have Ss practice the conversation. Circulate and listen for correct stress. Time permitting, have Ss swap roles and practice again.
- D** • Ask a volunteer to read the highlighted words on the right. Say, *You can use these words in place of same-color words in the conversation, or you can use your own words.*
- In pairs, have Ss make their own conversations. Time permitting, have Ss swap roles and practice again.

5 TRY IT YOURSELF

- A** • Read the example conversation with a **higher-level S**. Have Ss look back at 1A on page 78. Review the vocabulary for directions: *in the front, in the back*, etc. Write A's line on the board: *Excuse me. Is there a business center here? I want to use a computer. Say, Give a reason why you are looking for a particular place. Use like, want, or need + infinitive.*
- In pairs, have Ss role-play hotel guest and clerk. Remind clerks to use the imperative when giving directions. (For example, Take the elevator; Exit the elevator; It's on the left.)

- +** **EXTENSION** Ask a S to read Yusef's social media message at the beginning of the lesson. Then play the audio from 4A again. Ask, *What is Yusef looking for?* (a café, a fitness center, a sauna, and a business center) *How does he find out where these places are?* (He asks the clerk.) *What else could he do?* (get a map of the hotel, use the hotel app) Ask, *What are some possible responses to Yusef's message?* (For example, Don't get lost! ☺ Get a map!)



- LOOK FOR** While Ss are completing the Try It Yourself activity, walk around the class and listen to Ss' conversations. Listen to determine if Ss are correctly
- ✓ using vocabulary for places in a hotel
 - ✓ using *like, want, need + infinitives*
 - ✓ putting main stress on one word in a sentence



EXIT TICKET Say, *You are a hotel guest and I am a clerk at the front desk. Ask me a question about a place in the hotel. Use Is there / Are there and like, want, or need + infinitive. I will answer. Note which Ss speak with ease and which ones are less sure of themselves.*



3 PRONUNCIATION

A ▶08-10 Listen. Notice the main stress. Then listen and repeat.
Where's the fitness center? Take the elevator. It's on the left.

B ▶08-11 Listen. Underline the word that has the main stress.
Then listen and repeat.

1. A: How can I help you? 2. A: Where's the gift shop?
B: Where's the sauna? B: It's right over there.
A: It's next to the pool. A: Right, I see it.

C **PAIRS** Practice the conversations in 3B.

Main stress

We stress the important words in a sentence. One word has the main (strongest) stress. The main stress is often on the last important word.

4 CONVERSATION



A ▶08-12 Listen or watch. Circle the correct answer.

1. Yusef thanks the clerk for his help / time / call.
2. Yusef wants to eat / sleep / watch TV.
3. The business center is next to the pool / café / gift shop.
4. The elevators are on the right / on the left / in front of Yusef.



B ▶08-13 Read the Conversation Skill. Listen or watch. Complete the conversation.



Yusef: Where is the café?

Clerk: It's on the third floor.

Yusef: I see. Do you have a fitness center?
I want to exercise before dinner, tonight.

Clerk: Yes, we do. It's on the top floor.

Yusef: Thanks. And I need to print something.
Where's the business center?

Clerk: It's over there, on the right.

CONVERSATION SKILL

Show understanding

To show that you understand what someone is saying, say:

- I see.
- Uh-huh.
- Right.

Listen or watch the conversation in 4A. Raise your hand when the speaker shows understanding.

C ▶08-14 Listen and repeat. Then practice with a partner.

D **PAIRS** Make a new conversation. Use these words or your own ideas.

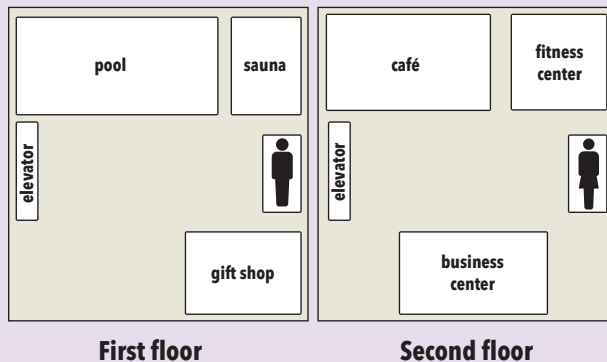
gift shop
pool
on the left

5 TRY IT YOURSELF

ROLE PLAY Look at the floor plans. Ask for and give directions.

A: Excuse me. Is there a business center here? I want to use a computer.

B: Yes, there is. Take the elevator to the second floor. The business center is on the right.



■ I CAN GIVE DIRECTIONS IN A BUILDING.



LESSON 3

TALK ABOUT WHERE PLACES ARE LOCATED



YUSEF SAYED

@YusefS

I have the afternoon free.
Time to see San Francisco!

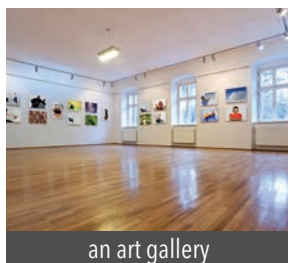


1 VOCABULARY Places in a city

A 08-15 Listen. Then listen and repeat.



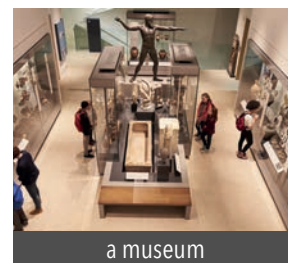
a stadium



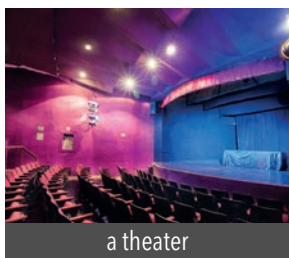
an art gallery



a subway station



a museum



a theater



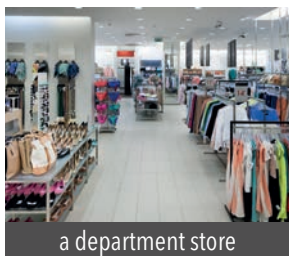
an ATM / a bank



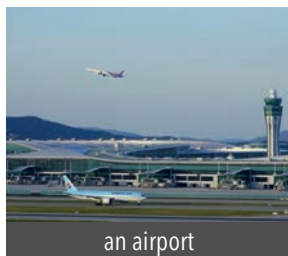
a convenience store



a post office



a department store



an airport



a hair salon



a club

B Look at the words in 1A. Complete the chart.

Transportation	Shopping	Entertainment / Culture	Services
a subway station an airport	a convenience store a department store	a stadium an art gallery a museum	a theater a club an ATM / a bank a post office a hair salon

C PAIRS Compare answers.



2 GRAMMAR Prepositions of place: At, on, in

At	On	In
at work	on the street	in Japan
at home	on the corner	in New York
at school	on Main Street	in the park
at the library	on the left	in the neighborhood
at a bus stop	on the right	in the front
at 10 Main Street	on the second floor	in the back

>> FOR PRACTICE, GO TO PAGE 123



LESSON 3 TALK ABOUT WHERE PLACES ARE LOCATED

- Read the title of the lesson. Then write on the board: *Where is our school located?* Write answers on the board. (For example, in Springfield; on the corner of Washington Street and Main Street; at 12 Main Street) Then write: *Where is our classroom located?* (For example, on the second floor)
- Ask a S to read the social media message. Ask, *Is Yusef from San Francisco?* (no) *Do you think he knows where everything is?* (probably not)



LANGUAGE NOTE *To have the afternoon free* means to not have anything scheduled. If you are *free*, you are not working or busy. It is also possible to say *to have a free afternoon*.

1 VOCABULARY

- A** • Have Ss preview the pictures and captions.
- Ask Ss to listen to the new vocabulary and point to each item they hear. Then have them listen and repeat.
- Ask individual Ss, *Which places do you like to go to? Do you want to go to any of these places this weekend? Do you need to go to any of these places this weekend?* Elicit vocabulary items, not complete sentences.
- B** • Call on a volunteer to read the four chart headings. Clarify meanings as needed. For example, you can say, *Services refer to places where you pay someone to do something for you. This is different from Shopping, where you pay for a product.*
- C** • In pairs, have Ss check their answers and explain their choices.

2 GRAMMAR

- To review prepositions, say, *In Unit 3, we learned prepositions of location* (across from, next to, between, around the corner from, down the street from, near) *and prepositions of placement* (in, on, under, over, in front of, behind). *In this lesson, we will focus on three prepositions of place.* Write *at, on, in* vertically on the board.
- Say, *Prepositions of place help describe where someone or something is located.* Have Ss look at the words in each column and notice patterns. Ask questions to guide them: *Which preposition do you use with a specific address?* (at) *a street name?* (on) *the floor of a building?* (on) *a city name?* (in) *a country name?* (in)
- Then focus on the phrases that show direction: *on the left / on the right* and *in the front / in the back*. Turn around to face the same direction as the Ss. Motion to the left, right, front, and back of the classroom, as you say, for example, *The windows are on the left. The door is on the right. The board is in the front. The closet is in the back.* Say, *Use on with the left and the right. Use in with the front and the back.*
- Refer back to *at, on, in* on the board. Explain that, in general, *at* is used for a specific point or place; for example, an address is more specific than a street name. Read the examples in the *At* column in the grammar chart. Say, *They are all specific places.*
- Then explain that *on* is used for a surface. Place your flat hand on the top of your desk to illustrate the meaning of surface; say, *on the desk*. Read the examples in the *On* column in the grammar chart. Say, *They are all surfaces.*
- Finally, explain that *in* is used for a place with boundaries. Point to the four walls of your classroom; say, *These are the boundaries of our classroom. We are inside the boundaries.* Read the examples in the *In* column on the grammar chart. Say, *They are places with boundaries.*
- Explain that for certain places, it is possible to use *at* or *in* depending on the meaning we want to convey. For example, *I work at the bank* vs. *The robber is in the bank right now*. In the second sentence, the focus is on the enclosed space of the bank. In pairs, have Ss experiment using *at* and *in*, with the vocabulary in 1A. Tell Ss to use the grammar chart as their guide. Circulate and answer questions.

3 LISTENING

- A** • Have Ss fold back their books so that they cannot see the words in 1A on page 80. Call on volunteers to identify the images in 3A. (an ATM, a theater, a post office, a subway station, a department store, a stadium, a hair salon, a museum) If Ss ask why the fourth image has a sign for Pete's Grill or refer to it as a restaurant, say, *That is an advertisement for Pete's Grill at the entrance to a subway station.*
- Read the directions. Ask, *When you use your phone for directions, what app do you use? Do you usually type places in or use your voice?*
- Then have Ss listen and check the boxes. Say, *Don't worry about the blank next to the box. You will use it in 3B.*
- Have Ss go over the answers in pairs. Let Ss listen again if appropriate.
- B** • Read the Listening Skill aloud. Then ask, *Did you hear any street names or address numbers when you listened the first time?* (yes)
- Have Ss preview the locations in items a-f. Say, *These are the key words to listen for. When you hear one of these address numbers or street names, write the letter on the appropriate line in 3A.*
- Go over the answers as a class.
- C** • Read the example conversation with a volunteer. **For lower-level Ss**, write on the board: A: *Where is _____?* B: *It's _____.*
- In pairs, have Ss talk about the location of each place in 3A.

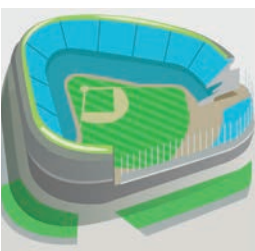
+ **EXTENSION** Ask, *Which items from 1A on page 80 do not appear in this exercise?* (an art gallery, a convenience store, an airport, a hair salon, a club) Say, *Talk about the location of these places in your city, following the model in 3C. If you don't know where a place is, make up an answer or ask your phone like Yusef does.*

4 TRY IT YOURSELF

- A** • Have Ss work individually to create a list. Say, *Use words from 1A on page 80 or other places we have learned; for example, a restaurant, a shopping center, a hospital, a café.* Refer Ss to the vocabulary for *Places in the neighborhood* on page 28 if helpful.
- B** • Read the example conversation with a volunteer. **For lower-level Ss**, write on the board: A: *Where is _____?* B: *It's _____.*
- In pairs, have Ss perform the role play. Say, *Be careful to use the correct prepositions.* Encourage Ss to take turns playing the role of the visitor.
- +** **EXTENSION** Ask a S to read Yusef's social media message at the beginning of the lesson. Ask, *What places does Yusef ask his phone to find for him?* (a museum, a department store, an ATM, a subway station, the baseball stadium) *Why do you think he wants to go to a department store?* (The airline lost his bag. He probably needs to buy some clothes.) Then ask the class, *What are some possible responses to Yusef's post?* (For example, Have fun! Go to Golden Gate Park! 📱)
-  **LOOK FOR** While Ss are completing the Try It Yourself activity, walk around the class and listen to Ss' conversations. Listen to determine if Ss are correctly
- ✓ using vocabulary for places in a city
 - ✓ using the prepositions of place *at*, *on*, and *in*
-  **EXIT TICKET** Say, *Imagine that I'm a visitor to your city. I will ask you where places are.* As Ss prepare to leave the class, ask each S about a particular place. Say, *Where is _____?* Listen for correct use of the prepositions of place *at*, *on*, and *in*. Note which Ss answer with ease and which are less sure of themselves.

3 LISTENING

A ▶08-17 Listen. Yusef is using his phone to find locations. Check (✓) the places he wants to go.

			
d ✓	___ ☐	f ✓	c ✓
			
e ✓	b ✓	___ ☐	a ✓

B ▶08-17 Read the Listening Skill. Read the locations.

Then listen again and write the letter under the place in 3A.

- a. in Golden Gate Park
- b. on Second Street
- c. on Market Street
- d. on the corner
- e. at 6911 O'Farrell Street
- f. at 6911 Fell Street

LISTENING SKILL Listen for location words

When you ask for a location, focus on the key words in the answer. For example, listen carefully for address numbers and street names.

C **PAIRS** Talk about the location of the places in 3A.

A: Where is the museum?

B: It's in Golden Gate Park.

4 TRY IT YOURSELF

A **MAKE IT PERSONAL** Make a list of 5-10 places that are nearby or famous in your city.

B **ROLE PLAY** Imagine that you are a visitor to your city. Take turns. Ask where the places on your list are.

A: Where is the Modern Art Museum?

B: It's on Grant Street.



■ I CAN TALK ABOUT WHERE PLACES ARE LOCATED.

LESSON 4

READ ABOUT A HOTEL



YUSEF SAYED

@YusefS

Anyone need a great hotel in San Francisco? Try the Grand.

1 BEFORE YOU READ

Imagine you need to choose a hotel for a business conference. What things are important to you?

2 READ

A 08-18 Listen. Read the email. Why is Yusef writing to Gina? *Possible answer: He is telling her about a great hotel.*

Yusef Said

Hi, Gina,

I have an idea for our conference in September in San Francisco. I think the Grand Hotel is perfect! The hotel is in a convenient location. It's at 2345 Golden Gate Ave. There's a subway stop a block away and a bus stop. There are a lot of shops and restaurants nearby. The San Francisco Museum of Modern Art is on Second St. a few blocks from there, too.

The hotel has free parking. It has a business center and three large meeting rooms. There's a pool, a sauna, and a really good fitness center. There's a gift shop and a nice café on the first floor. Let me know if you want more information!

Yusef

B Read the Reading Skill. Then read the email again. Take notes about the Grand Hotel.

Hotel location and places nearby	What the hotel has
convenient location a subway stop a bus stop shops and restaurants a museum	free parking a business center meeting rooms a pool a sauna a fitness center a gift shop a café

READING SKILL Take notes

As you read, write a few words about important details. Don't write complete sentences.

3 MAKE IT PERSONAL

A Do you like the Grand Hotel? Why or why not?

B PAIRS Compare your answers in 3A.
Do you want the same things in a hotel?

Look for hotels in San Francisco. Find one that is good for a vacation.



☐ I CAN READ ABOUT A HOTEL.

LESSON 4 READ ABOUT A HOTEL

- Read the lesson title aloud. Say, *In Unit 7, we read a restaurant review. Have you ever read a hotel review? Where else can you read about hotels? (on travel websites, in magazines, in guidebooks)*
- Call on a S to read the social media message and ask, *What hotel in San Francisco does Yusef recommend?*

(the Grand) *Do you think the Grand is the hotel where he is staying? (probably)*



LANGUAGE NOTE You can use the imperative to recommend something. For example, *Try the Grand. Have a burger at Sam's Diner. Go to Golden Gate Park.*

1 BEFORE YOU READ

- Write *conference* on the board. Elicit the meaning. (a very big meeting for a large number of people that frequently lasts several days) Then ask, *Where does a conference often take place? (at a hotel)*
- Read the directions. Divide the class into pairs. Say, *Make a list of things that are important in a hotel for a business conference. You can look at the vocabulary*

in 1A on page 78 for ideas. (For example, a business center, a parking lot, large meeting rooms, a convenient location close to the airport, restaurants or cafés)

- Then bring the class together and create a joint list on the board.

2 READ

- A** • Invite Ss to preview Yusef's email. Read the greeting, *Hi, Gina* and the first sentence aloud. Ask, *Who is Gina?* (probably a co-worker)
- Have Ss listen and read.
 - Focus on the question in the directions. Call on volunteers to answer. (For example, to recommend a hotel for a conference)
- B** • Read the Reading Skill aloud. Then point to the example answers in 2B. Say, *These are notes. They are short and contain important details.*
- Ask a S to read the headings on the chart. Have Ss work individually to continue taking notes in the chart.
 - Have Ss compare answers in pairs.



OPTION Ask, *What are different situations when people take notes? (at meetings, in class, while reading, when learning to do something new) How do you take notes? (For example, with paper and pencil, on the computer, using an app, making bullets, creating charts)*



EXTENSION Return to the social media message at the beginning of the lesson. Ask a S to read it. Ask, *What are some possible responses to Yusef's post?* Invite Ss to write responses on the board. (For example, *Thanks for the tip! Why do you recommend it?*)

3 MAKE IT PERSONAL

- A** • Say, *You have learned a lot about the Grand Hotel from Yusef in this unit. Do you like it? Write some notes about why you like it or why you don't like it. Encourage Ss to refer to the chart in 2B.*
- B** • In pairs, have Ss compare opinions.



EXTENSION Have Ss write a short email response from Gina to Yusef. Say, *Be creative. You can have Gina agree that the hotel is a good idea, or she can say she has an idea for another hotel she thinks is better.*



EXIT TICKET • Say, *I'm going to read an email that a friend wrote me about a small hotel where she stayed in New York state. Take notes about the hotel on a blank card or piece of paper. Remember to write your name.*

• Read: *Hi [your name], Have you ever stayed at the Clinton Inn? The rooms have beautiful views. The rooms are small, but clean. There's no pool or fitness center, of course. But that's why the hotel is so inexpensive, only \$69 a night. Definitely stay here if you are in New York. Talk to you later, Jeff.* Collect cards as Ss leave. Read the cards to identify areas for review in later lessons.

LESSON 5 WRITE ABOUT A HOTEL

1 FOCUS ON WRITING

- A** • Books closed, write
Angela Mendez
16 Martin Dr.
Springfield, NY 13468
Ask, *What does Dr. mean?* (Drive) *What does NY stand for?* (New York)
- Read the Writing Skill aloud. Write the word *abbreviation* on the board and elicit the meaning. (a short way to write a word) Say, *Notice that when street*

names are abbreviated, there is a period at the end of the abbreviation.

- B** • Say, *Find abbreviations in the two addresses in the email.*



LANGUAGE NOTE In addition to *Drive (Dr.)*, *Road (Rd.)*, *Street (St.)*, and *Avenue (Ave.)*, other abbreviations for streets include *Boulevard (Blvd.)*, *Lane (Ln.)*, and *Place (Pl.)*.

2 PLAN YOUR WRITING

- A** • Point to the chart and call on volunteers to read the headings. Write these on the board and circle the prepositions: *Places and services in the hotel*; *Places and services around the hotel*. For lower-level Ss, draw a rectangle on the board and label it *hotel*. Point to the center of the rectangle to demonstrate *in*. Point to the area around the rectangle to demonstrate *around*. Ask, *What are some examples of services in a hotel?* (a fitness center, a café, a gift shop, etc.) *What are some examples of services around a hotel?* (a subway station, an ATM, an airport, etc.)
- Tell Ss to think about a hotel they have stayed at, or to research a hotel online, and write the hotel name in

the top portion of the chart. If Ss don't have the exact address, they can look it up in class or for homework. Remind them to use abbreviations for words in the street name if appropriate.

- Have Ss work individually to write notes in the chart. Refer them to the vocabulary in 1A on page 78 and page 80 to get ideas.
- B** • Read the example prompts. Ask, *What does nearby mean?* (around the hotel) Model complete answers. (For example, *This hotel has two cafés. Nearby there is a museum and a park.*)

3 WRITE

- Have Ss look at the email in 2A on page 82. Read the first two sentences. Say, *You can describe a hotel you know or recommend a hotel for a specific purpose like Yusef does.*

- Say, *Use your notes to help organize your email. Remember to use abbreviations when you write the hotel's address.*
- Circulate and assist as needed.

4 REVISE YOUR WRITING

- A** • Tell Ss they will peer review their partner's writing. Say, *Read your partner's email and complete the checklist in your partner's book.*

- B** • Then have Ss return books and give and receive advice about how to improve their emails. Circulate as pairs work and monitor that feedback is correct and constructive. Help steer Ss in the right direction if they are not giving appropriate feedback.

5 PROOFREAD

- Have Ss proofread their emails.
- Then collect Ss' work and offer individual feedback. If Ss write by hand, encourage Ss to recopy their emails if a lot of changes are necessary.



EXIT TICKET Write on the board: *Swiss Inn is at 18 Hudson Street. West Hotel is on the corner of Winter Drive and Central Avenue.* Say, *Abbreviate the words in these street names.* Have Ss write their names on a blank card or piece of paper and copy the sentences, adding any necessary periods. (St.; Dr.; Ave.) Collect cards as Ss leave. Read the cards to identify areas for review and to identify individual Ss who may need additional practice.

LESSON 5

WRITE ABOUT A HOTEL

1 FOCUS ON WRITING

- A** Read the Writing Skill.
- B** Read the email on page 82 again.
Circle the abbreviations for *Street* and *Avenue*. *see page 82*

WRITING SKILL Abbreviations

When writing an address, you can abbreviate words in the street name. For example, abbreviate the word *Road* like this:
234 River Rd.

2 PLAN YOUR WRITING

- A** Think about a hotel. Complete the chart with information about the hotel.

Name of hotel:	
Address:	
Places and services in the hotel	Places and services around the hotel

- B PAIRS** Talk about the hotel. Describe where it is and the services it has.
This hotel has ... Nearby there is ...

3 WRITE

Write an email about a hotel you know. Tell where it is. Describe its places and services. Describe what's in the neighborhood. Use the email on page 82 as a model.

4 REVISE YOUR WRITING

- A PAIRS** Read your partner's email. Complete the chart.

Did your partner ...?	Yes	No
use abbreviations in addresses		
describe the places and services in the hotel		
describe the neighborhood		

- B PAIRS** Can you improve your partner's email? Make suggestions. Then revise your writing.

5 PROOFREAD

Read your email again. Check your spelling, punctuation, and capitalization.

☐ I CAN WRITE ABOUT A HOTEL.

PUT IT TOGETHER

1 MEDIA PROJECT



A ▶08:19 Listen or watch. Answer the questions.

1. What are Ahmet's favorite places?
His favorite places are the park, the museum, and the café.
2. Where does he meet his friends?
He meets his friends at the café.

B Show your own photos.

- Step 1 Think about your neighborhood or a neighborhood near your school.
Take 4-6 photos of some of the places.
- Step 2 Show the photos to the class. Talk about the neighborhood.
- Step 3 Answer questions from the class about the neighborhood.
Get feedback on your presentation.



2 LEARNING STRATEGY

PRACTICE THE PRONUNCIATION

Identify sounds that you find difficult. Look for ways to practice the pronunciations. Use online recordings to listen and repeat.

Review the vocabulary in the unit. Which words are difficult to pronounce? Listen to those words in your app. Listen and repeat.

toothpaste



3 REFLECT AND PLAN

A Look back through the unit. Check the things you learned. Highlight the things you need to learn.

Speaking objectives

- ☐ Ask for personal care items
- ☐ Give directions in a building
- ☐ Talk about where places are located

Grammar

- ☐ *There is / There are*
- ☐ *Like, want, need + infinitives*
- ☐ Prepositions of place: *At, on, in*

Vocabulary

- ☐ Personal care items
- ☐ Places in a hotel
- ☐ Places in a city

Reading

- ☐ Take notes

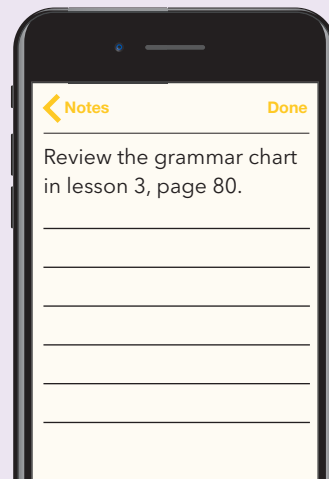
Writing

- ☐ Abbreviations

Pronunciation

- ☐ The sound /f/
- ☐ Main stress

B What will you do to learn the things you highlighted? For example, use your App, review your Student Book, or do other practice. Make a plan.



PUT IT TOGETHER

1 MEDIA PROJECT

- A**
- Have Ss look at the photo on the right. Ask, *What do you see?* (a street, some plants, colorful houses)
 - Before Ss listen or watch, have them preview the questions. Say, *Listen for this information.*
 - Have Ss listen or watch. Then have them answer the questions individually. If appropriate, let them listen or watch again.
 - In pairs, have Ss compare answers.
- B**
- Give Ss some time in class to read the three steps. Answer any questions.
 - Ask Ss to work individually on Step 1. Say, *Think about a neighborhood and plan what places you will photograph.* Tell them to answer the questions in 1A with their own information. Invite Ss to share in pairs. Say, *Ask your partner, What are your favorite places? Where do you meet your friends?*
 - Tell Ss, *Write notes or create a script of what you want to say.* Model an introduction on the board: *Hi, I'm _____. This is my neighborhood. These are some of my favorite places. This is _____. And this is...* Ss can complete this step for homework or in class. Tell them to take the photographs for homework.
 - For Step 2, say, *You will present your photos and talk about them. Use the notes or the script you have prepared.* Have Ss practice once with a partner.
 - For Step 3, after each S presents, say, *Ask your classmate questions about the neighborhood.* Then ask the class, *Does anyone live in this neighborhood?* If yes, ask, *Do you have any of the same favorite places?*

- Write the following questions on the board:
 1. *Does the person talk about 4-6 favorite places in a neighborhood?*
 2. *Does the person describe the places?*
 3. *Does the person speak clearly?*
 4. *Are the photos and presentation interesting?*Give Ss a few minutes to read over the questions. Tell them to write each person's name on a piece of paper before the person presents, and then take notes during the presentation referring to the questions on the board.
- Then invite classmates to give feedback. You may choose to save the feedback until the very end and let Ss walk around, refer to their notes, and tell Ss individually what they did well or could do better. Remind Ss to speak kindly and constructively.



OPTION To provide an opportunity for self-critique, record Ss presentations. Then have Ss watch their own presentation and complete the following checklist:

- ☐ *Did I talk about 4-6 favorite places in a neighborhood?*
- ☐ *Did I describe the places?*
- ☐ *Did I speak clearly?*
- ☐ *Were my photos and presentation interesting?*

Encourage Ss to be honest with themselves and to keep notes of their observations for the next time they prepare a similar presentation.

2 LEARNING STRATEGY

- Write *practice* on the board. Say, *There is a saying in English: Practice makes perfect. What do you think it means?* (that if you practice something, you will become very good at it) Read the Learning Strategy topic, *Practice the pronunciation.* Say, *The more you practice pronunciation, the better you will become at it.*

- Give Ss a few minutes to preview the vocabulary in 1A on pages 76, 78, and 80. Tell them to circle words they find difficult to pronounce. Tell Ss to practice these words on their app.

3 REFLECT AND PLAN

- A**
- Have Ss complete the checklists individually. Circulate and answer any questions. Encourage Ss to look back at each lesson in the unit.
 - Have Ss compare checklists in pairs and talk about the things they need to study or practice more.
- B**
- Have Ss work individually to think about what might help them learn the topics they don't feel they know yet. Refer individual Ss to specific handouts, app practice, workbook pages, etc., to help them master any problem areas. If Ss feel confident about all of the topics in this unit, encourage them to think of other topics they need help with or want to learn.

- Then invite Ss to walk around and compare ideas for learning different topics.



UNIT REVIEW BOARD GAME To review the Unit content, go to the Pearson English Portal / Reproducibles / Unit Review Board Games folder and print out and make copies of the Unit 8 Board Game. You'll find instructions for the game in the same folder.

9 IS EVERYTHING OK?

PREVIEW THE UNIT

LESSON 1		Describe things people own
	Vocabulary	Describing things
	Grammar	Possessive nouns; <i>This / that / these / those</i>
	Pronunciation	Moving the main stress
	Conversation skill	Ask about a problem
LESSON 2		Talk about what you're doing
	Vocabulary	Technology
	Grammar	Present continuous: Statements and questions
	Pronunciation	Intonation in questions
LESSON 3		Talk about daily activities
	Vocabulary	Daily activities
	Grammar	Adverbs of frequency
	Listening skill	Listen for numbering
LESSON 4		Read about computer problems
	Reading skill	Make inferences
LESSON 5		Write about computer problems
	Writing skill	Write a list
PUT IT TOGETHER		
	Media project	Photos: People using technology
	Learning strategy	Write the rule



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

GET STARTED

- A** • Write on the board: *Is everything OK?* Say, *When do you ask someone this question?* (when he / she is upset or looks unhappy) Direct the question to several Ss. (For example, Yes. No, I feel sick. No, I lost my phone.)
- Tell Ss to read the Learning Goals individually. Ask, *Which topics do you feel confident about? Which topics are new for you?* If Ss have studied the topics before, reassure them that they will learn some new things.
- B** • Ask, *What do you see?* In pairs, have Ss look at the photo and talk about things they see.
- Bring the class together and ask pairs to share. Write words on the board. (For example, people at a meeting, co-workers, two laptops, a smartphone, a large notepad, pens, coffee cups, windows)
- C** • Focus on the social media message and ask, *What do you remember about Dan?* (He lives and works in Beijing. He's a graphic designer.) Say, *Think back to Unit 3. Where was Dan staying when he was in New York on business?* (at his friend Mike's house; he was house-sitting)
- Read the social media message aloud. Ask, *Where is Dan?* (in New York City again) *Is everything OK?* (No, Dan is late.)



IS EVERYTHING OK?

LEARNING GOALS

In this unit, you

- ⊗ describe things people own
- ⊗ talk about what you're doing
- ⊗ talk about daily activities
- ⊗ read and write about computer problems



GET STARTED

- A** Read the unit title and learning goals.
- B** Look at the photo of an office. What do you see?
- C** Now read Dan's message. What kind of day is it?



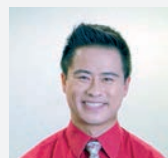
DAN LU

@DanL

Back in NYC for a few days. Not a good start to the day; I'm already late.

LESSON 1

DESCRIBE THINGS PEOPLE OWN



DAN LU

@DanL

I'm not ready for my meeting with Gaby! 😞

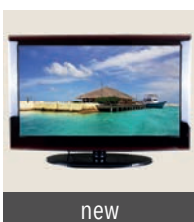


1 VOCABULARY Describing things

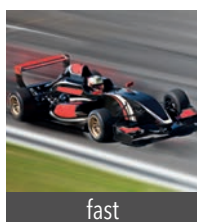
A 09-01 Listen. Then listen and repeat.



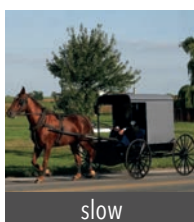
old



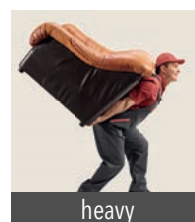
new



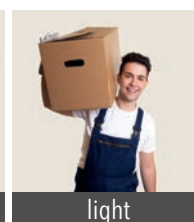
fast



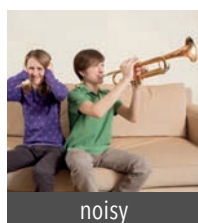
slow



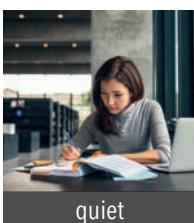
heavy



light



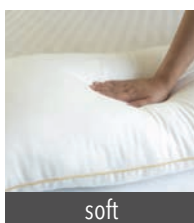
noisy



quiet



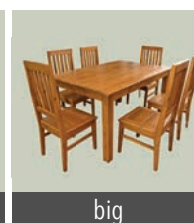
hard



soft

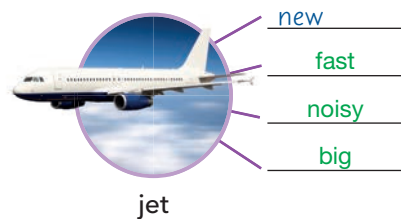


small



big

B Label the pictures. Use words from 1A.



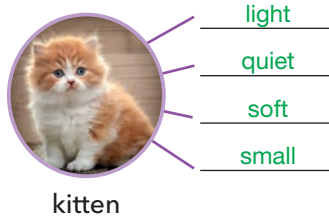
jet

new

fast

noisy

big



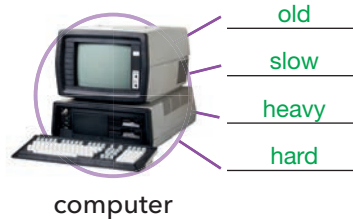
kitten

light

quiet

soft

small



computer

old

slow

heavy

hard

C PAIRS Compare answers.

I think the kitten is soft ...



2 GRAMMAR Possessive nouns; This / that / these / those

Possessive nouns

Singular	Plural	Irregular plural
the teacher's book	the teachers' books	men's clothing
the boy's bike	the boys' bikes	women's clothing
Jane's desk	the Smiths' house	children's clothing
Add 's after the noun.	Add ' after the final s.	Add 's after the noun.

' is called an apostrophe

This / That / These / Those

Singular	Plural
this book	that book
these pens	those pens

>> FOR PRACTICE, GO TO PAGE 124

LESSON 1 DESCRIBE THINGS PEOPLE OWN

- Write the verb *own* on the board. Ask, *What does this word mean?* (to have something that belongs to you) Point to one of your belongings and say, for example, *I own a laptop computer.*
- Read the lesson title. Say, *In this lesson, we'll describe things people own.*
- Ask a volunteer to read the social media message. Focus on the emoji. Ask, *What feeling does it show?* (stressed, very unhappy) *Do you ever use this emoji? If yes, in what situations?* (For example, when I have too much to do) *Why is Dan using this emoji?* (He is not ready for a meeting and is probably feeling stressed.)

1 VOCABULARY

- A** • Point out the Vocabulary topic, *Describing things*. Ask, *What part of speech do we use to describe things?* (adjectives) Write *adjective* on the board. Remind Ss that they learned about adjectives in Unit 3.
- Have Ss preview the pictures and captions. Then ask, *What are these pairs of words?* (opposites) Write *opposites* on the board. Say, *An opposite is something that is as different as possible from something else.* Write an example on the board: *hot weather / cold weather.*
- Have Ss listen. Then have them listen and repeat.
- OPTION** Invite Ss to identify the things in each picture and practice adjective + noun placement. (old TV, new TV; fast car, slow carriage; heavy sofa, light box; noisy room, quiet library; hard rock, soft pillow; small table and chairs, large table and chairs)
- B** • To review, ask, *What do we call these diagrams?* (word webs) *What does a word web do?* (It shows how words are related.)
- Have Ss complete the exercise individually.
- C** • Read the example answer aloud. Say, *Follow the model to make statements with the words in your word web.*
- In pairs, have Ss compare answers.

2 GRAMMAR

- To review, pick up an item on a S's desk. Write on the board: *This is _____ pencil.* Elicit the answer and write the S's name + 's in the blank. Pick up an item from another S's desk and say, *This is...* Encourage Ss to complete the sentence with a possessive noun and the name of the item.
- Say, *The Writing Skill in Unit 2 was forming the possessive.* Write *possessive* on the board, underlining *possess.* Ask, *What does possess mean?* (to own) Point to *own* in this lesson's title to demonstrate the connection.
- Have Ss look at the *Singular* column. Say, *Add an apostrophe plus -s to a name or a noun to show possession.* Bring Ss' attention to the yellow note on the right. Then call on volunteers to read the phrases in the *Singular* column in the grammar chart.
- Next focus on the *Plural* column. Say, *To show possession with a plural noun that ends in -s, add an apostrophe after the s.* Read the phrases in the grammar chart and have Ss repeat. Write the last example in the column on the board. Ask, *What is Smith?* (a last name) Say, *Smiths is plural. It refers to all the family members. To show possession, add an apostrophe.*
- Finally have Ss look at the *Irregular plural* column. Say, *After an irregular plural noun, add apostrophe -s like you did with singular nouns.*
- Have Ss look at the *This / That / These / Those* section of the grammar chart. Once again use items around the classroom to demonstrate the grammar. Say, *This book is mine.* Touch the book and say, *Use this when something is near.* Then say, *That book is not mine.* Point to a distant book and say, *Use that when something is far away.* Ask Ss to look at the *Singular* section at the bottom of the grammar chart.
- Write on the board: *this → these; that → those.* Then say, *With plural nouns, we use these / those and the same rules regarding distance apply. We use these for things that are near. For example, These pens are mine.* Hold the pens in your hands. Then say, *We use those for things that are far away. For example, Those pens are [student's].* Point to pens in the distance.
- Make up additional true statements about items in the classroom, contrasting *this / that* and *these / those*. For example, *These Ss sit in the front. Those Ss sit in the back. This computer is new. That computer is old.*
- OPTION** Have Ss practice making statements with *this / that / these / those*. Say, *You can use possessive nouns or adjectives from 1A to complete your sentences.* Write two examples on the board: *That phone is Maria's. These pens are new.* Circulate and listen for correct use of *this / that / these / those*.

3 PRONUNCIATION

- A** • Read *Moving the main stress* aloud. Then have Ss listen to the conversation in 3A. Ask, *Where is the main stress in A's first line?* (chair) *Is the main stress on chair again in B's response?* (no) *What is the new or different information?* (Mike's) *What is the new or different information in A's second line?* (This) *And in B's response?* (my)
- Have Ss listen to the conversation again. Then have them listen and repeat.
- B** • Have Ss preview the items and predict the main stress. Have Ss look at A's line in each item. Ask, *What do you think is the last important word?* Then have Ss look at B's line in each item. Ask, *What do you think is the new or different information?* Have Ss underline in pencil.
- Then have Ss listen and complete the exercise.
 - Have Ss listen again to check their answers.
 - Then ask Ss to listen and repeat.
- C** • Circulate as Ss practice the conversations and listen for correct moving of the main stress.

4 CONVERSATION

- A** • Tell Ss to preview the exercise items. Then have Ss listen again and complete the exercise individually.
- Go over the answers as a class. If appropriate, play the audio or video again.
- OPTION** Write two vertical lists on the board. On the left, write: *Dan's area, Peter's desk, Dan's computer, Sonia's computer*. On the right: *fast, noisy, old, quiet, slow, new*. Have Ss listen again and match the belongings with the adjectives. (Dan's area is noisy. Peter's desk is quiet. Dan's computer is old and slow. Sonia's computer is new and fast.)
- B** • Read the Conversation Skill aloud. Have Ss listen or watch the conversation in 4A again and raise their hands when someone asks about a problem.
- Ask Ss to preview the conversation and predict ways the gaps might be filled.
- Then have them listen and fill in the gaps with the words they hear.
 - Call on two Ss to read the completed conversation. Go over any questions.
- C** • Play the audio and have Ss repeat chorally, line by line.
- Focus Ss' attention on the main stress in lines 2 and 3. Write on the board:
Is there another desk I can use?
You can use Peter's.
Read the question and ask, *What is the last important word?* (desk) Then read the response and ask, *Is the stress still on desk?* (no) *What is the new or different information?* (Peter's) Say, *The main stress moves from desk to Peter's.*
 - Have Ss listen again and repeat.
 - Then, in pairs, have Ss practice the conversation.

5 TRY IT YOURSELF

- A** • Model the activity. Write on the board: *car*. Say, *My car is new. It's small, fast, and red. It's cute!* List the adjectives on the board. Say, *Think of three items you own. Write a list of adjectives to describe each one. Use words from 1A on page 86 or other adjectives you know.*
- B** • Read the example conversation with a volunteer. Have the S read line A. Ask, *What is the main stress in the question?* (old) Then read B's response. Ask, *Is the main stress still on old?* (No, the stress moves to cell.) Say, *As you compare descriptions, be aware of moving the main stress.*
- Write B's line on the board. Call on Ss to underline the adjectives: *Yes, I have an old cell phone. It's small and light, but it's old and slow.* Say, *In Unit 3, we learned adjective + noun placement. You can also place adjectives after the verb be.* Ask, *Are there examples of adjective + noun?* (an old cell phone) *adjectives after be?* (It's small and light; it's old and slow.)
 - Have Ss follow the model. Write on the board: *Do you have something [+ adjective]?* Then tell Student B to say more about the item using other adjectives.
- EXTENSION** Have Ss return to Dan's social media message on page 86. Ask, *How is he not ready for the meeting?* (He doesn't have a quiet space. He doesn't have a chair. His computer is slow. He needs a notepad and pencil.)
- LOOK FOR** While Ss are completing the Try It Yourself activity, walk around the class and listen to Ss' conversations. Listen to determine if Ss are correctly
- ✓ using vocabulary for describing things
 - ✓ using possessive nouns
 - ✓ moving the main stress in conversations
- EXIT TICKET** Write on the board: *Find an item in the room that belongs to someone else. Make statements about it. Use this, that, these, those, possessive nouns, and adjectives.* (For example, *That backpack is Steven's. It's light and small.*) Walk around and listen to each S. Note which Ss speak with ease and which ones are less sure of themselves.



3 PRONUNCIATION

A ▶ 09-03 Listen. Notice the main stress. Then listen and repeat.

A: There's no **chair** in the office. A: **This** chair?
B: Take **Mike's** chair. B: No, that's **my** chair.

B ▶ 09-04 Listen. Underline the main stress. Then listen and repeat.

1. A: Is that your new phone? 2. A: This chair is really hard. 3. A: I need a quiet office.
B: No, this is my old phone. B: Here, use my chair. B: You can use that office.

C **PAIRS** Practice the conversations in 3B.

Moving the main stress

At the beginning of a conversation, the main stress is often on the last important word. After that, we move the main stress to highlight new or different information.

4 CONVERSATION



A ▶ 09-05 Listen or watch. Circle the correct answer.

- Where is Ester?
 - She's in the ladies' room.
 - She's out to lunch.
 - c.** Tina doesn't know.
- Dan has a ___ with Gaby.
 - a.** video call b. phone call c. meeting
- At the end of the video, ___.
 - Dan isn't ready for the meeting
 - b.** everything is great
 - Dan needs a notepad



B ▶ 09-06 Read the Conversation Skill. Listen or watch. Complete the conversation.

Tina: Is everything OK?
Dan: It's really noisy here. Is there another desk I can use?
Tina: You can use Peter's desk. It's really quiet there.
Dan: Can I use this chair?
Tina: Sure. Are you all right now?
Dan: Yeah, it's just my computer. It's very old.

CONVERSATION SKILL

Ask about a problem

To ask about a problem, say:

- *Is everything OK?*
- *What's wrong?*

Listen or watch the conversation in 4A. Raise your hand when you hear someone ask about a problem.

C ▶ 09-07 Listen and repeat. Then practice with a partner.

5 TRY IT YOURSELF

A **MAKE IT PERSONAL** Choose three things you own, for example: clothing, technology, or furniture. Write descriptive adjectives for each one.

B **PAIRS** Compare your descriptions.

A: Do you have something old?

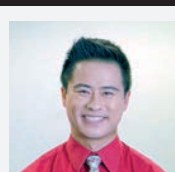
B: Yes, I have an old cell phone. It's small and light, but it's old and slow.

■ I CAN DESCRIBE THINGS PEOPLE OWN.



LESSON 2

TALK ABOUT WHAT YOU'RE DOING



DAN LU

@DanL

NOW I'm having problems with the video call. 😞



1 VOCABULARY Technology

A 09-08 Listen. Then listen and repeat.



B 09-09 Listen. Then listen and repeat.



C **PAIRS** Make pairs of words that go together. Explain why.

A: Plug in goes with power cord.

B: Right, you plug in the end of the cord.



2 GRAMMAR Present continuous: Statements and questions

Affirmative statements			Negative statements			
Subject	Be	Verb + -ing	Subject	Be	Not	Verb + -ing
I	am	talking.	I	'm	not	talking.
We They	are		We They	're		
He	is		He	's		

Yes/no questions			Short answers	
Be	Subject	Verb + -ing	Affirmative	Negative
Are	you	working?	Yes, I am.	No, I'm not.
Are	they		Yes, they are.	No, they aren't. / No, they're not.
Is	he		Yes, he is.	No, he isn't. / No, he's not.

Wh- questions				Answers
Wh- word	Be	Subject	Verb + -ing	
What	are	you	doing?	I'm fixing the computer.
Where	is	he	going?	He's going to work.
Who	are	you	talking to?	I'm talking to Jen.
Why		they	running?	Because they are late.

>> FOR PRACTICE, GO TO PAGE 125

LESSON 2 TALK ABOUT WHAT YOU'RE DOING

- Write on the board: A: *I'm having a computer problem.* Read the statement. Then ask, *How could you respond?* If necessary, refer Ss to the Conversation Skill on page 87. Write: B: *What's wrong?* Then add: A: *The webcam is not working.* Invite two volunteers to read the conversation.
- Read the social media message. Focus on the emoji. Ask, *What feeling does it show?* (anger, frustration) *Do you ever use this emoji? In what situations?* (For example, when something isn't working) *Why is Dan using the emoji?* (He is having problems with the video call.) *Who is he trying to have a video call with?* (Gaby)

1 VOCABULARY

- A** • Have Ss look at the pictures. Then point to the Vocabulary topic, *Technology*. Say, *These words are examples of technology.*
- Have Ss listen. Then have them listen and repeat.
- Ask, *What part of speech are these items—nouns? verbs? adjectives? (nouns) Are they singular or plural? (all singular except headphones, which is plural)*
- B** • Have Ss scan the icons and captions.
- Have Ss listen. Then have them listen and repeat.
- Ask, *What part of speech are these items—nouns? verbs? adjectives? (verbs)*
- C** • Read the example conversation with a **higher-level S**. Then write on the board: ____ goes with _____. Explain that *go with* means *belong together*. Say,
- Student A, connect a verb from 1B with a noun from 1A. Student B, respond. For example:*
A: Type goes with keyboard.
B: Right, you type on a keyboard.
Or:
A: Charge battery goes with a tablet.
B: Right, you have to charge a tablet's battery.
- Assist with prepositions as needed. (For example, You type on a keyboard; You connect to Wi Fi on a tablet; You log on to / log off of your email account on a laptop.)
- Then ask, *If Student B disagrees, how could he or she respond?* Write *No, that's not right.* on the board and follow with a better match.

2 GRAMMAR

- To introduce present continuous, pretend to type. Ask, *What am I doing?* Write on the board: *I am typing.* Say, *Use present continuous to talk about something you are doing right now.*
- Have Ss look at the *Affirmative statements* section of the grammar chart. Say, *Form present continuous by using the present of be and the -ing form of a verb.* Read the statement in the chart with each subject and have Ss repeat. Then say, *You can also use contractions.* Reread each statement and elicit the contractions. (*I'm talking. We're talking. They're talking. He's talking.*)
- Focus on the *Negative statements* section of the grammar chart. Read the statement in the chart with each subject and have Ss repeat. Then ask, *Are there other contractions you could use?* (yes) Reread each statement and elicit the alternate contractions. (*We aren't talking. They aren't talking. He isn't talking.*) Review that there is only one contracted form for *I*: *I'm not talking.*
- Move on to *yes/no* questions. Say, *Just like with yes/no questions with be, the word order is be first, subject second. The verb + -ing comes third.* Read the question in the chart with each subject and have Ss repeat.
- Point to *Short answers* and ask, *What do you notice about the affirmative and negative short answers?* (They don't include the verb + -ing. They are the same as short answers to *yes/no* questions with *be*.) Write on the board: A: *Are you working?* B: *Yes, I am (working).*
- Say, *The short answer drops the verb + -ing.* In pairs, have Ss take turns asking the *yes/no* questions in the chart and responding with short answers.
- Finally, ask Ss to look at the *Wh- questions* section of the grammar chart. Point out that *wh- questions* are formed the same way as *yes/no* questions but with the *wh-* word added at the beginning. In pairs, have Ss take turns asking the *wh-* questions in the chart and reading the answers.
- To bring together the various forms, write A: *What am I doing?* on the board and read the question. Pretend to be typing like at the beginning of the lesson. Elicit and write an answer. (B: *You are typing.*) Then write A: *Am I talking on the phone?* and read the question. Elicit and write an answer. (B: *No, you're not. You're typing.*) Finally, say and write on the board: A: *I'm not talking on the phone. I'm typing.* Point to each sentence on the board and have Ss identify the present continuous form:
- A: *What am I doing?* B: *You are typing.* (*wh-* question; answer)
- A: *Am I talking on the phone?* B: *No, you're not. You're typing.* (*yes/no* question; short answer; affirmative statement)
- A: *I'm not talking on the phone. I'm typing.* (*negative* statement; affirmative statement)

3 PRONUNCIATION

- A** • Write *Is everything OK?* and *What's wrong?* on the board.
- Read *Intonation in questions* aloud. Say, *Look at the questions on the board. Which one is the yes/no question?* (the first one) *Which one is the wh- question?* (the second one) Then read each question, modeling rising and falling intonation. Have Ss repeat.
 - Ask Ss to preview the exercise questions. Have Ss listen. Then have them listen and repeat.
- B** • Have Ss preview the items and predict the intonation. Have them circle the arrows in pencil.

- Then have Ss listen and complete the exercise.
 - Then ask Ss to listen and repeat.
- C** • In pairs, ask Ss to alternate reading the questions and practicing the intonation.
- Then have them write one *yes/no* question and one *wh-* question. Call on pairs to read their questions. Listen for correct intonation.



OPTION Invite Ss to make up answers and role-play short conversations. Write an example on the board:
A: *Are you hanging up?* B: *No, I'm still here.*

4 CONVERSATION

- A** • Have Ss look at the video still. Ask, *Who are they?* (Gaby and Dan) Ask, *What do you remember about Gaby?* (For example, She is from Bolivia. She's an accounts manager.)
- Return to the video still and ask, *What do you think is happening?* (They are probably having problems connecting.) *How do you know?* (Dan's social media message)
 - Have Ss listen or watch. Ask, *Were your predictions correct?*
 - Have Ss listen again and complete the exercise individually.
 - Go over the answers as a class. If appropriate, play the audio or video again.
- B** • Ask Ss to preview the conversation and predict ways the gaps might be filled.
- Then have them listen and fill in the gaps with the words they hear.
 - Call on two Ss to read the completed conversation. Go over any questions.

- Focus on the content of the conversation. Ask, *Is the problem with Gaby's computer or with Dan's computer?* (Dan's computer) *What is the problem?* (The webcam isn't working.)
- C** • Play the audio and have Ss repeat chorally, line by line.
- Point out the two questions in lines 1 and 4. Ask, *Does the intonation go up or down?* (down) *Why?* (because they are *wh-* questions) Model the falling intonation and have Ss repeat.
 - Have Ss listen to the conversation again and repeat.
 - Then, in pairs, have Ss practice. Time permitting, have Ss swap roles and practice again.
- D** • Ask a volunteer to read the highlighted words. Say, *You can use these words in place of same-color words in the conversation, or you can use your own words.*
- Then, in pairs, have Ss make their own conversations. Time permitting, have Ss swap roles and practice again.

5 TRY IT YOURSELF

- A** • Have each group write technology-related activities on pieces of paper. Refer Ss to 1B on page 88 for ideas. Then have groups swap folded papers.
- B** • Have Ss take turns choosing a paper from the pile and acting out the activity. Write on the board: *What am I doing?* Say, *Student A, start by asking this question. To guess, ask a yes/no question. Write: Are you _____ing?* Continue, *Student A, reply with short answers. Write: Yes, I am. / No, I'm not.*
- Have groups appoint a S to keep score. For each correct guess, a S gets one point.



LOOK FOR While Ss are completing the Try It Yourself activity, walk around the class and listen to Ss' conversations. Listen to determine if Ss are correctly

- ✓ using vocabulary for technology
- ✓ using the present continuous
- ✓ using rising and falling intonation in questions



EXIT TICKET Write on the board: *You are having a problem with your laptop. Write a short email message to tech support. Use the present continuous to describe what is going wrong.* Have Ss write their names and the email on a blank card or piece of paper. Collect and read the cards to identify areas for review in later lessons and to identify individual Ss who may need additional practice.

- +** **EXTENSION** Have Ss return to Dan's social media message. Ask, *What problem does Dan have during his video call with Gaby?* (They can hear each other, but they can't see each other.) *Do they solve this problem?* (yes) *What new problem do they have at the end of the conversation?* (Dan's battery is low, and he doesn't have a power cord.)



3 PRONUNCIATION

A ▶ 09-11 Listen. Notice the intonation. Then listen and repeat.

What are you doing? Who are you talking to?

Are you working? Are you talking to Gaby?

B ▶ 09-12 Listen. Does the intonation go up ↗ or down ↘ at the end? Circle ↗ or ↘. Then listen and repeat.

1. Are you hanging up? ↗

2. Are you logging on? ↗

3. Is it charging? ↗

4. How is he doing? ↗

5. Where are you going? ↗

6. What is she typing? ↗

C **PAIRS** Practice the questions in 3B. Then write two more questions.

Intonation in questions

Intonation usually goes up ↗ at the end of *yes/no* questions. Intonation usually goes down ↘ at the end of *wh-* questions.

4 CONVERSATION



A ▶ 09-13 Listen or watch. Check the true statements.

- ☐ Dan can't hear Gaby.
- ☒ Gaby can't see Dan.
- ☒ Gaby calls Dan on her tablet.
- ☐ Dan gets a new laptop.
- ☒ Dan wants to share his screen.
- ☐ Gaby doesn't have a power cord.



B ▶ 09-14 Listen or watch. Complete the conversation.



Dan: What are you doing ?
 Gaby: I'm calling you on my tablet.
 Dan: OK ... Nope. It isn't working .
 Gaby: How about your computer?
 Dan: Let me check. The webcam isn't working.



C ▶ 09-15 Listen and repeat. Then practice with a partner.

D **PAIRS** Make new conversations. Use these words or your own ideas.

laptop keyboard

5 TRY IT YOURSELF

A **GROUPS** On separate pieces of paper, write 8-10 activities you can do with technology. Fold each paper. Give your folded papers to another group.

use a mouse

type

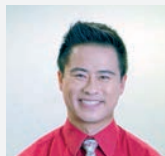
B **GROUPS** Play charades. Student A, choose one paper. Don't show it to your group. Act out the activity. Group members, guess the activity. You have three guesses. Keep score!

■ I CAN TALK ABOUT WHAT I'M DOING.



LESSON 3

TALK ABOUT DAILY ACTIVITIES



DAN LU

@DanL

Check out this podcast—Carly's Corner—it has some good advice.



1 VOCABULARY Daily activities

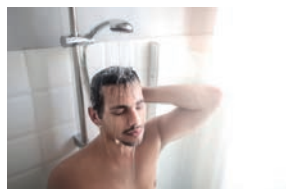
A ▶ 09-16 Listen. Then listen and repeat.



get up



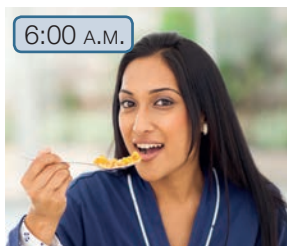
brush your teeth



take a shower



get dressed



eat breakfast



eat lunch



eat dinner



leave the house



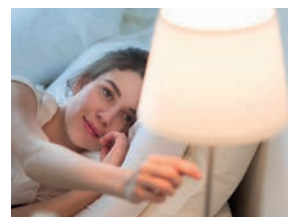
get home



go online



relax



go to bed

B ▶ 09-17 Listen. Then write the activity.

- | | |
|---------------------------|-------------------------|
| 1. <u>go online</u> | 4. <u>take a shower</u> |
| 2. <u>get up</u> | 5. <u>go to bed</u> |
| 3. <u>leave the house</u> | 6. <u>brush teeth</u> |

C **PAIRS** Compare your answers.



2 GRAMMAR Adverbs of frequency

100%	always	eat breakfast.
	usually	
	often	
50%	sometimes	
	rarely	
0%	never	

Notes

- The adverb of frequency goes before the action verb.
*He **always** gets up at 6:00 A.M.*
- The adverb of frequency goes after the verb *be*.
*He's **never** late. He's **always** on time.*
- Use *how often* to ask about frequency.
***How often** do you go online?*

>> FOR PRACTICE, GO TO PAGE 126



LESSON 3 TALK ABOUT DAILY ACTIVITIES

- Book closed, write *daily activities* on the board. Ask, *What are some things you do every day?* (For example, brush my teeth, take a shower, text with my friends) Write Ss' answers on the board and leave them for later reference.
- Call on a volunteer to read the social media message. Ask, *What is a podcast?* (a radio program that can be downloaded from the internet) *What podcast does Dan recommend?* (Carly's Corner) *Do you listen to podcasts? What podcasts do you like?*

1 VOCABULARY

- A** • Books open, have Ss compare the activities in 1A with the activities on the board. Tell Ss to check the items in the book that are also on the board.
- Have Ss listen, and then listen again and repeat.
- B** • Play the audio and pause after the first item. Have Ss look at the example answer. Say, *Listen to the sounds and identify the activity from 1A.*
- C** • Have Ss compare answers in pairs.

2 GRAMMAR

- Read the Grammar topic, *Adverbs of frequency*. Ask, *What is an adverb?* Elicit or explain that an *adverb* provides more information about a verb. Then ask, *What is frequency?* (how often something happens)
- Have Ss look at the frequency meter and the list of adverbs in the grammar chart. Say, *The adverbs are listed from greatest frequency, 100 percent, to lowest frequency, zero percent, that something happens.*
- Read the sentence in the grammar chart with each adverb of frequency. After each sentence, ask, *How many days of the week do I eat breakfast?* To make sure Ss understand the meaning of the adverbs of frequency, elicit an approximate number of days of the week for each one. (Possible answers are: *always*: 7 days a week; *usually*: 5–6 days; *often*: 4 days; *sometimes*: 2–3 days; *rarely*: 1 day; *never*: 0 days)
- Say, *Use the present simple with adverbs of frequency to talk about daily activities.* Write some examples on the board: *I always eat dinner at 7:00. I rarely go to bed before midnight. I sometimes meet with friends on the weekend.*
- Call on a S to underline the adverbs of frequency in the sentences on the board. Read the first Note to illustrate that the adverb goes before the action verb.
- Read the second Note and example sentences. Elicit additional sentences with an adverb of frequency after *be*. (For example, *She is often the first one in the office.*)
- Read the last Note and write the question on the board. Ask individual Ss this question, and elicit answers using an adverb from the chart. (For example, *I rarely go online.*) Make sure that Ss place the adverb before the action verb *go*.

3 LISTENING

- A** • Books closed, say, *Let's listen first for the main idea.* Have Ss listen. If appropriate, let them listen again.
- Books open, tell Ss to read and choose the answer.
 - Discuss as a class. Focus on incorrect answer choices a and b. Ask, *Does the podcast mention exercise and sleep? (yes) Is exercise or sleep the main idea? (no)* Say, *The podcast talks about getting enough exercise and sleep as two tips for feeling less stressed. These are details, not the main idea.*
- B** • Read the Listening Skill aloud.
- Then play the audio and have Ss number the pictures.
 - If helpful, have Ss listen again to complete the tips. Ask volunteers to write the answers on the board.

⊕ **EXTENSION** Tell Ss to look at the adverbs of frequency in the grammar chart in Exercise 2 on page 90 as they listen one more time. Say, *Check the adverbs you hear in the podcast. If you hear the same adverb more than once, make additional checkmarks.* (always, usually, always, never, always, sometimes)

- C** • In pairs, have Ss discuss the tips. Have them talk with their partner and share their opinion on the most important tip.
- Bring the class together and poll the class to see which tip Ss think is most important.

⊕ **EXTENSION** Divide the class into small groups. On the board, write the following line from the podcast: *Most of us work too much and relax too little, and the result is lots of stress.* Ask, *Do you agree or disagree with this statement? What do you do to lower your stress?* Have Ss discuss in groups and make a list of ideas for lowering stress. Tell Ss to list things not mentioned in the podcast. Then have each group share one idea.

4 TRY IT YOURSELF

- A** • Read the example answer with a partner. Focus on *Not me.* Ask, *What could you say if you agree?* (For example, *Me, too!*)
- Have Ss discuss with a partner. Circulate and listen to make sure Ss place the adverb of frequency before the action verb.
- B** • Have Ss walk around, interview classmates, and take notes in the chart. As Ss work, write the following prompts on the board.
1. *[name] usually goes to bed at ____.*
 2. *[name] usually gets up at ____.*
 3. *[name] ____ eats breakfast.*
 4. *[name] ____ exercises.*
 5. *[name] drinks ____ glasses of water.*
 6. *[name] is ____ stressed out*
- C** • Bring the class together and have Ss use the prompts on the board to report information about one S to the class.

⊕ **EXTENSION** Have Ss return to Dan's social media message on page 90. Ask, *Why do you think Dan listened to this podcast?* (maybe because he is having a stressful day) Ask Ss to recall Dan's problems. (late to work, not ready for his meeting with Gaby, and problems with a video call) Have Ss refer back to Dan's other posts on pages 85, 86, and 88 as needed.



LOOK FOR While Ss are completing the Try It Yourself activity, walk around the class and listen to Ss' conversations. Listen to determine if Ss are correctly

- ✓ using vocabulary for daily activities
- ✓ using adverbs of frequency



EXIT TICKET As Ss prepare to leave the class, say, *Tell me about some of your daily activities. Use adverbs of frequency.* Note which Ss speak with ease and which ones are less sure of themselves.

3 LISTENING

LISTENING SKILL

Listen for numbering

Listen for number words like *first, second, third, and fourth*. Speakers often use these words to organize their ideas.

A ▶ 09-19 Listen to the podcast. This podcast is about ____.

- a. different kinds of exercise
- b. ideas to help you sleep at night
- c.** ways to feel more relaxed

B ▶ 09-19 Read the Listening Skill. Listen again. Number the pictures. Then complete the tips.

Sleep for 8 hours a night.



Always get up at the same time.



3

Always eat breakfast.



4

Drink 8 glasses of water a day.



1

Exercise every day.



2

C PAIRS Which tip do you think is the most important? *I think exercise is the most important.*

4 TRY IT YOURSELF

A MAKE IT PERSONAL Which things in 3B do you always / sometimes / never do?

A: I always sleep for 7 or 8 hours. B: Not me. I sometimes only sleep 4 or 5 hours.

B TAKE A POLL Interview three classmates. Complete the chart.

Write their answers to the questions.

Name:	_____	_____	_____
1. What time do you usually go to bed?			
2. What time do you usually get up?			
3. Do you always eat breakfast?			
4. Do you exercise often?			
5. How many glasses of water do you drink a day?			
6. Are you ever stressed out?			

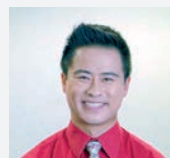
C CLASS Report to the class.

I CAN TALK ABOUT DAILY ACTIVITIES.



LESSON 4

READ ABOUT COMPUTER PROBLEMS



DAN LU

@DanL

I need lots of help with my laptop.

1 BEFORE YOU READ

Do you ever have problems with your computer?
What kind of problems?

2 READ

Possible answer: Dan's computer isn't working very well.

- A** 09-20 Listen. Read the email. Why does Dan need Greg's help?

Hi, Greg.

Can you help? I'm having problems with my laptop.

- It's really slow. It takes a long time to start up.
- The battery is good for only an hour. That's a problem. I need to use my computer on the train to work. But it stops working before I'm done.
- The touchpad isn't working, but I have a mouse.

I'm going to London in two weeks. Can you work on my laptop next week?

Thanks,
Dan



- B** Read the email again. Check (✓) the problems Dan has with his laptop.

- | | |
|---|---|
| ☐ It is too heavy. | ☐ It is too noisy. |
| ☒ It is too slow. | ☒ The touchpad doesn't work well. |
| ☒ The battery is bad. | ☐ The keyboard is broken. |

- C** Read the Reading Skill. Then read the email again.
Make inferences. Circle the best answers.

- How long does it take Dan's laptop to start?
a. 3 seconds **b.** more than two minutes
- How long is Dan's commute to work?
a. less than an hour **b.** more than an hour
- Dan doesn't need his touchpad fixed because ____.
a. he uses the mouse b. it isn't broken
- When does Dan need his computer?
a. in one week **b.** in two weeks

READING SKILL Make inferences

Sometimes writers do not state all of their ideas in the text. While you read, use information from the text and / or pictures to figure out ideas that are not stated.

3 MAKE IT PERSONAL

- A** What kind of computer do you use at home and at work?
What do you like about it? What do you not like?

- B** **PAIRS** Discuss the computers you use and what you like or dislike about them.

The webcam on my laptop ...

Find out the history of the first cell phone?



I CAN READ ABOUT COMPUTER PROBLEMS.

LESSON 4 READ ABOUT COMPUTER PROBLEMS

- Ask individual Ss, *Are you good at solving computer problems? If not, who do you ask for help with your computer?*
- Then read the social media message. Ask, *What kind of computer does Dan have? (a laptop) What do you*

remember about Dan's computer problems? (For example, His computer is old and slow. His webcam isn't working. He doesn't have a power cord. His battery is dying.)

1 BEFORE YOU READ

- Write *always, usually, often, sometimes, rarely, never* in a vertical list on the board. Have Ss answer the first question using an adverb of frequency. Then invite Ss to share the types of problems they experience.

(For example, My computer sometimes crashes. My screen usually freezes. My keyboard often gets stuck.) Write one S answer for each adverb on the board.

2 READ

- A** • To preview, say *Look at the picture. Who do you think the computer user is calling?* (Maybe he is calling tech support for help with the system crash.)
- Tell Ss, *Listen to the email and read it.* Then elicit the answer to the question in the directions.
- Ask, *Who do you think Greg is?* (Maybe he's tech support at TSW Media, or maybe he's a co-worker or friend.)
- B** • Have Ss check the problems Dan outlines in the email. Have them scan the email for specific details if they are not sure.
- Have Ss compare answers. Go over any questions as a class.
- C** • Read the Reading Skill aloud. Write *inferences* on the board, underling *infer*. Say, *When you infer, you form an opinion that something is probably true based on information you have.*
- Have Ss preview the items. Say, *The answers are not written in the email, but there is information in the email that will help you figure out the answers.*

- Have Ss complete the exercise individually. Say, *Underline information in the email that helped you choose the best answer.*
- In pairs, have Ss compare answers and inferences they made.
- Bring the class together and, for each item, ask, *What information in the email helped you make inferences?* (1. It's really slow. It takes a long time to start up; 2. The battery is good for only one hour... I need to use my computer on the train to work. But it stops working before I'm done; 3. The touchpad isn't working, but I have a mouse; 4. I'm going to London in two weeks. Can you work on my laptop next week?)



EXTENSION Ask a S to read Dan's social media message at the beginning of the lesson. Ask the class, *Does anyone know how to fix any of Dan's computer problems? Does anyone have similar problems?*

3 MAKE IT PERSONAL

- A** • Say, *Think about the computers and devices you use at home and at work. Write them as headings in your notebook.* Model by writing your devices as headings on the board. For example: *Work laptop, Home desktop computer, tablet.* Say, *Under each device, make two lists, a like and a don't like list.* Model by making two lists under *Work laptop* on the board. For example, *Like: fast, new, small, easy to take everywhere; Don't like: small screen.*
- Refer Ss to the vocabulary on pages 86 and 88.
- B** • Read the example prompt and invite a S to complete the statement. (For example, ... is old and doesn't work very well.)

- Have Ss discuss their computers' pluses and minuses. Then bring the class together and have volunteers share.



EXIT TICKET Write on the board: *Read the email again. Make an inference. Do you think Dan needs a new work computer? Why or why not?* Have Ss write their name and answer on a blank card or piece of paper. Tell Ss to use information from the text to back up their opinion. Collect cards as Ss leave. Read the cards to identify areas for review in later lessons.

LESSON 5 WRITE ABOUT COMPUTER PROBLEMS

1 FOCUS ON WRITING

- A** • Read the Writing Skill aloud. Ask, *Do you ever write business emails? Do you ever use bullet points or numbers in your emails?*
- B** • Tell Ss to look at the email in 2A on page 92 and circle the numbers. Ask, *What is on Dan's list?* (problems he's

having with his laptop) *How many problems does Dan have?* (three) *Does the numbered list make Dan's email easy to read?* (yes) *Would it be possible to use bullets instead of numbers?* (yes)

2 PLAN YOUR WRITING

- A** • Read the directions. Then tell Ss, *Complete the chart with three problems. Write the item. Describe the problems. Give explanations and examples.*
- Copy the graphic organizer on the board to model the activity. For *Item*, write *Dan's computer*. Say, *Let's fill out the chart for Dan's laptop. Look at Dan's email. What are the problems? What explanation / example does he give for each problem?* Call on Ss to come to the board and fill in sections of the chart (Problem 1: The computer is really slow; Explanation / Example: It takes a long time to start up. Problem 2: The battery

is good for only an hour; Explanation / Example: He needs to work on the train, but the battery dies before he is done. Problem 3: The touchpad isn't working; Explanation / Example: He has a mouse, so this isn't a big problem.)

- Then have Ss fill in the graphic organizer with their own item, problems, and explanations / examples.

- B** • In pairs, have Ss talk about the problems they outlined. Encourage them to describe the technology problems in the simple present.

3 WRITE

- Have Ss work individually to write the email. Say, *For ideas about how to start your message, look at the email on page 92. Each of the problems from your chart in 2A should be a numbered item or a bullet point in the email. For lower-level Ss*, write the following lines from the email on page 92 on the board: *Hi, _____. Can you help? I'm having problems with...*
- Point out that it's OK to use the present continuous to introduce the ongoing technology problem. (I'm having problems with...) However, tell Ss to use the simple present to describe the problems and give explanations or examples. Remind Ss that they can

use adverbs of frequency. (For example, *My computer sometimes crashes.*)

- Circulate and assist as needed. Remind Ss to write their problems in a list and to use bullet points or numbers.



EXTENSION For higher-level Ss, have Ss also write a response from Greg. (For example, *Dear Dan, I'm sorry to hear you are having problems with your computer...*) Tell Ss they can agree to help and schedule a time, offer suggestions to fix the specific problems, or offer a new company computer.

4 REVISE YOUR WRITING

- A** • Tell Ss they will peer review their partner's writing. Say, *Read your partner's email and complete the checklist in your partner's book.*

- B** • Then have Ss return books and discuss the topics in the chart in 4A. Give Ss time to make any corrections or improvements.

5 PROOFREAD

- Have Ss proofread their messages. Remind them to read their message three times, checking once for spelling, once for punctuation, and once for capitalization.
- Circulate and look over Ss' emails. Suggest any remaining corrections. If Ss have made a lot of changes, encourage them to recopy their emails or print them again with corrections.



EXIT TICKET Write on the board: *My smart phone has many problems. It's very slow. The camera is broken. The screen is cracked.* Say, *Use this information to write a list. Use numbers or bullet points.* Have Ss write their name and answer on a blank card or piece of paper. Collect cards as Ss leave. Read the cards to identify areas for review and extra practice in later lessons and to identify individual Ss who may need additional practice.

1 FOCUS ON WRITING

- A** Read the Writing Skill.
- B** Read the email on page 92 again.
Circle the numbers in a list. *see page 92*

WRITING SKILL Write a list

In business emails, you can write a list. This makes your writing easy to read. Use numbers or bullet points (•).

2 PLAN YOUR WRITING

- A** Imagine you have problems with your laptop, computer, tablet, or phone. Look at the technology words on page 88. Complete the chart.

Item: _____		
Problem: _____ _____	Problem: _____ _____	Problem: _____ _____
Explanation / Example: _____ _____	Explanation / Example: _____ _____	Explanation / Example: _____ _____

- B PAIRS** Talk about your technology problems.
My keyboard is ...

3 WRITE

Write an email about problems with technology. Describe the problems.
Make a list of the problems. Ask for help. Use the email on page 92 as a model.

4 REVISE YOUR WRITING

- A PAIRS** Read your partner's email. Complete the chart.

Did your partner ...?	Yes	No
describe the problems		
ask for help		
write a list with numbers or bullet points		

- B PAIRS** Can you improve your partner's email? Make suggestions. Then revise your writing.

5 PROOFREAD

Read your email again. Check your spelling, punctuation, and capitalization.

I CAN WRITE ABOUT COMPUTER PROBLEMS.

PUT IT TOGETHER

1 MEDIA PROJECT



- A** ▶ 09-21 Listen or watch. Check (✓) the activity each person is doing.

	Karin	Hana	Mio	Ren & Yuna
taking photos	✓			
playing video games				✓
texting friends		✓		
checking email			✓	



- B** Show your own photos.

Step 1 Think about technology. Take 4–6 photos of your friends or family members on their phones, computers, or other devices.

Step 2 Show the photos to the class. Talk about each one and explain what each person is doing.

Step 3 Answer questions about the photos. Get feedback on your presentation.

2 LEARNING STRATEGY

WRITE THE RULE

To understand grammar, find examples of a grammar structure and write the rule.

Make a list of phrases or sentences from the grammar charts in this unit. Write a grammar rule in your own words.

the teacher's book

the boy's bike

Jane's desk

Rule: To form the possessive of regular singular nouns, add 's

3 REFLECT AND PLAN

- A** Look back through the unit. Check the things you learned. Highlight the things you need to learn.

Speaking objectives

- ☐ Describe things people own
- ☐ Talk about what I'm doing
- ☐ Talk about daily activities

Grammar

- ☐ Possessive nouns
- ☐ This / that / these / those
- ☐ Present continuous: Statements and questions
- ☐ Adverbs of frequency

Vocabulary

- ☐ Describing things
- ☐ Technology
- ☐ Daily activities

Reading

- ☐ Make inferences

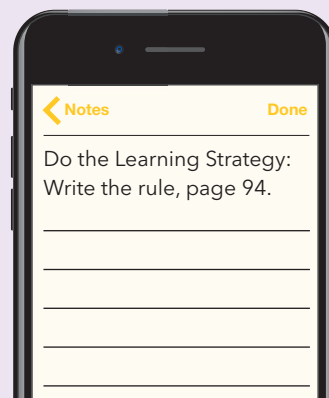
Writing

- ☐ Write a list

Pronunciation

- ☐ Moving the main stress
- ☐ Intonation in questions

- B** What will you do to learn the things you highlighted? For example, use your App, review your Student Book, or do other practice. Make a plan.



PUT IT TOGETHER

1 MEDIA PROJECT

- A**
- Have Ss look at the photo on the right. Ask, *What are they doing?* (They are playing video games.) Remind Ss, *When you talk about what someone is doing, use present continuous.*
 - Have Ss to preview the items in the chart. Tell them to listen for this information and identify who does each activity.
 - Have Ss listen or watch and check the activity each person is doing.
 - In pairs, have Ss compare answers. Then bring the class together and elicit present continuous statements using information from the chart. (For example, Karin is taking photos.)
- B**
- Explain to Ss that they will create a photo project.
 - Give Ss some time in class to read the three steps. Answer any questions.
 - Ask Ss to work individually on Step 1 and think of people and technology they want to talk about. Encourage Ss to photograph people of different ages doing a variety of activities. Model by saying, for example, *This is my grandmother. She is looking for a recipe on her laptop.* Tell Ss, *Write notes or create a script of what you want to say.* Model an introduction on the board: *Hello. My name is _____. Here are some photos of my friends on their devices.* Ss can complete this step for homework or in class.
 - For Step 2, have Ss practice once with a partner. Then call on individual Ss to present their photos.
- For Step 3, have Ss answer their classmates' questions. Then write the following questions on the board:
1. *Does the person show 4–6 photos of people on devices?*
 2. *Does the person explain what each person is doing?*
 3. *Does the person speak clearly?*
 4. *Is this presentation interesting?*
- Give Ss a few minutes to read over the questions. Tell them to write each person's name on a piece of paper before the person presents, and then take notes during the presentation referring to the questions on the board.
- Then invite classmates to ask questions and give feedback. You may choose to save the feedback until the very end and let Ss walk around, refer to their notes, and tell Ss individually what they did well or could do better. Remind Ss to speak kindly and constructively.



OPTION To provide an opportunity for self-critique, record Ss presentations. Then have Ss watch and complete the following checklist:

- ☐ *Did I show 4–6 photos of people on devices?*
- ☐ *Did I explain what each person is doing?*
- ☐ *Did I speak clearly?*
- ☐ *Was my presentation interesting?*

Encourage Ss to be honest with themselves and to keep notes of their observations for the next time they prepare a similar presentation.

2 LEARNING STRATEGY

- Focus on the notepad. Tell Ss to cover the last two lines. Then have them study the examples. Ask, *How are they similar?* (They have possessive nouns. The nouns are singular. They have 's.) Then ask, *What rule do these examples follow?* Elicit Ss' ideas and then have them uncover the rule.
- Read the Learning Strategy topic, *Write the rule.* Call on a volunteer to read the rule at the bottom of the notepad. Say, *Finding examples that use the same*

grammar structure and writing the rule will help you understand and remember new grammar.

- Have Ss complete the task in pairs. Tell them to find examples that go together in the grammar charts on pages 86, 88, and 90. Say, *Copy the examples. Write a rule in your own words. Then compare your rule with the rule in the grammar chart, if there is one.*
- Combine pairs into groups of four and have them share their examples and rules.

3 REFLECT AND PLAN

- A**
- Have Ss complete the checklists individually. Circulate and answer any questions. Encourage Ss to look back at each lesson in the unit.
 - Have Ss compare checklists in pairs and talk about the things they need to study or practice more.
- B**
- Have Ss work individually to think about what might help them learn the topics they don't feel they know yet. Refer individual Ss to specific handouts, app practice, workbook pages, etc., to help them master any problem areas. If Ss feel confident about all of the

topics in this unit, encourage them to think of topics they need help with or want to learn.

- Then invite Ss to walk around and compare ideas for learning different topics.



UNIT REVIEW BOARD GAME To review the Unit content, go to the Pearson English Portal / Reproducibles / Unit Review Board Games folder and print out and make copies of the Unit 9 Board Game. You'll find instructions for the game in the same folder.

10 HOW WAS YOUR WEEKEND?

PREVIEW THE UNIT

LESSON 1	Describe your weekend	
	Vocabulary	Describing activities
	Grammar	Simple past with <i>be</i>
LESSON 2	Talk about past activities	
	Vocabulary	Weekend activities
	Grammar	Simple past: Statements and yes/no questions
	Pronunciation	The simple past -ed ending
	Conversation skill	Agree with someone
LESSON 3	Talk about a past vacation	
	Vocabulary	Vacation activities
	Grammar	Simple past: <i>Wh-</i> questions and irregular verbs
	Pronunciation	Blending <i>did you</i>
	Listening skill	Make inferences
LESSON 4	Read about a vacation	
	Reading skill	Main idea
LESSON 5	Write about a vacation	
	Writing skill	Commas
PUT IT TOGETHER		
	Media project	Photos: A weekend or vacation in the past
	Learning strategy	Write sentences



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

GET STARTED

- A** • Read the unit title. Ask individual Ss, *How was your weekend?* (For example, good, boring, bad, awesome)
- Tell Ss to read the Learning Goals individually. Ask, *Which topics do you feel confident about? Which topics are new for you?* If Ss have studied the topics before, reassure them that they will learn some new things.
- B** • Ask, *What do you see?* In pairs, have Ss look at the photo and talk about things they see.
- Bring the class together and ask pairs to share. Write the words on the board. (For example, a woman in a canoe, a woman with long hair wearing a hat, a woman holding a paddle, a backpack, a river, fog, trees, mountains) Then ask, *Do you think the woman is in the canoe alone?* (No. There is probably a person in the seat behind her taking the photo.)
- C** • Focus on the social media message and ask, *What do you remember about Tina?* (She lives and works in New York. She's an illustrator.)
- Read the social media message aloud. Point to the large photo and ask, *Do you think this is Tina? When do you think the picture was taken? Does Tina like spending time outdoors? Do you like the outdoors?*

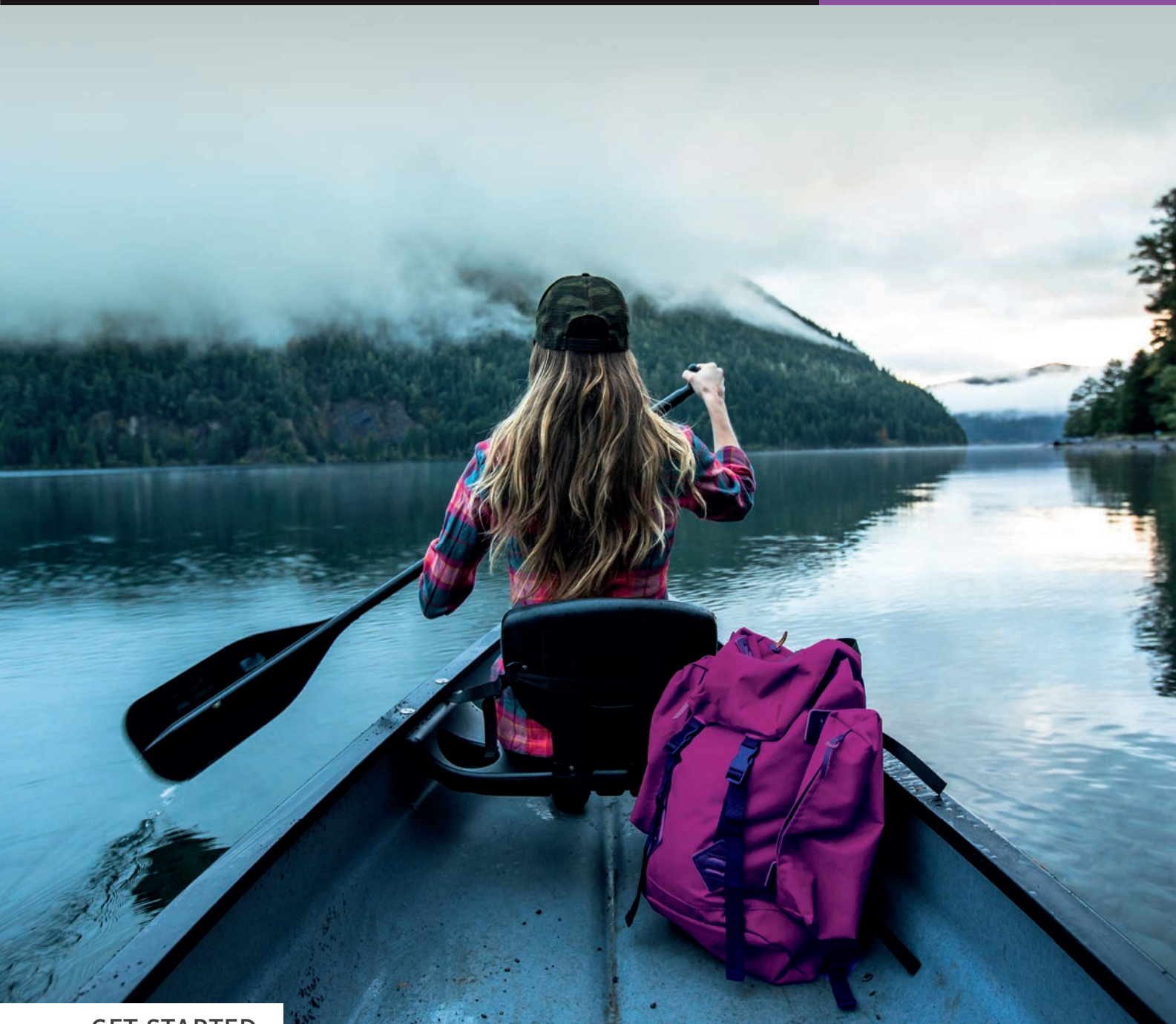
10

HOW WAS YOUR WEEKEND?

LEARNING GOALS

In this unit, you

- describe your weekend
- talk about past activities
- talk about a past vacation
- read and write about a vacation



GET STARTED

- A** Read the unit title and learning goals.
- B** Look at the photo. What do you see?
- C** Now read Tina's message. What kind of weekend did she have?



TINA ADAMS

@TinaA

I'm back at work after a great weekend.

LESSON 1

DESCRIBE YOUR WEEKEND



TINA ADAMS

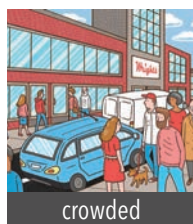
@TinaA

What a perfect weekend! Can't wait to show everyone the photos.

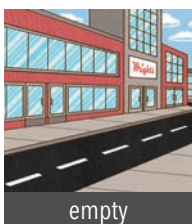


1 VOCABULARY Describing activities

A 10-01 Listen. Then listen and repeat.



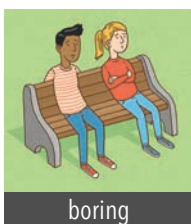
crowded



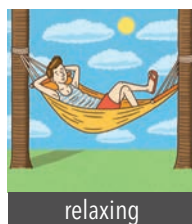
empty



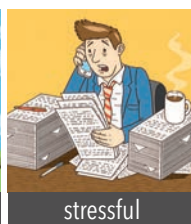
fun



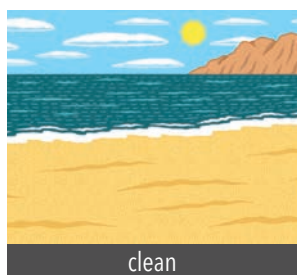
boring



relaxing



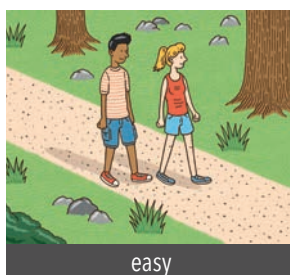
stressful



clean



dirty



easy



difficult

B Write five places and/or activities. Use one word from 1A to describe each one.

New York = crowded

football = fun

C **PAIRS** Student A, say one of your places or activities from 1B. Student B, guess the description. Keep score.



2 GRAMMAR Simple past with be

Affirmative statements

Subject	Be	
I	was	happy.
She		
We		
They	were	
You		

Negative statements

Subject	Be	Not	
I	was	not	sad.
She			
We			
They	were		
You			

Note: Use contractions in speaking and informal writing.

was + not = wasn't

were + not = weren't

Yes/no questions

Be	Subject	
Was	I	wrong?
	he	
Were	we	
	they	

Short answers

Affirmative			Negative		
Yes,	I	was.	No,	I	wasn't.
	he			he	
	we	were.		we	weren't.
	they			they	

LESSON 1 DESCRIBE YOUR WEEKEND

- Invite Ss to come to the board. Say, *Write your name and draw an emoji that describes your weekend.* (For example, 🙌👉👍😊😴😴😴😴😴😴) Then ask, *Who had a great weekend? A good weekend? A not very good weekend?*

1 VOCABULARY

- A** • Point to the Vocabulary topic, *Describing activities*. Have Ss preview the pictures and captions. Then, to review, ask, *What part of speech are these words?* (adjectives) *What do adjectives do?* (describe things)
- Write the pairs of adjectives from Unit 9, Lesson 1 on the board: *old ~ new; fast ~ slow; heavy ~ light; noisy ~ quiet; hard ~ soft; small ~ big*. Call on Ss to read them. Ask, *Do you remember these pairs of opposite adjectives from Unit 9?* Then point to 1A on this page and ask, *Are these adjectives in Unit 10 opposites, too?* (yes)
 - Have Ss listen. Then have them listen and repeat.

... **OPTION** Invite Ss to look at the pictures and think of a noun that reflects each picture or situation. For the first pair of images, point to the street in the picture and elicit *street*. Write *a crowded street / an empty street* on the board. For the second pair, elicit *park*. For the third pair, say, *You don't have to identify a place. It can also be a time*. Elicit *day or afternoon* and write *a relaxing day / a stressful day* on the board. Have Ss continue working in pairs. (For example, a clean beach / a dirty beach; an easy hike / a difficult hike)

- B** • Ask two volunteers to read the example answers. Ask, *Which word is the adjective?* (crowded; fun) *Which word is the noun?* (New York; football)
- Have Ss complete the exercise individually.
- C** • Model the activity. Write *a supermarket = crowded* on a piece of paper. Don't show the class. Then say,

- Ask a volunteer to read the social media message. Then ask, *What emoji could Tina add to her post to show how she feels?* (For example, 🙌😊)

a supermarket, and ask, What adjective do I have to describe a supermarket? Call on Ss to guess, referring to the words in 1A. When a S guesses correctly, show your place and description.

- On the board, draw a two-column chart with the headings *Student A* and *Student B*. Tell pairs, *Copy the chart. Each time Student A or Student B guesses correctly on the first try, write a checkmark. The person with the highest score wins.*

... **OPTION** Ask, *Can you make sentences from these pairs of words?* Write on the board:

<i>The cafeteria</i>	<i>boring</i>
<i>The interviews</i>	<i>clean</i>
<i>My weekend</i>	<i>crowded</i>
<i>The streets</i>	<i>dirty</i>
<i>The amusement park</i>	<i>difficult</i>
<i>The library</i>	<i>empty</i>
<i>My evenings</i>	<i>exciting</i>
<i>Our neighborhood</i>	<i>relaxing</i>
<i>My classes</i>	<i>stressful</i>
<i>The museum</i>	<i>easy</i>

Elicit a sentence for *The cafeteria*. (For example, *The cafeteria is crowded.*) Say, *In pairs, write sentences with the places / activities and adjectives. Many answers are possible. Be sure to use the correct singular or plural present form of be*. Then have pairs form groups and share their sentences.

2 GRAMMAR

- Write on the board: *The beach is crowded today*. Say, *This sentence is in the simple present*. Then write: *The beach _____ crowded yesterday*. Say, *To describe something in the past, we need to use the simple past with be*. Let's look at the chart.
- Focus on *Affirmative statements*. Read the statement with each subject and have Ss repeat. Say, *There are two forms of be in the simple past, was and were*. For comparison, point out that *be* in the simple present has three forms: *am, are, is*.
- Return to *The beach _____ crowded yesterday*, and invite a S to fill in the blank. (was)
- Next look at the *Negative statements* section of the grammar chart. Read the statement with each subject and have Ss repeat. Then read the Note aloud. Point to each subject and call on a S to read the negative statement in the chart, replacing *was not* or *were not* with a contraction. (I wasn't sad. She wasn't sad. We weren't sad. They weren't sad. You weren't sad.)

- Focus on the *Yes/no questions* and *Short answers* section of the grammar chart. Read each question and the affirmative and negative short answers. Say, *The word order, a form of be followed by the subject, is the same as in simple present yes/no questions with be*. Write on the board: *Is he wrong?* Elicit the short answers *Yes, he is* and *No, he isn't*. Write them on the board and say, *The past form for short answers with be is also similar to the simple present*.

+ **EXTENSION** Tell Ss to return to the Option under 1C. Say, *Use the prompts to create sentences with the simple past of be*. Elicit a sentence for *My evenings*. (For example, *My evenings were stressful.*) In pairs, have Ss make up sentences and say them to each other. Remind Ss to use the correct singular or plural past form of *be*.

2 GRAMMAR

- Have Ss look at the *Wh- questions* and *Answers* sections of the grammar chart. Read the five questions and answers and have Ss repeat.
- Focus on the *Who* question. Point out that the subject column is blank. Explain that this question is asking about the subject; the subject is *not* known. Write on the board: *Who was at the party? _____ was at the party.*
- Have Ss look at the other five questions. Ask, *Where is the subject in these questions?* (after the verb) Explain that these questions are not asking about the subject; the subject is known. Write on the board: *What was the problem? The problem was _____.*

- Have Ss practice asking and answering the questions in the chart.



EXTENSION Say, *Cover the questions in the chart and look only at the answers.* Call on volunteers to make up *wh-* questions for the answers. Write them on the board. Say, *There may be more than one possible question for each answer.* (For example, *Where was Kyle? What was difficult? Where was the restaurant? Where were you in 1999? Why were you stressed? How was your day?*)

3 CONVERSATION

- A** • Have Ss look at the video still. Say, *This is Tina, and this is Cole.* If Ss don't remember Cole, say, *Cole is another employee at TSW media. We met him in Unit 1. He showed Tina around the office on her first day of work and introduced her to people.* Then ask, *What do you think Tina and Cole are talking about?* (Maybe they are talking about their weekends.)
- Have Ss listen or watch. Ask, *Were your predictions correct?*
 - Have Ss preview the items. Have them listen again and complete the exercise individually.
 - Go over the answers as a class. If appropriate, play the conversation again.
 - Then ask, *Why was Tina surprised when Cole asked about the water at the beach?* (because she never goes in the water) *What does she do?* (She sits in the sun.) Then ask, *Do you go in the water at the beach? Do you think sitting in the sun is boring or relaxing?*

- B** • Ask Ss to preview the conversation and predict ways the gaps might be filled.
- Then have them listen and fill in the gaps with the words they hear.
 - Call on two Ss to read the completed conversation. Go over any questions.
- C** • Play the audio and have Ss repeat chorally, line by line.
- Focus Ss' attention on line 4. Point out that *but* connects two adjectives, one giving a positive description (*beautiful*) and one giving a negative description (*crowded*). Then focus on line 7. Say, *In this statement, and connects two positive adjectives* (warm, sunny).
 - Have Ss listen again and repeat.
 - Then, in pairs, have Ss practice the conversation. Time permitting, have Ss swap roles and practice again.

4 TRY IT YOURSELF

- A** • Read the example conversation with a volunteer. Ask, *Did B have a good weekend?* (no)
- To model what Ss can say if they had a good weekend, read the first two lines of the conversation in 3B. Write on the board: *It was wonderful!* Elicit other positive responses. (For example, *It was good. It was amazing!*)
 - Circulate as Ss work. Help Ss come up with responses for a weekend that wasn't really good or bad. (For example, *It was OK. It was so-so.*) Remind Ss that they can use *but* to combine a positive and a negative adjective. Write an example on the board: *My weekend was boring but relaxing.*
- B** • Say, *Ask three classmates, How was your weekend?* Then point to *Place* and *Description* in the chart and ask, *If you don't get the information you need, what questions can you ask?* (Where were you? How was it?)
- C** • Bring the class together and invite volunteers to tell the class about another Ss' weekend.
- Then poll the class. Ask, *How many people had a good weekend? A bad weekend? A so-so weekend?*



EXTENSION Have Ss return to Tina's social media message on page 96. Say, *Describe her perfect weekend.* (She was at the beach. It was beautiful. The weather was warm and sunny. It was relaxing.) *What kind of photos do you think she has?* (probably of the ocean, the beach, her friends) *Do you think there are pictures of her in the water?* (No, she never goes in the water!)



LOOK FOR While Ss are completing the Try It Yourself activity, walk around the class and listen to Ss' conversations. Listen to determine if Ss are correctly

- ✓ using vocabulary for describing activities
- ✓ using the simple past with *be*



EXIT TICKET As Ss prepare to leave the class, ask, *How was your weekend?* Ask follow-up questions with the past of *be*. For example, *Where were you? Was it fun? Who was there? How was it?* Note which Ss speak with ease and which ones are less sure of themselves.

Wh- questions				Answers
Wh- word	Be	Subject		
Who	was		at the party?	Kyle was at the party.
What		the problem?		The test was difficult.
Where	was	your hotel?		It was on Summit Avenue.
When	were	you	in Brazil?	I was in Brazil in 1999.
Why		they	late?	Because there was traffic.
How	was	your vacation?		It was relaxing.



>> FOR PRACTICE, GO TO PAGE 127

3 CONVERSATION



A ▶10-03 Listen or watch. Read the sentences. Write *T* for *True* and *F* for *False*.

- | | |
|---|--|
| <u>F</u> 1. Cole was at the beach. | <u>T</u> 4. The beach was crowded. |
| <u>T</u> 2. It's warm and sunny at the beach. | <u>F</u> 5. Tina likes to swim at the beach. |
| <u>T</u> 3. Tina was at the beach. | <u>T</u> 6. Tina likes to sit in the sun. |



B ▶10-04 Listen or watch. Complete the conversation.



Cole: How was your weekend?
Tina: It was wonderful! I was at the beach.
Cole: Really? Lucky you.
Tina: Yeah, it was beautiful but crowded. There were a lot of tourists.
Cole: How was the weather?
Tina: Perfect. It was warm and sunny.
Cole: It sounds like it was really relaxing.



C ▶10-05 Listen and repeat. Then practice with a partner.

4 TRY IT YOURSELF

A **MAKE IT PERSONAL** Talk about your weekend.

A: How was your weekend? B: It wasn't very good. I was home all weekend.

B **WALK AROUND** Talk to three classmates about their weekends. Complete the chart.

Name	Place	Description

C **CLASS** Tell the class about someone's weekend.

Oscar's weekend was boring. He was at work. It was stressful.

■ I CAN DESCRIBE MY WEEKEND.



LESSON 2

TALK ABOUT PAST ACTIVITIES



TINA ADAMS

@TinaA

Our usual Monday morning—talking about our weekends—wishing it was Friday.



1 VOCABULARY Weekend activities

A 10-06 Listen. Then listen and repeat.



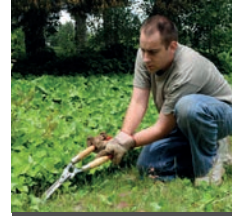
stay home



clean the house



wash the car



work in the yard



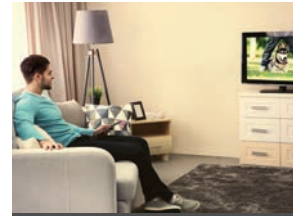
visit friends



text a friend



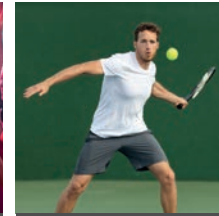
talk to a friend



watch movies on TV



go dancing



play tennis

B Circle the activities in 1A that you like to do.

C **PAIRS** Compare. Do you like to do the same activities?

A: I like to talk on the phone. **B:** I don't. I always text.



2 GRAMMAR Simple past: Statements and yes/no questions

Affirmative statements			Negative statements				Note: Use contractions in speaking and informal writing. <i>did + not = didn't</i>
Subject	Verb		Subject	Did	Not	Verb	
I You He She We They	cleaned	the kitchen.	I You He She We They	did	not	clean	
Yes/no questions			Short answers				
Did	Subject	Verb	Affirmative			Negative	
Did	he you they	help?	Yes,	he I they	did.	No,	he I they
							didn't.

Notes

- To form the simple past, use base form of the verb + **-ed**: *cleaned*.
- For verbs that end in **e**, use base form + **d**: *danced*.
- Use the base form of the verb with *did* / *didn't*: *I didn't walk to school*.



>> FOR PRACTICE, GO TO PAGE 128

LESSON 2 TALK ABOUT PAST ACTIVITIES

- Read the Lesson title. Draw a timeline on the board:

—x—x—x—
past present future

Point to the timeline and ask, *When we talk about activities we do regularly or are doing now, which time are we referring to?* (the present) Point to present on the timeline. Next ask, *When we talk about activities we did yesterday, last weekend, or last week, which time are we referring to?* (the past) Point to past and say,

In this unit, the focus is on the past. Then point to future and say, We refer to the future when we talk about tomorrow, next weekend, or next week. You will study the future in Level 2.

- Read the social media message. Ask, *Where is Tina?* (at work) *What is everyone at work doing?* (talking about the weekend) *What does wishing it was Friday mean?* (that she wants it to be Friday) *Why does she want it to be Friday?* (so that it's almost the weekend again; because her weekends are relaxing and fun)

1 VOCABULARY

- A** • Have Ss look at the pictures. Then point to the Vocabulary topic, *Weekend activities*. Say, *These phrases describe what people do on weekends*.
- Have Ss listen. Then have them listen and repeat.
- B** • Have Ss look at the photos and read the captions, then circle the activities they like to do.
- C** • Read the example conversation with a **higher-level S**. Write on the board: *I like to...* Tell Ss to use this construction to talk about what they do on weekends.

- Review expressions for agreeing and disagreeing. Point to *I don't* and ask, *Does B agree or disagree?* (disagree) *What can you say if you agree?* (Me, too. / I do, too.)



OPTION Bring the class together and have pairs share activities they both like. Write on the board: *[Name] and I like to...*

2 GRAMMAR

- Write on the board: *I walk to work every day. I don't take the subway.* Ask, *Are these statements about the present or the past?* (the present) Then underneath write: *I walked to work yesterday. I didn't take the subway.* Ask, *Are these statements about the present or the past?* (the past) Say, *These statements refer to something that happened yesterday.*
- Focus on the *Affirmative statements* section of the grammar chart. Read the statement with each subject and have Ss repeat. Then read the first bullet point in the Note at the bottom of the chart. Write on the board: *clean + ed = cleaned*. Read the second bullet point and write verbs that end in -e on the board: *like, live, smile, type*. Call on Ss to come to the board and write the past forms. (*liked, lived, smiled, typed*) Point out that there is only one simple past form for all subjects.
- Next have Ss look at the *Negative statements* section of the grammar chart. Say, *They are similar to simple present negative statements, but there is only one form: did not*. Write *I do not clean...* on the board. Underneath write: *I did not clean...* Then write *He does not clean...* and, underneath, *He did not clean...* Read the last bullet point at the bottom of the chart. Say,

We never use the -ed form of the verb in negative past statements, only the base form.

- Then call on a S to read the Note to the right of the *Negative statements* section of the grammar chart. Ask volunteers to read the negative statements in the chart using contractions. (*I didn't clean the living room. You didn't clean the living room, etc.*)
- Finally, focus on the *yes/no questions* and *Short answers* sections of the grammar chart. Read the question with each subject and call on Ss to read the affirmative and negative short answers. Say, *Again, they are similar to simple present yes/no questions, but there is only one form: Did*. Write *Do you help?* on the board. Underneath write: *Did you help?* Then write *Does he help?* and, underneath, *Did he help?* Read the last bullet point at the bottom of the chart again. Say, *We never use the -ed form of the verb in simple past yes/no questions, only the base form*. Then, to demonstrate how a short answer drops the base form of the verb, write, A: *Did you help?* B: *Yes, I did [help]*.

3 PRONUNCIATION

- A** • Write on the board: *Last weekend I visited my sister, and we watched lots of movies.* Then read *The simple past -ed ending* aloud. Say, *Look at the sentences on the board.* Elicit the pronunciation of *visited* (extra syllable /ɪd/) and *watched* (silent e).

- Ask Ss to read the words in each column to themselves. Have Ss listen to the audio. Then have them listen and repeat.

... **OPTION** Invite Ss to make up sentences with the past tense verbs. (For example, *I washed the dishes last night. I talked to my mother on the phone yesterday. I texted my husband the good news. I needed to get money from the bank.*)

- B** • Have Ss preview the items and predict which verbs have the extra syllable. Have them underline *t* or *d* at the end of the base form of the verb / before *-ed*.
- Then have Ss listen and complete the exercise.

- Let Ss listen again to check their answers.
 - Play the audio one more time and ask Ss to listen and repeat.
- C** • Model the example exchange with a volunteer. Write *cleaned* on the board and point out the silent e. Read the rule again to reinforce that *-ed* is pronounced as an extra syllable only after the sound /t/ or /d/.
- Have Ss review the vocabulary items in 1A on page 98 to see which verbs have the extra syllable /ɪd/ in the simple past. (*visited, texted*) Then, in pairs, have Ss complete the exercise.
 - Circulate and listen for correct pronunciation.

... **OPTION** Invite Ss to make up sentences with the simple past activities. (For example, *My brother cleaned the house. I texted Julia the homework assignment.*)

4 CONVERSATION

- A** • Have Ss look at the video still. Ask, *Who are they?* (Tina and Cole) *Where are they?* (in the kitchen in the New York office) *What do you think they are talking about?* (their weekends) *How do you know?* (Tina says so in her social media message.)

- Books closed, have Ss listen or watch.
- Books open, have Ss listen again and complete the exercise individually.
- Go over the answers as a class.

... **OPTION** Have Ss listen again. Say, *Check the items in 1A on page 98 that Cole did on the weekend.* (stay home, wash the car, go dancing) Then ask, *Which vocabulary words from 1A on page 96 would you use to describe Cole's weekend?* (For example, boring, fun, relaxing)

- B** • Read the explanation in the Conversation Skill aloud. Say the examples and have Ss repeat. Then read the rest of the Conversation Skill.
- Have Ss listen to or watch the conversation in 4A again and raise their hands when they hear *I think so, too*

or *I agree*. If appropriate, hint to Ss that there is one instance.

- Ask Ss to preview the conversation and predict ways the gaps might be filled.
- Then have them listen and fill in the gaps with the words they hear.
- Call on two Ss to read the completed conversation. Go over any questions.

- C** • Play the audio and have Ss repeat chorally, line by line.
- Say, *Circle stayed, washed, and cleaned in the conversation.* Ask, *Is the -ed ending in these words an extra syllable?* (no) Call on Ss to read the sentences containing these words.
 - Then focus on lines 5 and 6. Model a falling sympathetic tone for *That's too bad*, and a contrasting rising optimistic tone for *No, it was good, actually*.
 - Have Ss listen to the conversation again and repeat.
 - Then, in pairs, have Ss practice. Time permitting, have Ss swap roles and practice again.

5 TRY IT YOURSELF

- Ask two Ss to read the example conversation. Point out that B asks another *yes/no* question to extend the conversation. Say, *After each short answer and explanation, ask another yes/no question. Keep the conversation going as long as you can.*
- Circulate and assist as needed.

+ **EXTENSION** Have Ss return to Tina's social media message at the beginning of the lesson. Ask, *Do you wish for Friday often?* Then ask, *What are some possible responses to Tina's post?* Invite Ss to write responses on the board. (For example, Friday 🙌 Monday 🙄)



LOOK FOR While Ss are completing the Try It Yourself activity, walk around the class and listen to Ss' conversations. Listen to determine if Ss are correctly

- ✓ using vocabulary for weekend activities
- ✓ making affirmative and negative statements in the simple past
- ✓ asking and answering *yes/no* questions in the simple past
- ✓ pronouncing the simple past *-ed* ending



EXIT TICKET Write on the board: *What did you do last night?* Have Ss write 3-5 sentences.



3 PRONUNCIATION

A ▶ 10-08 Listen. Notice the pronunciation of *-ed*.

Then listen and repeat the past tense verbs.

no extra syllable

extra syllable /ɪd/

wash → washed

text → texted

talk → talked

need → needed

The simple past *-ed* ending

We pronounce the simple past *-ed* as an extra syllable /ɪd/ only after the sound /t/ or /d/. After other sounds, the e in *-ed* is silent.

B ▶ 10-09 Listen. Circle the past tense verbs that have an extra syllable. Then listen and repeat.

1. played 2. watched 3. visited 4. worked 5. started 6. danced 7. stayed

C **PAIRS** Student A, say an activity from 1A. Student B, say the activity in the simple past.

A: Clean the house. B: Cleaned the house.

4 CONVERSATION



A ▶ 10-10 Listen or watch. Circle the correct answer.

- Cole's weekend was *stressful* / *fine* / *boring*.
- On Saturday night, Cole *stayed home* / *cleaned the house* / *went to a club*.
- Cole and his friends *waited* / *went to a movie* / *danced for hours*.
- Tina thinks Cole's weekend was *boring* / *stressful* / *exciting*.



B ▶ 10-11 Read the Conversation Skill. Listen or watch. Complete the conversation.

Tina: Did you do anything fun this weekend?

Cole: Not really. I just stayed home. I did some work around the house.

Tina: That's too bad.

Cole: No, it was good, actually. I washed the car, and I cleaned the garage.

Tina: Well, sometimes that kind of work is relaxing.

Cole: I think so, too.



CONVERSATION SKILL

Agree with someone

To show that you have the same opinion and agree with someone, say:

- I think so, too.*
- I agree.*

Listen or watch the conversation in 4A. Raise your hand when you hear someone agree.

C ▶ 10-12 Listen and repeat. Then practice with a partner.

5 TRY IT YOURSELF

MAKE IT PERSONAL Student A, ask a yes/no question about last weekend.

Student B, give a short answer and add another sentence.

A: Did you clean the house last weekend?

B: No, I didn't. I worked in the yard. Did you go dancing?



■ I CAN TALK ABOUT PAST ACTIVITIES.

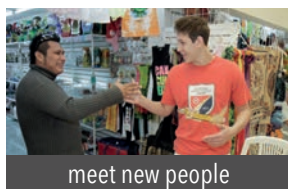
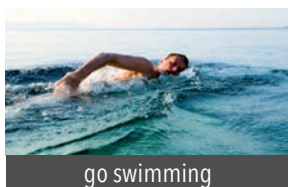
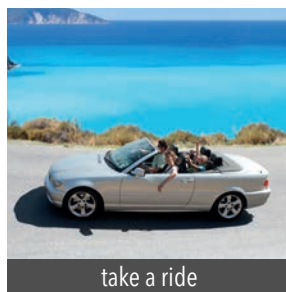
LESSON 3

TALK ABOUT A PAST VACATION



1 VOCABULARY Vacation activities

A ▶ 10-13 Listen. Then listen and repeat.



B ▶ 10-14 Listen and number the activities.

- | | | | |
|----------------------------|----------------------|---------------------------|------------------|
| <u>5</u> take a tour | <u>8</u> go shopping | <u>4</u> take a boat ride | <u>1</u> fly |
| <u>3</u> take a train trip | <u>7</u> go swimming | <u>2</u> meet new people | <u>6</u> eat out |

C **GROUPS** Act out one of the activities in 1A. The first person to guess correctly acts out a different activity.



2 GRAMMAR Simple past: *Wh-* questions and irregular verbs

Wh- questions			Answers	Irregular verbs			
Wh- word	Did			Base form of verb	Past	Base form of verb	Past
Who	did	she see ?	She saw Melissa.	become	became	go	went
What		you buy ?	I bought a gift.	bring	brought	have	had
Where		they go ?	They went to China.	buy	bought	know	knew
When		we meet ?	We met in 2015.	come	came	make	made
Why		you fly ?	I flew to get home today.	eat	ate	meet	met
How		you get here?	I got here by bus.	fall	fell	ride	rode
				fly	flew	see	saw
				get	got	swim	swam
				give	gave	take	took

>> FOR PRACTICE, GO TO PAGE 129

LESSON 3 TALK ABOUT A PAST VACATION

- Books closed, write *vacation* on the board. Then ask Ss to brainstorm. Say, *What words come to mind when you think of a vacation?* Invite Ss to write their ideas on the board. Say, *You can write any words—nouns, adjectives, verbs, etc.* (For example, beach, airplane, fun, relaxing, travel)
- Call on a volunteer to read the social media message. Ask, *How do you think a vacation can change someone's life?* (For example, You can meet someone special. You can love a place and decide to move there. You can decide to learn a new language.)

1 VOCABULARY

- A** • Have Ss preview the pictures and captions. Say, *Check the activities you usually do on vacation.*
- Have Ss listen, and then listen and repeat.
- OPTION** Write on the board:
- A: *I usually...*
B: *Me, too. / Not me. I usually...*
- In pairs, have Ss compare typical vacation activities.
- B** • Say, *There are eight items in the exercise. Listen to the number for each item and write it next to the activity*
- you hear.* To model, play the audio and pause after item 1. Ask, *Which activity is it?* (fly) Point to the number 1 on the line next to *fly*.
- C** • Have Ss listen and complete the exercise. If appropriate, have Ss listen again.
- Model the exercise by acting out a vacation activity. Invite Ss to guess.
- Divide the class into groups of 4–5. Say, *The first person to guess correctly chooses a different activity and acts it out.* Instruct Ss to continue until all of the activities have been acted out.

2 GRAMMAR

- Write on the board: *Wh- word + did + subject + base form of verb + ?*
Underneath, write:
A: *Who did you see?*
B: *I saw Mary.*
Say, *Simple past wh- questions are formed similarly to simple present wh- questions.* Next to the simple past example on the board, write:
A: *Who do you see?*
B: *I see Mary.*
Remind Ss that in the simple present there are two forms (*do / does*), while in the simple past there is only one form (*did*).
 - Have Ss look at the grammar chart. Point to the *wh-* words. To review say, *These words indicate what type of information we want to find out.* Read each *wh-* word and ask which word it refers to in the answer. (Who: Melissa; What: a gift; Where: China; When: in 2015; Why: to get home; How: by bus)
 - Read each question and have Ss repeat.
 - Next have Ss look at the *Answers* column. Compare the bolded verb forms to the base forms in the questions. Say, *Notice that these verbs are irregular and have a special form in the simple past. They don't have the -ed form we studied in Exercise 2 on page 98.* Write in a vertical list on the board: *see ~ saw, buy ~ bought, go ~ went, meet ~ met, fly ~ flew, get ~ got.* Say the irregular past forms and have Ss repeat. Then read each question aloud and have Ss read the answer chorally.
 - Focus on the *Irregular verbs* section in the chart. Read each base form and past pair and have Ss repeat. Bring Ss' attention to *go* and point out how the simple past form is completely different: *went*.
 - Then, in pairs, invite Ss to experiment creating *wh-* questions and answers, using the chart to guide them. (For example, What did you eat? I ate a banana.)
- OPTION** To practice irregular verb forms, divide the class into two teams. Books closed, say to the first team, *I will say the base form of an irregular verb, and a person from your team will say the past form. For each correct answer, you get a point and another turn.* Keep track of points on the board. The team with the most points wins.

3 PRONUNCIATION

- A** • Say, *I am going to dictate a question to you. Say the question: Didja visit friends? Then ask, Were you able to understand the question? Invite a volunteer to write the question on the board. (Did you visit friends?) Read the Note aloud.*
- Invite Ss to read the three questions quietly to themselves. Then have Ss listen and notice the blended words. Finally, have them listen and repeat.

 **LANGUAGE NOTE** To *blend* means to combine things in a way that produces a different result. It is possible to blend colors or sounds or ingredients. Here words are blended.

- B** • Write *do you* and *did you* on the board. **For lower-level Ss**, review, *What is the difference between these forms? (Do you is simple present; did you is simple past.)*

4 LISTENING

- A** • Say, *Why does Trudy describe this vacation? Read the prompt and three answer choices aloud. Say, As you listen, think about which one best describes what the podcast is about.*
- Play the audio and tell Ss to choose an answer. Then have them compare answers in pairs or discuss as a class.
- B** • Have Ss preview the statements. Say, *If you think you know the answer, write T for True or F for False in pencil.*
- Then have Ss listen again and complete the exercise.
 - Bring the class together and go over the answers. Call on volunteers to correct the false statements. (1. Trudy's parents took a tour of Europe; 4. Trudy

- Point out that *do you* also blends together and is pronounced d'ya.
 - Then have Ss listen and complete the exercise.
 - Let Ss listen again to check their answers.
 - Then have Ss listen and repeat.
- C** • First have Ss think of answers to questions 1–4 in 3B. **For lower-level Ss**, ask them to write the answers.
- In pairs, have Ss ask and answer all of the questions. Circulate and make sure Ss use a simple present short answer for item 1, a simple past short answer for item 2, and simple past verbs in items 3 and 4. Assist as needed. Also, listen for the *didja* pronunciation in items 1, 3, and 4.

5 TRY IT YOURSELF

- A** • Say, *Brainstorm about a great vacation. Use the wh- words to help generate ideas. You can make up information if you'd like. Write the wh- words and your real or imaginary information in your notebook.*
- Circulate and assist as needed.
- B** • List the wh- words from 1A on the board and invite Ss to write questions. (For example, *Who did you go with? What did you do there? Where did you go? When did you go? How did you get there?*)
- Tell Ss to write the interview questions in their notebook. Say, *Use the questions on the board. Decide what order to ask them in. Or use your own questions.*
- C** • Read the directions. Ask, *What is a live interview? (an interview that is seen or heard on television or on the radio at the same time as it is actually happening)* Say, *This means you will not practice with your partner. You will interview your partner for the first time when you present to the class.*
- After all pairs have performed, ask, *Which vacation was the most fun? The most relaxing? The most stressful? The most interesting?*

- and her brother never saw Don and Cindy. Their parents only saw them on vacation.)
- C** • Write on the board: *Make inferences. Say, In Unit 9 we learned about making inferences while reading. What does this mean? (using information from the text to figure out ideas that are not stated)*
- Say, *We also make inferences while listening. Read the Listening Skill aloud.*
 - Call on volunteers to read the exercise items. Say, *The answers to these questions are not explicitly stated in the audio. You have to make inferences. Have Ss listen. If appropriate, let them listen again.*
 - Bring the class together and have Ss share answers.

 **EXTENSION** Have Ss return to Tina's social media message. Ask, *In the podcast, how did a vacation change Trudy's life? (Her parents went to Europe and met Don and Cindy. Trudy met their son and then married him.) Do you know a life-changing story about a vacation?*



LOOK FOR While Ss are completing the Try It Yourself activity, walk around the class and listen to Ss' conversations. Listen to determine if Ss are correctly

- ✓ using vocabulary for vacation activities
- ✓ asking wh- questions in the simple past
- ✓ using simple past irregular verbs
- ✓ blending *did you*



EXIT TICKET As Ss prepare to leave the class, say, *Ask me two questions about my last vacation. Use Who, What, Where, When, Why, or How. Note which Ss speak with ease and which ones are less sure of themselves.*



3 PRONUNCIATION

Blending *did you*

In questions with *did you*, we often blend *did* and *you* together. We pronounce *did* and *you* together as "didja" /dɪdʒə/.

- A** ▶10-16 Listen. Notice the blended pronunciation of *did you*. Then listen and repeat.

/dɪdʒə/ /dɪdʒə/ /dɪdʒə/

Where did you go? What did you do there? Did you do anything fun?

- B** ▶10-17 Listen. Write *do you* or *did you*. Then listen and repeat.

1. Did you walk to school?
2. Do you text your friends on Saturday?
3. What did you do on the weekend?
4. Where did you go on vacation?

- C** **PAIRS** Ask and answer the questions in 3B.

4 LISTENING

- A** ▶10-18 Listen to the radio show. Trudy describes this vacation because her parents ____.
- a. met in Europe b. went on vacation alone **c.** met her husband's parents

- B** ▶10-19 Listen again. Read the sentences. Write *T* for True and *F* for False.

- F 1. Trudy and her husband took a tour of Europe.
T 2. Trudy's parents met Don and Cindy in Europe.
T 3. Don and Cindy came to visit Trudy's family.
F 4. Trudy and her brother saw Don and Cindy every summer.
T 5. Trudy met Mark when she was 18 years old.

- C** ▶10-18 Read the Listening Skill. Listen. Make inferences to answer the questions. Explain your answers.

1. Why did Cindy give Trudy's mom her address?

Possible answer: She wanted to stay friends.

2. Did the families live near each other?

Possible answer: No, because they only saw each other on vacation.

LISTENING SKILL Make inferences

People don't always say everything they are thinking. Use your experience and your knowledge to figure out, or make an inference, about what is probably true.

5 TRY IT YOURSELF

- A** **MAKE IT PERSONAL** Think about a great vacation.

Use real or imaginary information. Take notes.

Who? What? Where? When? How?

- B** **PAIRS** Prepare a radio show. Interview your partner about his or her great vacation. Take notes.

- C** **CLASS** Do a live interview for the class.



LESSON 4

READ ABOUT A VACATION



TINA ADAMS

@TinaA

Finally showing photos of my vacation. You won't believe the views.

1 BEFORE YOU READ

When was the last time you had a vacation?

Where did you go?

2 READ

- A** ▶ 10-19 Listen. Read Tina's post. What does she talk about? *Possible answer: Tina is describing her vacation.*

Tina Adams shared **3 photos** 3 hrs ago

My vacation was great. Last week I went to Tulum, Mexico with my friend Anita. We stayed in a hotel near the beach. Our room was big and sunny. We had a view of the water from our balcony.

On our first day, we had breakfast in the hotel. Then we took a tour of the beautiful town. We had a wonderful lunch and then went shopping. In the evening, we had dinner and danced all night at a club.

The next few days, we went to the beach. We went swimming, sat in the sun, and relaxed. One day we took a boat ride. Every night we went out for dinner. The food was terrific. We had a great time and I took lots of photos!





- B** Read the post again. Write 5-8 *wh*-questions. Use *who*, *what*, *where*, *when*, and *how*.
- C** **PAIRS** Answer the questions you wrote in 2B.
- D** Read the Reading Skill. Circle the main idea of Tina's post.
- Tina went to Tulum, Mexico, on vacation.
 - ☒ Tina had a great vacation.
 - Tina took lots of photos on her vacation.

READING SKILL Main Idea

The main idea is the most important idea in a text.

3 MAKE IT PERSONAL

- A** Think about what you like to do on vacation. Take notes.
- B** **PAIRS** Discuss what you like to do on vacation.
Do you like the same things?

Find a place for a great vacation.



■ I CAN READ ABOUT A VACATION.

LESSON 4 READ ABOUT A VACATION

- Read the title of the lesson. Ask, *Where do people often write and post photos about their vacations? (on social media) Do you write and post about your vacations on social media? Why? Why not?* (For example, Yes, I do. I stay in touch with everyone this way. / No, I don't. I'm private and don't like to share details of my life with many people.) *If you don't write about vacations on social media, do you email friends and send photos?*
- Then read the social media message. Ask, *Is Tina still on vacation, or is she home now?* (She is home.) *What*

is a view? (what you are able to see from a particular place—for example, the ocean, nature, a city, or other sights) *When Tina says, You won't believe the views, what does she mean?* (that the reader will be surprised by how beautiful the views are)



LANGUAGE NOTE The expression *You won't believe* is used to suggest that the reader or listener will be surprised by something. (For example, *You won't believe what happened to me last night. You won't believe the weather forecast for tomorrow!*)

1 BEFORE YOU READ

- Call on Ss to answer the questions in complete sentences. Write prompts on the board: *The last time I had a vacation was... I went to...* As Ss answer, take notes on the board. (For example, Juan: 2018, U.S.)
- Then have Ss study the items on the board. Say, *Are there any Ss who went to the same destination?* If yes,

ask follow-up questions. For example, *Juan, where in the U.S. did you go?* *Sara, where did you go?*



OPTION In pairs, have Ss use the information on the board to make statements about people's vacations. (For example, *Anna went to Brazil in 2018. Mike's last vacation was in 2016!*)

2 READ

- A** • To preview, say, *Look at the photos. What do you see?* (Picture 1: the beach, white sand, palm trees, blue sky, warm weather, umbrellas, a hammock; Picture 2: an outdoor market with shirts, hats, and bags; Picture 3: a house or a hotel room on the beach) Ask for a show of hands, *Has anyone ever been on a vacation like this one?* Then ask, *Where in the world do you think this is?*
- Tell Ss, *Listen to and read Tina's post.* Then elicit the answer to the question in the directions.
- B** • Tell Ss, *Read each statement in the post. Think about which wh- word to use to make a question.* Model by reading the first statement, *My vacation was great*, and asking, *Which wh- question word goes with great? (how)* Elicit the question, *How was Tina's vacation?*
- Have Ss write questions individually. Circulate and monitor that Ss are forming questions correctly.
- C** • Have Ss alternate asking and answering questions.
- **For higher-level Ss**, have them ask and answer questions with books closed.



- D** • Read the Reading Skill aloud. Say, *In Unit 1, we learned about listening for the main idea and not trying to understand every detail the first time you listen. Similarly, when you read something, first try to determine the most important point of the text.*
- Have Ss preview the answer choices. Say, *If you think you know the main idea, circle the answer in pencil.* Then have Ss read the post again to confirm their answer.
- Discuss the answer as a class. Ask, *Why is a not the answer?* (because where she went is an important detail, but it's not the main idea) *Why is c not the answer?* (because taking photos is only a detail)



EXTENSION Return to the social media message at the beginning of the lesson. Ask, *Are you surprised by the beautiful views in the photos?* Ask, *What are some possible responses to Tina's post?* Invite Ss to write responses on the board. (For example, *Wow! ☺ Beautiful! Amazing!*)

3 MAKE IT PERSONAL

- A** • Say, *Look at the photos in the post in 2A.* Ask for a show of hands, *Is this your perfect vacation? Does anyone think a beach vacation is boring?* Ask Ss who answer yes, *Why?*
- Have Ss take notes individually. Refer them to the Vocabulary in 1A on page 100 for vacation activities. Circulate and assist. Make sure Ss are writing notes, not full sentences.
- B** • In pairs, have Ss compare notes and discuss their vacation preferences.



EXIT TICKET Write on the board: *Hi from Costa Rica! Day 4 of non-stop rain!!! Hint: Don't plan a vacation to Costa Rica in September! It's rainy and stormy and miserable. I haven't seen much of anything at all ☹.* Say, *Read the social media message on the board. Then write the main idea.* (September is not a good time to travel to Costa Rica.) Have Ss write their name and answer on a blank card or piece of paper. Collect cards as Ss leave. Read the cards to identify areas for review in later lessons.

LESSON 5 WRITE ABOUT A VACATION

1 FOCUS ON WRITING

- A** • Read the Writing Skill title aloud. Ask, *What did we learn about commas in Unit 7?* (When you have a list of three or more things, you separate the items with commas.) Elicit an example. (For example, Last year I traveled to Paris, Frankfurt, and London.) Say, *This rule is the last bullet point in the Writing Skill.* Invite a volunteer to read it.
- Next, read the first bullet point aloud. Write the following examples of time expressions on the board:
On the last day of our vacation
Exactly two years ago
On April 13
- Say, *These are time expressions.* Call on volunteers to add commas after the time expressions and complete the sentences. (For example, *On the last day of our vacation, we went on a difficult hike.* *Exactly two years ago, I went on vacation to Greece and met*
- my husband. On April 13, we celebrated my Dad's seventieth birthday.) Point out that for shorter time expressions such as *Yesterday*, *Last week*, *One day*, and *Every night*, a comma is not necessary.
- Focus on the second bullet point of the Writing Skill and read the first line. Write the following example on the board: *I am from Lyon, France.* Then read the text in parentheses and write the following example on the board: *Lyon, France, is the third largest French city.* Invite volunteers to come to the board and write a sentence that includes the city and country they are from. Note comma use.
- B** • Tell Ss to look at Tina's post in 2A on page 102 and circle all the commas. In pairs, have Ss match the comma use with the rule in the Writing Skill. (*Tulum, Mexico*; bullet 2; *On our first day*, and *In the evening*; bullet 1; *went swimming, sat in the sun, and relaxed*: bullet 3)

2 PLAN YOUR WRITING

- A** • Have Ss choose a past vacation to write about. Say, *Use the graphic organizer with wh- question words to help organize your ideas. Don't write full sentences. Just take notes.*
- Circulate and ask follow-up questions if Ss appear stuck.
- B** • In pairs, have Ss talk about their vacations, referring to each box in the chart. Say, *Help each other determine the main idea.* For example, your main idea may be that your vacation was fun or boring, relaxing or stressful, horrible or amazing, funny or meaningful. Say, *Look back at the first sentence of Tina's post. This is Tina's main idea: Her vacation was great. You will also start your post with your main idea.*
- Have Ss write their main idea or the adjective that describes their vacation to the right of the chart in 2A.

3 WRITE

- Have Ss work individually to write the post. Say, *Look at Tina's post in 2A on page 102 for guidance. Use the notes in your graphic organizer on page 103.* **For lower-level Ss**, write on the board: *My vacation was ____.* Review that this is the main idea. Say, *Use simple past to describe your vacation. Remember that irregular verbs have special forms; refer to page 100 for help.*
- Circulate and assist as needed.



EXTENSION For higher-level Ss, have them also write a short response to Tina's post. For example, *Hey, Tina! Those pictures are amazing! I want to see more! The beach and the ocean look so relaxing. I can't believe your hotel was right on the water! Talk so you soon, Melanie.* Then bring the class together and invite volunteers to share responses.

4 REVISE YOUR WRITING

- A** • Tell Ss they will peer review their partner's writing. Say, *Read your partner's post and complete the checklist in your partner's book.*
- B** • Then have Ss return the books and discuss the topics in the chart in 4A. Give Ss time to make any corrections or improvements.

5 PROOFREAD

- Have Ss proofread their posts. Remind them to read their posts three times, checking once each for spelling, punctuation, and capitalization.
- Circulate and look over Ss' posts. Suggest any remaining corrections. If Ss have made a lot of changes, encourage them to recopy their posts or print them again with corrections.



EXIT TICKET Write on the board: *A couple of summers ago I went on a hiking trip in Saranac New York. That was a difficult exciting and fun vacation! Say, Copy the sentences and add any missing commas.* Have Ss write their names and answers on a blank card or piece of paper. Collect and read Ss' answers to identify areas for review in later lessons and to identify individual Ss who may need additional practice.

LESSON 5

WRITE ABOUT A VACATION

1 FOCUS ON WRITING

- A** Read the Writing Skill.
- B** Read Tina's post on page 102 again.
Circle the commas. *see page 101*

WRITING SKILL Commas

Use commas:

- Between a time expression and the rest of the sentence
- Between the name of a city and country (If this is in the middle of a sentence, use a comma after the country too.)
- After each item in a list of three or more items

2 PLAN YOUR WRITING

- A** Think of a vacation. Take notes in the chart.

When?	Where?
Who?	What?

- B PAIRS** Talk about your vacation. Describe when, where, what you did, and who you went with. What is the main idea?
I went to ... I went with ...

3 WRITE

Write a post about a vacation you took. Describe when and where you went, who you went with, what you did, and how you liked it. Use the post on page 102 as a model.

4 REVISE YOUR WRITING

- A PAIRS** Read your partner's post. Complete the chart.

Did your partner ...?	Yes	No
write a main idea		
give details		
use commas correctly		

- B PAIRS** Can you improve your partner's post? Make suggestions. Then revise your writing.

5 PROOFREAD

Read your post again. Check your spelling, punctuation, and capitalization.

☐ I CAN WRITE ABOUT A VACATION.

PUT IT TOGETHER

1 MEDIA PROJECT



A ▶ 10-20 Listen or watch. Complete the chart with Daniel's activities.

Morning	Afternoon	Evening
ran on the beach and ate a big breakfast	hiked	had dinner and then danced



B Show your own photos.

Step 1 Think about a weekend or vacation in the past. Choose 4-6 photos or take new photos of what you do on the weekend.

Step 2 Show the photos to the class. Talk about what you did.

Step 3 Answer questions about the photos. Get feedback on your presentation.

2 LEARNING STRATEGY

WRITE SENTENCES

Write sentences to practice using irregular verbs. Choose verbs that are difficult for you. Write sentences with them. This helps you learn how to use the verbs.

Review the verbs in the unit. Write sentences about what you did in the past.

I bought a book yesterday. I took a vacation at the beach last year.

3 REFLECT AND PLAN

A Look back through the unit. Check the things you learned. Highlight the things you need to learn.

Speaking objectives

- ☐ Describe my weekend
- ☐ Talk about past activities
- ☐ Talk about a past vacation

Vocabulary

- ☐ Describing activities
- ☐ Weekend activities
- ☐ Vacation activities

Pronunciation

- ☐ The simple past -ed ending
- ☐ Blending *did you*

Grammar

- ☐ Simple past with *be*
- ☐ Simple past: Statements and *yes/no* questions
- ☐ Simple past: *Wh-* questions
- ☐ Irregular verbs

Reading

- ☐ Main Idea

Writing

- ☐ Commas

B What will you do to learn the things you highlighted? For example, use your App, review your Student Book, or do other practice. Make a plan.



PUT IT TOGETHER

1 MEDIA PROJECT

- A**
- Before Ss listen or watch, ask them to read the headings in the chart. Say, *Listen to Daniel talk about how he spent the mornings, afternoons, and evenings of his vacation.*
 - Have Ss listen or watch and write Daniel's activities in the chart. Say, *Include the simple past verbs in your notes.* **For lower-level Ss**, provide an example answer: *went for a run on the beach.* Tell them to write the answer under *Morning*.
 - In pairs, have Ss compare answers. Then bring the class together and call on pairs to report the activities they recorded in the chart. (For example, In the morning, he went for a run on the beach.)
- B**
- Explain to Ss that they will create a similar project.
 - Give Ss some time in class to read the three steps. Answer any questions.
 - For Step 1, explain, *You can talk about a past weekend or vacation. You can use photos you have or take photos of what you often do on the weekend.*
 - Tell Ss, *Write notes or create a script of what you want to say.* If helpful, have Ss copy the chart from 1A and complete it with their own past vacation or weekend activities. Model an introduction on the board: *Hello! I'm _____. These are some of my vacation / weekend photos.* Tell Ss to specify which weekend or vacation they are talking about. (For example, A few weekends ago, I went rock climbing OR Last summer, I went to Spain to study Spanish.) Write examples on the board if appropriate. Remind Ss to use the simple past. Ss can complete this step for homework or in class.
 - For Step 2, say, *You will show your photos and talk about them. Use the notes or script you prepared.*
- For Step 3, after each S presents, say, *Ask your classmate questions about their weekend or vacation.*
- Write the following questions on the board:
1. *Does the person show 4–6 photos from a vacation or weekend?*
 2. *Does the person talk about what he / she did?*
 3. *Does the person speak clearly?*
 4. *Is this presentation interesting?*
- Give Ss a few minutes to read over the questions. Tell them to write each person's name on a piece of paper before the person presents, and then take notes during the presentation referring to the questions on the board.
- Invite classmates to give feedback. You may choose to save the feedback until the very end and let Ss walk around, refer to their notes, and tell Ss individually what they did well or could do better. Remind Ss to speak kindly and constructively.



OPTION To provide an opportunity for self-critique, record Ss' presentations. Then have Ss watch and complete the following checklist:

- ☐ *Did I show 4–6 photos from a vacation or weekend?*
- ☐ *Did I talk about what I did?*
- ☐ *Did I speak clearly?*
- ☐ *Was my presentation interesting?*

Encourage Ss to be honest with themselves and to keep notes of their observations for the next time they prepare a similar presentation.

2 LEARNING STRATEGY

- Read the Learning Strategy topic, *Write sentences*. Call on a S to read the example on the notepad. Ask, *What is the base form of bought? (buy) What is the base form of took? (take)* Say, *Writing sentences with irregular past forms will help you remember them.*
- Give Ss a few minutes to look at the irregular verbs in Exercise 2 on page 100. Tell them to circle the ones they don't know very well. Time permitting, have Ss

quiz each other in pairs, responding to the base form with the irregular past form. Remind them to mark words they need to review.

- Then have Ss work individually to write sentences for the verbs they are less sure about. **For higher-level Ss**, offer a challenge to write a paragraph using 5–8 irregular past verbs.

3 REFLECT AND PLAN

- A**
- Have Ss complete the checklists individually. Circulate and answer any questions. Encourage Ss to look back at each lesson in the unit.
 - Have Ss compare checklists in pairs and talk about the things they need to study or practice more.
- B**
- Have Ss work individually to think about what might help them learn the topics they don't feel they know yet. Refer individual Ss to specific handouts, app practice, workbook pages, etc., to help them master any problem areas. If Ss feel confident about all of the

topics in this unit, encourage them to think of other topics they need help with or want to learn.

- Then invite Ss to walk around and compare ideas for learning different topics.



UNIT REVIEW BOARD GAME To review the Unit content, go to the Pearson English Portal / Reproducibles / Unit Review Board Games folder and print out and make copies of the Unit 10 Board Game. You'll find instructions for the game in the same folder.

GRAMMAR PRACTICE NOTES

UNIT 1, LESSON 2 STATEMENTS WITH *BE*; ARTICLE *A / AN*

REVIEW GRAMMAR

Grammar to review Subject pronouns (I, you, he, she, we, you, they)

COMMON ERRORS

Ss may forget to use an article when needed. Ss may use the incorrect article.
Ss may misspell contractions.

- A** • Have Ss preview the pictures and names of the occupations. Then have them fill in the articles individually.
- Have Ss compare answers in pairs. Then say each item and have Ss repeat.

+ **EXTENSION** Ask Ss to write statements with *be* to describe each picture. Encourage them to use contractions. Elicit item 1 and invite the S to write the statement on the board: *She's a teacher*. Have Ss work in pairs or individually. Then call on Ss for answers. (2. She's a dentist; 3. She's a manager; 4. He's an architect; 5. She's a flight attendant; 6. He's an illustrator; 7. He's a chef; 8. She's a doctor; 9. He's an engineer; 10. He's an accountant; 11. She's a scientist; 12. He's a programmer.)

- B** • Have Ss preview the paragraph. Then have them complete the statements. Point out that Ss should use only contractions with pronouns.
- Go over the answers as a class. If Ss make a mistake, write the subject on the board and elicit the correct verb.
- C** • Before doing the exercises, write on the board: *I am; You are; He / She / It is; You / We / They are*.
- Circle *It*. Point out that *it* was not in the grammar chart but takes the same form as *he* or *she*. Explain that *it* is a pronoun for a thing.
- Tell Ss to listen for the first part of each sentence and write the words they hear. Play the audio. Remind Ss to make sure they write *a* or *an* for the items that require them. Replay the audio as appropriate.
- Go over questions as a class.

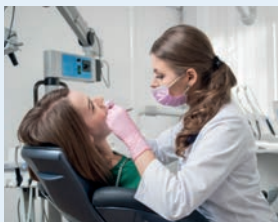
... **OPTION** Assign grammar exercises for homework. If doing the grammar for homework, Ss can complete the audio grammar activity by accessing the audio file for this activity on their app. In the next class, have Ss compare answers in pairs. Then go over the answers together.

UNIT 1, LESSON 2 STATEMENTS WITH *BE*; ARTICLES *A / AN*

A Write *a* or *an*.



1. a teacher



2. a dentist



3. a manager



4. an architect



5. a flight attendant



6. an illustrator



7. a chef



8. a doctor



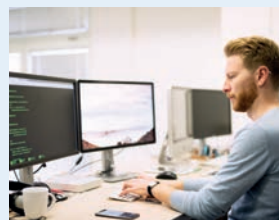
9. an engineer



10. an accountant



11. a scientist



12. a programmer

B Complete the sentences. Use the correct form of *be*. Use contractions when possible.

MEET MY TEAM AT A&H DESIGN!

These are¹ workers at A&H design.

My name is² Ben Carter. I'm ³

an architect and the CEO of A&H Design. Jeff Hanson

is⁴ our manager. He's ⁵

also an engineer. Angela Green is⁶ an

illustrator. Mia Lopez and Martin Garcia are⁷ architects. They're ⁸

from Argentina. We're ⁹ a great team!



C ▶01-10 Listen. Complete the sentences.

1. You're good doctors.

2. I'm Dennis Andrews.

3. They're managers.

4. We're teachers.

5. It's a nice name.

6. You're an engineer.

7. She's an illustrator.

8. He's an accountant.

A ▶01-17 Listen to the sentences. Are the nouns singular or plural? Check (✓) the correct box.

	1	2	3	4	5	6	7	8
Singular		✓	✓			✓		✓
Plural	✓			✓	✓		✓	

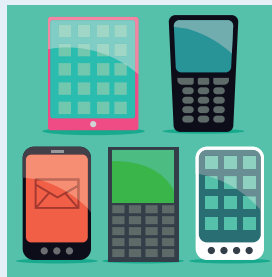
B Complete the sentences. Use the correct form of *have* or *need*.

Luca and I have 1 (have) a small office. It has 2 (have) two windows. We have 3 (have) large desks. I need 4 (need) a new chair. Luca needs 5 (need) a phone. We have 6 (have) good computers. Luca has 7 (have) papers on his desk. He needs 8 (need) a file cabinet. We need 9 (need) a bigger office!

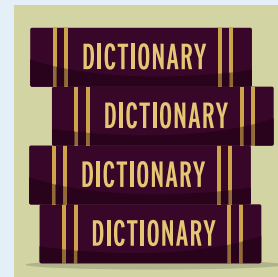
C Look at the pictures. Complete the sentences. Use the correct form of the noun.



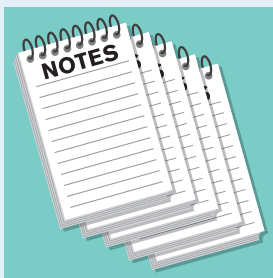
1. We have twenty pens.



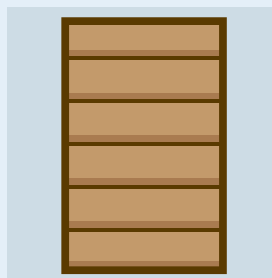
2. The store has five different phones.



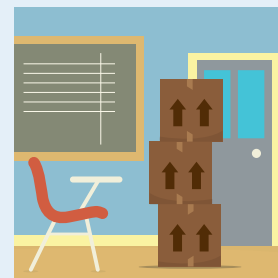
3. The teacher has four dictionaries.



4. We need five notepads for the meeting.



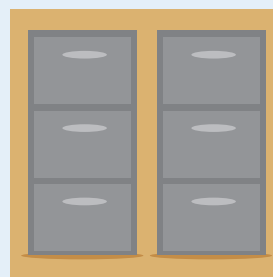
5. The bookcase has six shelves.



6. We have three boxes in the classroom.



7. Eric and Rita need two chairs.



8. They have two file cabinets in the office.

UNIT 1, LESSON 3 REGULAR PLURAL NOUNS; *NEED* AND *HAVE*



REVIEW GRAMMAR

Grammar to review Articles *a / an*



COMMON ERRORS

Ss may misspell the plural form of some nouns.
Ss may forget that *have* is irregular and uses the form *he / she / it has*.



- Have Ss look at the chart. To review, ask *What does singular mean?* (one) *What comes before singular nouns?* (*a* or *an*) *What does plural mean?* (more than one) Then play the audio and have Ss check the correct boxes.
- Have Ss listen again if appropriate.
- Bring the class together to go over the answers. If helpful, play the audio again or write the sentences on the board.



EXTENSION Tell Ss, *Listen again and write the singular or plural noun you hear in your notebook.* (1. pens; 2. printer; 3. cell phone; 4. chairs; 5. office supplies; 6. computer; 7. notepads; 8. desk) Invite volunteers to write answers on the board. Check spelling, especially of *office supplies*. Review the rule in Exercise 2 on page 10 as needed. Then say, *Now write the other form of each noun. Make the plural nouns singular and the singular nouns plural.* (1. pen; 2. printers; 3. cell phones; 4. chair; 5. office supply; 6. computers; 7. notepad; 8. desks)



- Invite Ss to preview the paragraph and circle the subjects. (1. Luca and I; 2. It; 3. We; 4. I; 5. Luca; 6. We; 7. Luca; 8. He; 9. We) Say, *This will help you decide which form of have or need to use.*
- Then have them complete the exercise individually.
- Have Ss compare answers in pairs. Go over any questions.



OPTION In pairs, have Ss read the paragraph aloud. To check understanding, ask, *What office supplies do they have?* (desks, computers) *What office supplies do they need?* (a new chair, a phone, a file cabinet)



- Have Ss work in pairs. Tell them to preview the pictures and recall the vocabulary.
- Tell Ss to complete the exercise. Call on volunteers to write answers on the board. Check spelling, especially of *dictionaries*, *shelves*, and *boxes*. Review the spelling rules in the grammar chart on page 10 as needed.



EXTENSION Write item 6 on the board. Have Ss count things in the classroom and write sentences. (For example, *We have two file cabinets in the classroom.*)



OPTION Assign grammar exercises for homework. If doing the grammar for homework, Ss can complete the audio grammar activity by accessing the audio file for this activity on their app. In the next class, have Ss compare answers in pairs. Then go over the answers together.

UNIT 2, LESSON 1 POSSESSIVE ADJECTIVES; QUESTIONS WITH *WHO* AND *WHAT*

REVIEW GRAMMAR

Grammar to review Statements with *be*

Optional grammar to review Subject pronouns (I, you, he, she, we, you, they)

COMMON ERRORS

Ss may forget that a noun must follow a possessive adjective.

Ss may use an apostrophe with *Its* (It's; which is the contraction *It is*).

- A**
- Before listening, have Ss preview the possessive adjectives.
 - Play the audio. Remind Ss that possessive adjectives come before nouns. Replay the audio.
 - Go over any questions as a class. Replay the audio as appropriate.

- +** **EXTENSION For higher-level Ss**, play the audio again and tell Ss to write the noun that follows the possessive adjective they checked (1. my father; 2. her brother; 3. their sons; 4. our grandmother; 5. his brother; 6. their last name; 7. our last name; 8. your last name; 9. his sister)

- B**
- Tell Ss to focus on the picture. Read the names aloud. Call on Ss to identify the family members. Say, *What family word do you think describes Ted?* (grandfather) *Nathan?* (grandson / son) *Dora?* (mother) *Olivia?* (grandmother) *Andrew?* (father)
 - Have Ss preview the conversation. Then have them complete the sentences. **For lower-level Ss**, write the possessive adjectives on the board for reference: *my, your, his, her, our, their*.

- Circulate and assist as Ss work. If Ss have difficulty with item 9, point out that the question is directed to Speaker A (the person showing the photo). Remind Ss that Speaker A is Andrew's brother, so Speaker A and Andrew have the same parents.

- Go over the answers as a class.



OPTION Invite Ss to role-play the conversation in pairs. Have them point to people in the picture as they practice.



TEACHING TIP To provide opportunities for speaking practice, it is good to have Ss read completed exercises. Conversation exercises in particular offer a chance for role play. Always be certain that Ss have checked that the answers in an exercise are correct. Circulate and listen for correct pronunciation.



- C**
- Focus on the photos of the people. Ask, *What is this?* Write on the board: *family tree*. Read the names of the people in the family tree. Then ask, *How many children do Robert and Anna have?* (two) *How many children do Tim and Lisa have?* (two) *How many children do Emily and John have?* (two)
 - Have Ss work individually. Then have them compare answers with a partner. Tell them to point to the people in the family tree as they take turns reading the sentences aloud.



OPTION Assign grammar exercises for homework. If doing the grammar for homework, Ss can complete the audio grammar activity by accessing the audio file for this activity on their app. In the next class, have Ss compare answers in pairs. Then go over the answers together.

UNIT 2, LESSON 1

POSSESSIVE ADJECTIVES; QUESTIONS WITH *WHO* AND *WHAT*

A ▶ 02-02 Listen to the sentences. Check (✓) the possessive adjectives you hear.

- | | | | | | |
|--|---|--|---|--|--|
| 1. ☐ her | ☒ my | 4. ☒ our | ☐ your | 7. ☐ your | ☒ our |
| 2. ☐ our | ☒ her | 5. ☐ her | ☒ his | 8. ☐ her | ☒ your |
| 3. ☒ their | ☐ our | 6. ☒ their | ☐ our | 9. ☒ his | ☐ their |

B Look at the picture. Complete the conversation. Write the correct possessive adjective.

A: Here's a picture of my₁ family.

B: Who's that?

A: That's my₂ brother.

B: What's his₃ name?

A: His₄ name is Andrew.

B: And who's that?

A: That's his₅ wife.

Her₆ name is Dora.

And that's their₇ son.

B: What's his₈ name?

A: Nathan.



B: These are your₉ parents?

A: Yes, their₁₀ names are Ted and Olivia.

B: Where are you?

A: I'm behind the camera!

C Complete the sentences. Write the correct possessive adjective.

- That is Robert. Stephan is his grandson.
- I'm Emily. Stephan is my son.
- That's Maria. John is her father.
- That's Tim. Carol is his daughter.
- That's Anna. Will is her grandson.
- That's Will, and this is Carol. Lisa and Tim are their parents.
- That's Carol. Robert is her grandfather.
- That's Stephan. John is his father.
- That's Lisa. Tim is her husband.



- A** ▶02-10 Listen to the sentences. Are the sentences affirmative or negative?

Check (✓) the correct box.

	1	2	3	4	5	6	7	8
Affirmative	✓			✓	✓		✓	
Negative		✓	✓			✓		✓

- B** Read Samantha's online profile. Change the false sentences from affirmative to negative. Then write true sentences. Use contractions when possible.

Samantha Rivers

Relationship Status:
married to Brian Rivers

Age: 42

Home: Boston

About me:
I'm a designer, a wife, and a mother of two great girls, Lara and Maddie. They're in high school.
My life is busy, but it's good!



- Samantha is a programmer. Samantha isn't a programmer. She's a designer.
- She is 32 years old. She's not 32 years old. OR She isn't 32 years old. She's 42 years old.
- She is single. She's not single. OR She isn't single. She's married.
- Brian is her son. Brian isn't her son. Brian is her husband. OR He's her husband.
- Her home is in Portland. Her home isn't in Portland. Her home is in Boston. OR It's in Boston.
- Lara and Maddie are her friends. Lara and Maddie aren't her friends. Lara and Maddie are her daughters. OR They're her daughters.
- Her daughters are lawyers. Her daughters aren't lawyers. They're students. OR Her daughters are students. OR They're high school students.

- C** Write a yes/no question for each prompt. Then complete the short answer.

Use contractions when possible.

- she / single
A: Is she single?
B: No, she's not.
- you and Carl / friends
A: Are you and Carl friends?
B: Yes, we are.
- Meg / married
A: Is Meg married?
B: No, she's not. OR No, she isn't.
- Dana and Adam / your kids
A: Are Dana and Adam your kids?
B: Yes, they are.
- I / late
A: Am I late?
B: Yes, you are.
- Rob / your brother
A: Is Rob your brother?
B: No, he's not. OR No, he isn't.
- you / Mike
A: Are you Mike?
B: Yes, I am.
- they / co-workers
A: Are they co-workers?
B: No, they're not. OR No, they aren't.
- Richard / her boyfriend
A: Is Richard her boyfriend?
B: No, he's not. OR No, he isn't.
- we / friends
A: Are we friends?
B: Yes, we are.

UNIT 2, LESSON 2 NEGATIVE STATEMENTS WITH *BE*; YES/NO QUESTIONS WITH *BE*



REVIEW GRAMMAR

Grammar to review Affirmative statements with *be*;
Affirmative contractions

Optional grammar to review Possessive adjectives



COMMON ERRORS

Ss may spell negative contractions incorrectly.

Ss may use contractions in affirmative short answers.



- Have Ss look at the chart. Explain that they will hear both affirmative and negative statements. They will have to check the correct column.
- Play the audio. Then replay as appropriate.
- Have Ss compare answers in pairs. Go over any questions.



EXTENSION Ask Ss to listen to each statement and write the contraction they hear. (1. You're; 2. isn't; 3. We're; 4. They're; 5. She's; 6. I'm; 7. You're; 8. He's) Play the audio again. Go over the answers as a class. Then say, *For items 2, 3, and 8, write the negative contraction another way* (2. He's not; 3. We aren't; 8. He isn't) Focus on item 6 and ask, *Is it possible to write I'm not another way?* (no)



- Have Ss look at the online profile. Ask, *What social networking sites do you use?* or *What are some popular social networking sites?* Have Ss read the profile individually. Then read it aloud.
- Focus on the items. Say, *Each sentence is false. First, make the sentence negative. Then use information from the profile to write a true affirmative sentence.*

- Ask a volunteer to read the example answer. Say, *In this exercise, use only 's not or 're not when the subject is a pronoun. For example, They're not.* Then, write on the board: *She isn't a programmer. / She's not a programmer.* Explain, *When the subject is a pronoun, there are two possible answers.*

- Go over the answers as a class. If Ss make mistakes, refer them to the profile to find the correct information.



- Have Ss look at the prompt and example answer in item 1. Ask, *Is there another way to say No, she's not?* (yes) Elicit and write the answer on the board: *No, she isn't.* Say, *Both answers are correct.*
- Have Ss complete the exercise individually. Remind Ss to use contractions with negative short answers. For negative contractions, tell them they can use either form. Circulate and assist as needed.
- Have Ss compare answers with a partner. For items 1-5, have one S read the question and the other read the short answer. Then have them switch roles for items 6-10. Go over any questions as a class.



OPTION Assign grammar exercises for homework. If doing the grammar for homework, Ss can complete the audio grammar activity by accessing the audio file for this activity on their app. In the next class, have Ss compare answers in pairs. Then go over the answers together.

UNIT 2, LESSON 3 LIVE AND WORK

REVIEW GRAMMAR

Grammar to review *Need* and *have*

Optional grammar to review Subject pronouns

COMMON ERRORS

Ss may forget to add -s to third person singular (*he, she*) verbs.

Ss may make subject-verb agreement errors when connecting verbs with *and*.

- A**
- Tell Ss to preview the verb forms in the answer choices. Focus on item 1. Ask, *Which pronouns take the form live?* (I, you, we, they) *Which pronouns take the form lives?* (he, she)
 - Have Ss listen and complete the exercise. Replay the audio if appropriate and tell Ss to listen for the name or pronoun at the beginning of the sentence.
 - Bring the class together to go over the answers. For each item, say the subject and have the class call out the correct verb form.

- +** **EXTENSION** Ask Ss to listen again and write the full sentences they hear. Then have them compare answers with a partner.

- B**
- Tell Ss to preview the paragraph and underline the subject before each blank, (1. My brother Max; 2. His wife Barb; 3. Max; 4. Max and Barb; 5. Their daughters; 6. They both; 7. Their son; 8. he; 9. He) Say, *This will help you decide which form of the verb to use.*

- Then have them complete the exercise individually.
- Have Ss compare answers in pairs. Go over any questions. If appropriate, remind Ss that *have* is irregular and elicit the *he / she / it* form of *have*. (has)

- C**
- Write on the board: *live, work, have, need*. Review meanings as needed. Say, *This exercise focuses on meaning and use. You will have to choose which word makes sense in each blank and also use the correct form.*
 - Have Ss preview the paragraph and circle instances of *and* connecting two verbs. (in the sentence containing items 1 and 2 and the sentence containing item 6) If helpful, encourage Ss to underline the words before each blank to help determine the correct verb form. (1 and 2. José; 3. his family; 4. His two sisters; 5. They both; 6. José's brother; 7. he and his wife; 8. They; 9. They)
 - Tell Ss to complete the exercise individually. Then bring the class together to go over the answers. Focus on item 3. Ask, *Is family singular or plural?* (singular) Explain, *Most people think of family as they.*

- ...** **OPTION** Assign grammar exercises for homework. If doing the grammar for homework, Ss can complete the audio grammar activity by accessing the audio file for this activity on their app. In the next class, have Ss compare answers in pairs. Then go over the answers together.

UNIT 2, LESSON 3 *LIVE AND WORK*

A ▶02-15 Listen to the sentences. Check (✓) the form of the verb you hear.

- | | | | |
|---|---|---|---|
| 1. ☒ live | ☐ lives | 5. ☒ work | ☐ works |
| 2. ☐ live | ☒ lives | 6. ☐ live | ☒ lives |
| 3. ☐ work | ☒ works | 7. ☒ work | ☐ works |
| 4. ☒ live | ☐ lives | 8. ☐ work | ☒ works |

B Complete the paragraph. Use the correct form of the verbs in parentheses.

My brother Max lives
1 (live) in South Korea with his family. His wife Barb works
2 (work) for a technology company. Max works
3 (work) at Seoul National University. He's an English professor. Max and Barb have
4 (have) three children. Their daughters live
5 (live) in Seoul, not far from their parents. They both work
6 (work) at a hospital. Their son lives
7 (live) in the United States. He's 22, and he works
8 (work) for a computer company in California. He has
9 (have) a great job as a programmer.

C Complete the paragraph. Use the correct form of *live*, *work*, *have*, and *need*.



José now lives
1 and works
2 in Bogotá, Colombia, but he's from Cali. All his family still lives
3 in Cali. His two sisters live
4 in a beautiful apartment in the city center. They both work
5 for Diaz Design Company. José's brother also lives
6 and works in Cali. He's a doctor. He's married and he and his wife have
7 a baby boy. They live
8 in a small apartment. They need
9 a big apartment.

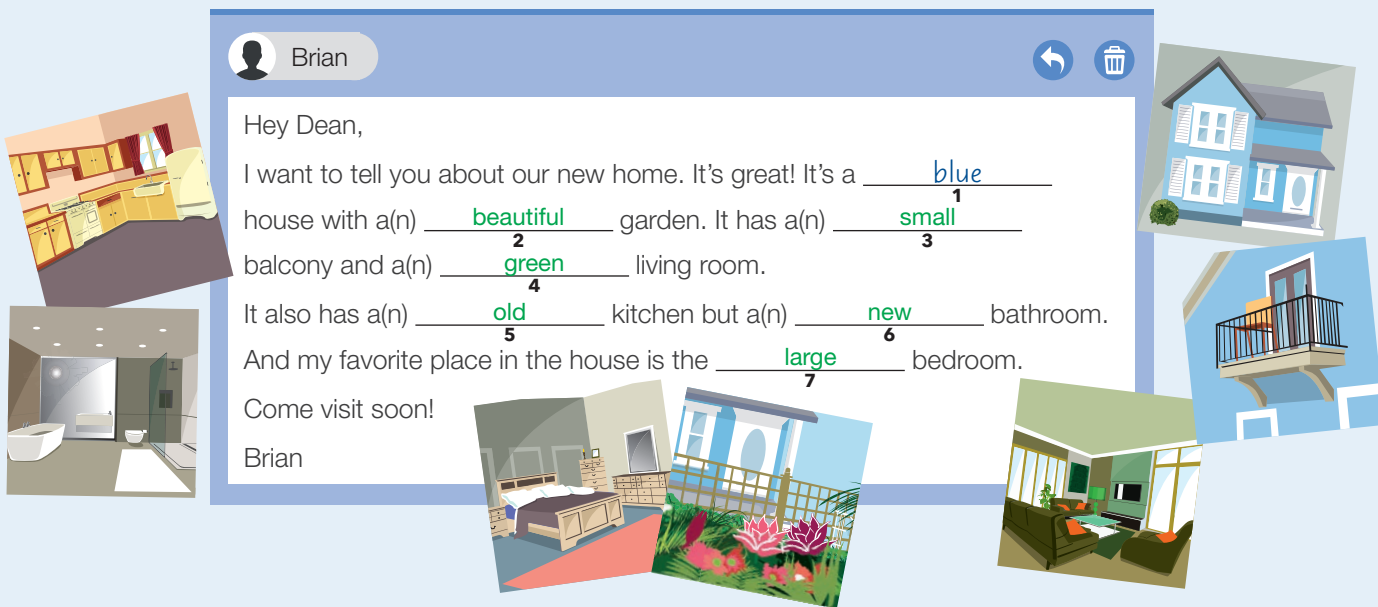
UNIT 3, LESSON 1 ADJECTIVE + NOUN PLACEMENT

A 03-03 Listen to the conversation. Complete the sentences.

- A: Hey, Tracey. How's your new apartment ¹ ?
- B: Oh, it's a great place ² , Marco.
- A: Where is it? Is it on a nice street ³ ?
- B: Yes, it is.
- A: Is it a big apartment ⁴ ?
- B: Not really. We just have one small bedroom ⁵ , a living room, and a kitchen.
- A: That's OK.
- B: Yeah. But there's a large balcony ⁶ !
- A: Sounds great!

B Complete the email. Look at the pictures and use the words in the box.

small ~~blue~~ old green large new beautiful



Brian

Hey Dean,

I want to tell you about our new home. It's great! It's a blue ¹ house with a(n) beautiful ² garden. It has a(n) small ³ balcony and a(n) green ⁴ living room.

It also has a(n) old ⁵ kitchen but a(n) new ⁶ bathroom.

And my favorite place in the house is the large ⁷ bedroom.

Come visit soon!

Brian

C Rewrite the sentences. Use the adjective in parentheses.

- Springfield is a town. (beautiful) Springfield is a beautiful town.
- That is a neighborhood. (good) That is a good neighborhood.
- I live in a house. (red) I live in a red house.
- We have a living room. (nice) We have a nice living room.
- We have a garden. (large) We have a large garden.
- We need a garage. (big) We need a big garage.
- It has a kitchen. (great) It has a great kitchen.
- He needs closets. (big) He needs big closets.
- I don't want a bedroom. (small) I don't want a small bedroom.

UNIT 3, LESSON 1 ADJECTIVE + NOUN PLACEMENT

REVIEW GRAMMAR

Grammar to review Articles *a / an*

Optional grammar to review Statements with *be*;
Regular plural nouns

COMMON ERRORS

Ss may place an adjective after a noun.

Ss may add -s to an adjective describing a plural noun.

- A**
- Have Ss preview the conversation and look at the example answer. Ask, *Are they talking about a house or an apartment?* Read the first line of the conversation and write *new apartment* on the board. Ask, *Which word is the adjective?* (new) *Which word is the noun?* (apartment) (an apartment)
 - Tell Ss, *Listen and write two words in each blank, an adjective and a noun. Which comes first, the adjective or the noun?* (the adjective)
 - Play the audio. Remind Ss that an adjective comes before the noun. Then replay the audio as appropriate.
 - Go over any questions as a class.

- +** **EXTENSION** In pairs, have Ss role-play the completed conversation.

- B**
- To preview, tell Ss to look at the pictures around the email message. Point to each one and ask, *What's this?* (counterclockwise from the left: a kitchen, a bathroom, a bedroom, a garden, a living room, a balcony, a house)
 - Point out *a(an)* before some blanks in the exercise. Ask, *When do you use a?* (before a word that starts with a consonant) *When do you use an?* (before a word that starts with a vowel) Write on the board:
The house has a / an bathroom.
The house as a / an old bathroom.
Elicit the correct articles. (a bathroom; an old bathroom) Say, *Adjectives follow the same rules as nouns for a / an. Use a before adjectives that start with a consonant; use an before adjectives that start with a vowel.*
 - Focus on the adjectives in the word bank. Define any unknown words. **For lower-level Ss**, have Ss match the adjectives in the word bank with the pictures and then label each picture. (For example, old kitchen,

new bathroom, large bedroom) Point out that some adjectives can describe more than one picture.

- Bring Ss' attention to the sentence with items 5 and 6. Point to *but* and ask, *What kind of ideas does but connect?* (ideas that show contrast) Say, *Remember this when you choose adjectives for this sentence.*
- Then have Ss complete the exercise individually. Say, *Use each adjective only once.*
- Have Ss check answers in pairs. Tell them to take turns reading the email. Remind them to choose the correct article. Circulate and listen for correct use of *a* and *an*.

- +** **EXTENSION** Read the email to the class in an excited tone, emphasizing the lines with exclamation points. Ask, *How does Brian feel in this email?* (He is excited.) *Is the tone of the email happy or sad?* (happy) *Why is Brian excited?* (He has a new house.) *Does he like his new home?* (Yes. He says, *It's great!*) *What is his favorite place?* (the large bedroom) Then, in pairs, have Ss take turns reading the email to each other again, focusing on tone.

- +** **EXTENSION** On the board, write: *And my favorite place in the house is the ____.* Ask, *What is Brian's favorite place in the house?* (the large bedroom) Divide the class into groups of three. Say, *Talk about your favorite place in your home. Use adjectives.* Then bring the class together and call on volunteers to share.

- C**
- Read the first item and example answer. Ask, *Where is the adjective?* (before the noun) Then tell Ss to preview the adjectives in the remaining sentences. Define as needed.
 - Have Ss complete the exercise individually. Circulate and make sure they are placing the adjectives correctly.
 - In pairs, have Ss check answers. Then bring the class together and answer any questions.

- ...** **OPTION** Assign grammar exercises for homework. If doing the grammar for homework, Ss can complete the audio grammar activity by accessing the audio file for this activity on their app. In the next class, have Ss compare answers in pairs. Then go over the answers together.

UNIT 3, LESSON 2 PREPOSITIONS OF LOCATION; *THERE IS / THERE ARE*

A ✓ REVIEW GRAMMAR

Grammar to review Affirmative statements with *be*
Optional grammar to review Regular plural nouns

⚠ COMMON ERRORS

Ss may use *there is* to talk about more than one thing.
Ss may try to contract *there are*.

- A** • Before Ss listen, have them talk about the maps with a partner, using prepositions of location. (For example, for the first map, The park is between the house and the bank.)
- Tell Ss to look at the location of the house in each map. Ask, *What color is the house?* (red) Then play the audio. Replay the audio as appropriate.
- Have Ss compare answers in pairs. Go over any questions.

⊕ **EXTENSION** For more practice with prepositions of location, invite Ss to work in pairs to write a true sentence about each image in Exercise A.

- B** • Focus on the example and read the sentence aloud. Ask, *Is the noun a hospital singular or plural?* (singular)
- Have Ss look at the nouns following each blank and notice if they are singular or plural. (singular: 3. a library, 4. a bank, 5. a bus stop, 8. a shopping center; plural: 2. houses, 6. restaurants, 7. two drugstores) Ask, *Which form do you use before a singular noun?* (There's) *Before a plural noun?* (There are)
- Have Ss do the exercise individually. Then let them compare answers with a partner.

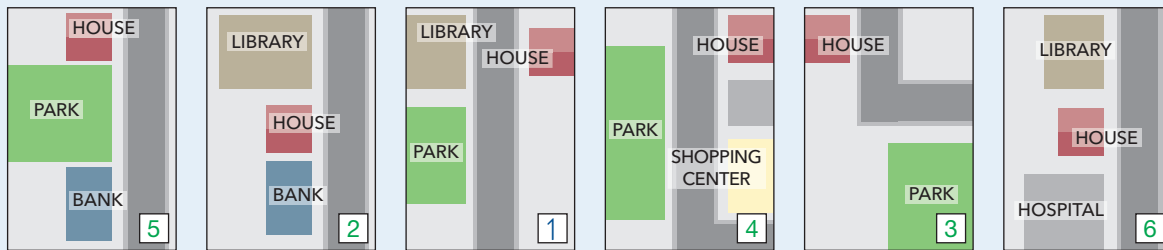
⊕ **EXTENSION** Have Ss draw a small map, similar to the maps in Exercise A, for each sentence in Exercise B.

- C** • Ask a volunteer to read the prepositions of location in the box. Ask another volunteer to read the first line of the conversation. Say, *Find Amy's apartment on the map and circle it. Listen to Amy describe the locations of other places in her neighborhood in relation to her apartment.*
- Read the first item again. Tell Ss to find the restaurants on the map. Ask, *Is the apartment near the restaurants?* (Yes, it is.)
- Give Ss time to complete the conversation individually. Then have Ss compare answers with a partner. Circulate and assist as needed.
- Bring the class together and call on two volunteers to role-play the conversation between Amy and Brad for the class.

⊕ **EXTENSION** Invite Ss to find four examples of statements with *There is / There are* in the conversation. (Yes, there's a small supermarket...; And there is a large shopping center...; There are lots of nice restaurants...; There's also a very good coffee shop...) For an added challenge, ask Ss to find a question with *There is / There are*. (Are there any stores near you?) Tell Ss they will learn questions with *There is / There are* in a later unit.

... **OPTION** Assign grammar exercises for homework. If doing the grammar for homework, Ss can complete the audio grammar activity by accessing the audio file for this activity on their app. In the next class, have Ss compare answers in pairs. Then go over the answers together.

A 03-11 Listen to the descriptions. Write the number of the description in the correct box.



B Complete the sentences with *There's* or *There are*.

- There's a hospital next to the bank.
- There are houses near the park.
- There's a library down the street.
- There's a bank across from the house.
- There's a bus stop around the corner.
- There are restaurants near the apartment.
- There are two drugstores in town.
- There's a shopping center on First Street.

C Look at the map. Complete the conversation. Use the prepositions of location from the box. Use some prepositions more than once.

across from between down the street from next to around the corner from near

Amy: My new apartment is in a great neighborhood.

It's near a lot of restaurants.

The building is next to a large park.

Brad: Are there any stores near you?

Amy: Yes, there's a small supermarket

across from my apartment.

And there's a large shopping center

around the corner from the apartment.

Brad: Oh, is the shopping center

next to the bank?

Amy: Yes. It's between the bank and the drugstore.

Brad: That's Park Street. You know the gas station on Main Street?

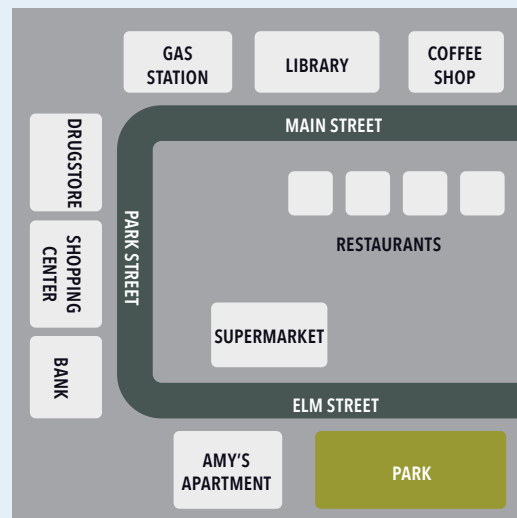
Amy: I think so. It's around the corner from the drugstore, right?

Brad: Right. There are lots of nice restaurants down the street from the gas station.

There's also a very good coffee shop across from the restaurants.

It's next to the library.

Amy: Cool. Let's have coffee there.



A Complete the questions. Use *Where's* or *Where are*.

- | | |
|-------------------------------------|--|
| 1. <u>Where's</u> the sink? | 5. <u>Where are</u> the spoons? |
| 2. <u>Where's</u> the stove? | 6. <u>Where are</u> the plates? |
| 3. <u>Where are</u> the forks? | 7. <u>Where's</u> the microwave? |
| 4. <u>Where's</u> the refrigerator? | 8. <u>Where are</u> the pots and pans? |

B Look at the picture. Complete each conversation. Use *It's* or *They're*.
Use a preposition from the box and the words in parentheses.

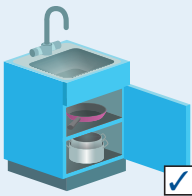
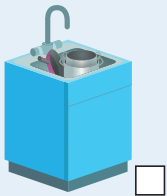
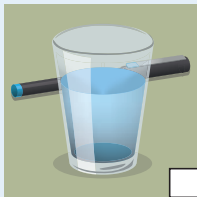
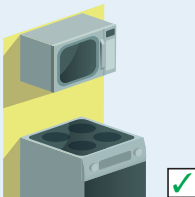
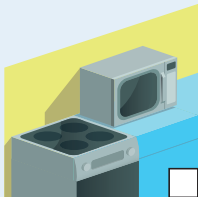
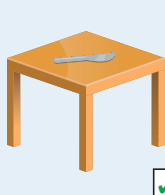
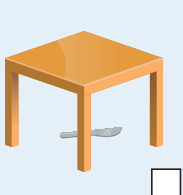
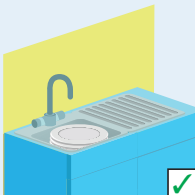
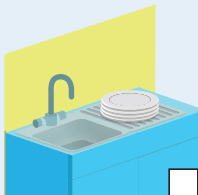
in on under over in front of behind

1. A: Where's the desk?
B: It's in the bedroom.
(the bedroom)
2. A: Where's the bed?
B: It's over the desk.
(the desk)
3. A: Where are the books?
B: They're on the shelf.
(the shelf)
4. A: Where's the chair?
B: It's in front of the desk.
(the desk)
5. A: Where are the pens?
B: They're in the cup.
(the cup)



6. A: Where's the phone?
B: It's behind the computer.
(the computer)
7. A: Where are the boxes?
B: They're under the desk.
(the desk)

C 03-18 Listen to the sentences. Check (✓) the picture they describe.

- | | | | |
|---|--|--|--|
| 1. a.  ☒ | b.  ☐ | 4. a.  ☐ | b.  ☒ |
| 2. a.  ☐ | b.  ☒ | 5. a.  ☒ | b.  ☐ |
| 3. a.  ☒ | b.  ☐ | 6. a.  ☒ | b.  ☐ |

UNIT 3, LESSON 3 QUESTIONS WITH *WHERE* + *BE*; PREPOSITIONS OF PLACEMENT



REVIEW GRAMMAR

Grammar to review Statements with *be*

Optional grammar to review Regular plural nouns



COMMON ERRORS

Ss may use the wrong form of *be* in questions with *where*.

Ss may try to contract *where are*.



- Have Ss preview the items. Say, *Notice if the word after the blank is singular or plural.* (singular: 1, 2, 4, and 7; plural: 3, 5, 6, and 8) Read item 1 aloud. Then complete item 3 as a class.

- Tell Ss to complete the exercise individually. Remind them not to contract *Where are*. Then bring the class together to go over the answers.



- Have Ss look at the picture. Say the words in parentheses in each item and tell Ss to point to the thing in the picture. For item 1, Ss should point to the whole picture.
- Read item 1 with a volunteer. Then ask, *Why do we use It's and not They're?* (because desk is singular) Then have Ss complete the exercise individually.

- In pairs, have Ss compare answers by reading the conversations. Go over any questions. Time permitting, have Ss switch roles to practice both parts.



- Tell pairs, *Look at each pair of pictures and describe what you see.* To get Ss started, ask them about item 1, *Where are the pots and pans in Picture A?* (under the sink) *In Picture B?* (in the sink)
- Have Ss listen and complete the exercise. Replay the audio if appropriate.
- Bring the class together to go over the answers.



OPTION Have Ss write a sentence about the unused answer choice in each item. (For example, 1. The pots are in the sink.)



OPTION Assign grammar exercises for homework. If doing the grammar for homework, Ss can complete the audio grammar activity by accessing the audio file for this activity on their app. In the next class, have Ss compare answers in pairs. Then go over the answers together.

UNIT 4, LESSON 1 QUESTIONS WITH *WHEN* + *BE*; PREPOSITIONS OF TIME



REVIEW GRAMMAR

Grammar to review Statements with *be*

Optional grammar to review Possessive adjectives,
Questions with *who / what / where* + *be*



COMMON ERRORS

Ss may confuse the word order in *when* + *be* questions.

Ss may choose the incorrect preposition.



- Ask a volunteer to read the example sentence aloud. Then have Ss complete the exercise individually. Circulate and help as needed.
- Have Ss compare answers in pairs.
- Go over any questions as a class. Call on Ss to read the full sentences.



- Focus on the calendar. Call on volunteers to say each date and read the events aloud.

- Have Ss complete the exercise individually. Circulate and help as needed.
- To compare answers, have pairs take turns reading the questions and answers.
- Then go over the answers as a class.



- Play the audio and have Ss complete the answers.
For lower-level Ss, write a word bank on the board:
on Friday, at 11:00, in the morning, on January 3, from 9:00–7:00, on Monday, in the afternoon.
- To compare answers, have pairs take turns reading the questions and answers.
- Then go over the answers as a class. Replay audio as appropriate.



OPTION Assign grammar exercises for homework. If doing the grammar for homework, Ss can complete the audio grammar activity by accessing the audio file for this activity on their app. In the next class, have Ss compare answers in pairs. Then go over the answers together.

A Complete the sentences. Write the correct preposition.

- The test is on Tuesday.
- Marco's birthday is on May 13.
- The conference calls are at 9:30 and 12:00.
- His classes are on Mondays and Wednesdays.
- The meeting is in 2020.
- Your trip is from June 8 to June 12.
- My English class is at night.
- The party is from 12:00 to 6:00.

B Look at the calendar. Complete each question. Use *When's* or *When are*. Then write an answer. Use the preposition in parentheses.

	Wed 18	Thu 19	Fri 20
M			
A	7:00 a.m.–11:15 a.m. Train to New York	8:00 a.m. Breakfast with Mel	7:30 a.m. Doctor's appointment
R	1:00–3:00 p.m. Design meeting	9:00–9:30 a.m. Design meeting	10:00–11:00 a.m. Online class
C	5:00 p.m. Train home	10:00–11:00 a.m. Online class	3:00 p.m. Phone call with Japan
H		3:00 p.m. Phone call with Japan	

- A: When's breakfast with Mel? B: It's at 8:00.
(at)
- A: When are the design meetings? B: They're on Wednesday and Thursday. OR They're on March 18 and 19.
(on)
- A: When's the train to New York? B: It's at 7:00.
(at)
- A: When's the train home? B: It's at 5:00.
(at)
- A: When's the doctor's appointment? B: It's on Friday. OR It's on March 20.
(on)
- A: When are the phone calls with Japan? B: They're at 3:00.
(at)
- A: When are the online classes? B: They're from 10:00 to 11:00.
(from ... to)

C 04-06 Listen to the messages. Complete the answers to the questions.

- A: When's the party? B: It's at 7:30.
- A: When are Sheila's classes? B: They're in the morning today.
- A: When's Dad's birthday? B: It's on Monday.
- A: When are the meetings? B: They're in the afternoon.
- A: When's the test? B: It's on Friday.
- A: When's the class? B: It's on January 3.
- A: When's the appointment? B: It's at 11:00 tomorrow.
- A: When are her office hours? B: They're from 9:00 to 7:00.

A ▶ 04-23 Listen to the directions. Circle the imperatives you hear.

1. Go / Don't go straight.
2. Don't take / Take Exit 5A.
3. Drive to / Cross the bridge.
4. Drive / Walk two blocks.
5. Stop / Don't stop at the traffic light.
6. Go east / Go west on Route 78.
7. Turn right / Turn left at the gas station.
8. Turn right / Turn left at the shopping center.

B Label the pictures. Write affirmative or negative imperatives with words from the box. Use some words more than once.

go straight stop turn left turn right walk go

1.  Don't walk
2.  Turn right.
3.  Walk.
4.  Don't go straight.
5.  Don't turn left.
6.  Go.
7.  Go straight.
8.  Stop.

C Look at the map. Complete the directions to White River School. Use the words from the box. Use some words more than once.

Cross Don't drive Don't turn left Walk straight Turn left Turn right Walk

- A: How do you get from your house to White River School?
- B: Oh, it's very easy. Go ¹ south on Oak Road. Turn left ² onto Odell Drive. Walk straight ³ on Odell. Don't turn left ⁴ at Summer Street, that's the way to the park. Turn right ⁵ on Post Road. Turn left ⁶ the street at the traffic light. Cross ⁷ the street at the traffic light.
- A: Where do I put my car?
- B: A car? Don't drive ⁸ ! Walk ⁹ . It's very close!



UNIT 4, LESSON 3 THE IMPERATIVE: AFFIRMATIVE AND NEGATIVE

A✓

REVIEW GRAMMAR

Optional grammar to review Statements with *be*



COMMON ERRORS

Ss may include a subject before the verb

Ss may use the infinitive, instead of the base form of the verb, in negative imperatives.

A

- Have Ss preview the sentences and the answer choices.
- Then play the audio and have Ss complete the exercise. Have Ss listen again if appropriate.
- Bring the class together and go over the answers.

+

EXTENSION In pairs, have Ss take turns reading the sentences to each other.

B

- Have Ss scan the signs. Ask, *Where have you seen signs like these?* (on the street, on the highway)

- Then have Ss complete the exercise individually.
- Have Ss compare answers in pairs. Go over any questions.

C

- Have Ss work in pairs. Tell them to study the map carefully and complete the exercise.
- Then have Ss compare answers with another pair.

+

EXTENSION Have pairs role-play the conversation. Tell Student A to follow B's directions on the map with his / her finger. Time permitting, have them swap roles and practice each part.

...

OPTION Assign grammar exercises for homework. If doing the grammar for homework, Ss can complete the audio grammar activity by accessing the audio file for this activity on their app. In the next class, have Ss compare answers in pairs. Then go over the answers together.

UNIT 5, LESSON 3 REGULAR AND IRREGULAR PLURALS

REVIEW GRAMMAR

Grammar to review Regular plural nouns

Optional grammar to review Statements with *be*;
Articles *a / an*; Need and *have*

COMMON ERRORS

Ss may misspell regular plurals.

Ss may forget special forms for irregular plurals.

- A**
- Have Ss listen and circle the singular or plural noun they hear. Have them listen again if appropriate.
 - In pairs, have Ss read the pairs of words aloud and underline the irregular plurals. (children, people, women, men)
 - Bring the class together to go over the answers.
- ...**
- OPTION** Have Ss look at the items with regular plural nouns (items 1, 3, 4, 6, and 8). Using the grammar chart in Exercise 2 on page 10, have them show the steps to get from singular to plural. Model the first one on the board: 1. *watch* + *-es* = *watches* (3. *dress* + *-es*; 4. *scarf* + *-es*; 6. *baby* + *-es*; 8. *shoe* + *-s*)
- B**
- Invite Ss to preview the website. Point to individual items and call on volunteers to say the words. (from left to right: jeans, jacket, sweater, scarves; second row: shoes, glasses, purses, gloves) Ask, *How many words are plural?* (six; all but jacket and sweater)
 - Before Ss complete the exercise, tell them to pay attention to the form of *be* in each sentence. Read the example sentence and ask, *Is or are?* (is) *Why is?* (because jacket is singular)

- Then have them complete the exercise individually.
- Have Ss compare answers in pairs. Go over any questions.

... **OPTION** In pairs, have Ss read the sentences aloud.

- C**
- Read item 1 aloud. Ask, *What are the nouns in the sentence?* (glove and pocket) Demonstrate the meaning of *pocket* if appropriate. Say, *Underline glove and pocket*. Then read the example answer. Ask, *What other change was necessary?* (is → are)
 - Have Ss work in pairs to identify and underline the singular nouns in each item. Point out that some sentences have only one noun.
 - Then have them work individually to rewrite the sentences. Say, *Don't forget to change the verb forms*.
 - Bring the class together. Call on volunteers to write answers on the board. Invite Ss to give each other feedback. Check for spelling of plural nouns and correct verb forms. If a S misspells a plural form, refer the Ss to the grammar chart in Exercise 2 on page 50 and review the rule.

... **OPTION** Assign grammar exercises for homework. If doing the grammar for homework, Ss can complete the audio grammar activity by accessing the audio file for this activity on their app. In the next class, have Ss compare answers in pairs. Then go over the answers together.

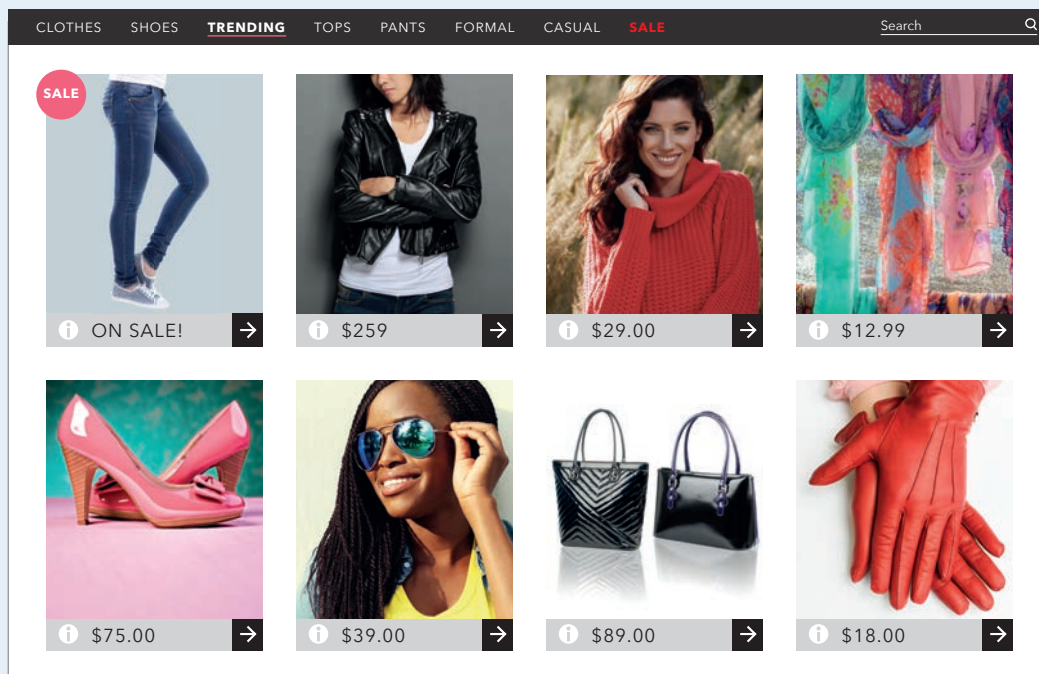
UNIT 5, LESSON 3

REGULAR AND IRREGULAR PLURALS

A ▶ 05-15 Listen to the conversations. Circle the noun you hear. Underline the irregular plurals.

- | | | |
|--------------------------|-------------------------|------------------------------|
| 1. <u>watch</u> watches | 4. <u>scarf</u> scarves | 7. <u>woman</u> <u>women</u> |
| 2. child <u>children</u> | 5. person <u>people</u> | 8. shoe <u>shoes</u> |
| 3. dress <u>dresses</u> | 6. baby <u>babies</u> | 9. <u>man</u> <u>men</u> |

B Look at the website. Complete the sentences. Write the singular or plural form.



- | | |
|--------------------------------------|--|
| 1. The <u>jacket</u> is expensive. | 6. The <u>sunglasses</u> are \$39.00. |
| 2. The <u>shoes</u> are \$75.00. | 7. The <u>scarves</u> are many different colors. |
| 3. The <u>purses</u> are both black. | 8. The <u>gloves</u> are \$18.00. |
| 4. The <u>jeans</u> are on sale. | 9. This website is for <u>women</u> only. |
| 5. The red <u>sweater</u> is pretty! | |

C Rewrite the sentences. Change the nouns from singular to plural. Make all other changes.

- | | |
|---------------------------------------|--|
| 1. My glove is in my pocket. | <u>My gloves are in my pockets.</u> |
| 2. The jacket is only \$59. | <u>The jackets are only \$59.</u> |
| 3. The child has a yellow raincoat. | <u>The children have yellow raincoats.</u> |
| 4. The woman has a nice watch. | <u>The women have nice watches.</u> |
| 5. The tie looks good on the man. | <u>The ties look good on the men.</u> |
| 6. Where is my black hat? | <u>Where are my black hats?</u> |
| 7. The lady needs a pretty dress. | <u>The ladies need pretty dresses.</u> |
| 8. The shirt is on the shelf. | <u>The shirts are on the shelves.</u> |
| 9. Who is the person with a backpack? | <u>Who are the people with backpacks?</u> |

- A** ▶ 06-02 Listen to the conversation between Anna and Joe. Read the sentences.
Check (✓) *True* or *False*.

	True	False
1. Joe listens to music on his computer.	☐	☒
2. Anna doesn't like jazz.	☒	☐
3. Joe's brother doesn't play the guitar.	☐	☒
4. Anna likes classical music.	☐	☒
5. Joe and Anna buy music online.	☒	☐
6. Anna watches music videos.	☒	☐
7. Anna doesn't play an instrument.	☐	☒
8. Joe and Anna don't like pop music.	☐	☒

- B** Look at the music survey. Then complete the sentences. Use the correct form of *love*, *like*, and *not like*. Use contractions when possible.

	ROCK	POP	JAZZ	HIP-HOP	COUNTRY	R&B
Nina						
Bill						

= like
 = not like
 = love

- | | |
|---|------------------------------------|
| 1. Nina <u>doesn't like</u> pop. | 5. Bill <u>loves</u> pop. |
| 2. Bill <u>doesn't like</u> jazz. | 6. Bill <u>doesn't like</u> R&B. |
| 3. Nina and Bill <u>don't like</u> country. | 7. Nina <u>likes</u> R&B. |
| 4. Bill and Nina <u>love</u> hip-hop. | 8. Bill and Nina <u>like</u> rock. |

- C** Rewrite the sentences. Change affirmative sentences to negative, and negative sentences to affirmative. Use contractions when possible.

- | | |
|--|--|
| 1. Sam likes classical music. <u>Sam doesn't like classical music.</u> | |
| 2. I listen to a lot of music. <u>I don't listen to a lot of music.</u> | |
| 3. He likes country music. <u>He doesn't like country music.</u> | |
| 4. They have a dance party every year. <u>They don't have a dance party every year.</u> | |
| 5. Gina doesn't love jazz. <u>Gina loves jazz.</u> | |
| 6. Edward sings well. <u>Edward doesn't sing well.</u> | |
| 7. We play music on our computer. <u>We don't play music on our computer.</u> | |
| 8. You don't need a new phone. <u>You need a new phone.</u> | |
| 9. She doesn't have a lot of songs on her phone. <u>She has a lot of songs on her phone.</u> | |

UNIT 6, LESSON 1 SIMPLE PRESENT: AFFIRMATIVE AND NEGATIVE STATEMENTS



REVIEW GRAMMAR

Grammar to review *Need* and *have*; *Live* and *work*
Optional grammar to review *Possessive* adjectives



COMMON ERRORS

Ss may forget *-s* in affirmative statements with *he / she*.

Ss may omit *do / does* in negative statements.

Ss may forget to use the base form of the verb after *doesn't* in negative statements with *he / she*.



- Tell Ss, *Listen to short conversations between Anna and Joe. The woman in the conversations is Anna. The man is Joe.*
- Have Ss preview the exercise items. Say, *What are Anna and Joe talking about? (music) Which statements are negative? (statements 2, 3, 7, and 8) Think carefully when answering these questions.*
- Play the audio and have Ss check *True* or *False*. Let them listen again if appropriate.
- Have Ss compare answers in pairs.



OPTION Play the audio again. Pause after each item and create a Venn diagram on the board as a class. Use the headings *Anna*, *Anna and Joe*, and *Joe*. For example, pause after item 1 and ask, *Do they listen to music in the same place? (no) Where does Anna listen to music?* Elicit and write in the circle on the left: *listens on her computer*. Then ask, *Where does Joe listen to music?* Elicit and write in the circle on the right: *listens in the car*. Be sure to elicit the correct verb forms.



OPTION For higher-level Ss, tell them to listen again and take notes so they can change the false statements to make them true. Model item 1. Say, *It is false that Joe listens to music on his computer. Where*

does he listen to music? (in the car) Write on the board: *Joe listens to music in the car*. Have Ss listen and then rewrite the remaining false statements to make them true. (4. Anna doesn't like classical music very much; 7. Anna plays the piano; 8. Joe and Anna listen to a lot of pop music.)



- Invite Ss to study the survey. Ask, *What does the happy face mean? (like) The sad face? (not like) The very happy face with heart eyes? (love)* If appropriate, explain that *to love* is to like something very much and can be used for people, things, activities, etc.
- **For lower-level Ss**, model item 1 to demonstrate navigating the chart. Say, *Find Nina. Now find Pop. What do you see? (a sad face) What does the sad face mean? (not like)* Then elicit the answer and write it on the board: *Nina doesn't like Pop*. If Ss say *does not like*, remind them to use contractions when possible.
- Have Ss work individually to complete the exercise.
- Then tell them to compare answers with a partner.



OPTION Have Ss replicate the chart in their notebooks and complete it for themselves. Ss can then swap notebooks and talk about their partner's music preferences.



- Read the first item and example answer.
- Ask Ss to complete the exercise individually. Then have them compare answers with a partner.



OPTION Assign grammar exercises for homework. If doing the grammar for homework, Ss can complete the audio grammar activity by accessing the audio file for this activity on their app. In the next class, have Ss compare answers in pairs. Then go over the answers together.

UNIT 6, LESSON 2 SIMPLE PRESENT: YES/NO QUESTIONS AND SHORT ANSWERS

✓ REVIEW GRAMMAR

Grammar to review Simple present: Affirmative and negative statements

Optional grammar to review Subject pronouns; Yes/no questions with *be*

⚠ COMMON ERRORS

Ss may use contractions for affirmative short answers.
Ss may forget to use the base form of the verb in yes/no questions.

- A**
- Read the directions aloud. Ask, *What is an interview?* (when one person asks another a series of questions; it can be to test a candidate for a job, to find out a person's opinions on a topic, or to gather information about a person's life and experiences)
 - Have Ss preview the chart. Say, *Listen to the interview. Listen carefully to the yes/no questions and short answers you hear.*
 - Ask Ss to listen and complete the exercise individually. Have them listen again if appropriate.
 - Tell Ss to compare answers in pairs.
 - Bring the class together and call on volunteers to create yes/no questions and answers from the chart. (For example, Does Lily play the guitar? Yes, she does.)

- +** **EXTENSION** For homework, have Ss use the chart to write a paragraph about Lily Warren and her family. Tell them to write affirmative and negative statements. This will provide a review of the grammar from Lesson 1.

- B**
- To review, ask, *Can we use contractions in negative short answers? (yes) in affirmative short answers? (no)*
 - Tell Ss to underline the subject in each question. (1. she; 2. they; 3. you; 4. your brother; 5. you and Amanda; 6. we; 7. he; 8. they) Tell them to think carefully about which pronoun to use in each short answer.

- Then have them complete the exercise individually.
- Have Ss compare answers in pairs. Review items 3, 4, 5, and 6 as needed. Elicit the pronoun changes between the question and short answer in these items. Write them on the board: 3. *you* → *I*; 4. *your brother* → *he*; 5. *you and Amanda* → *we*; 6. *we* → *you*. Note that there are two possible answers to item number 6.

- ...** **OPTION** In pairs, have Ss read the short conversations. Tell them to alternate reading the A and B roles.

- C**
- Give Ss a few minutes to preview the questionnaire. Elicit or explain the meaning of *talent* (a natural ability to do something well) and *hobby* (something you like to do in your free time). Point to the images and elicit what they represent. (play a sport, play an instrument, swim, sing, dance, paint)
 - Say, *Read item 1. Scan the questionnaire for Ben, Derek, and play a sport.* Then call on two Ss to read the example conversation.
 - Give Ss time to navigate the questionnaire and write the yes/no questions and short answers. Circulate and assist as needed. Check for correct pronouns in the short answers.
 - Have Ss compare answers in pairs and make any necessary corrections.

- ...** **OPTION** In pairs, have Ss read the short conversations. Tell them to alternate reading the A and B roles.

- ...** **OPTION** Assign grammar exercises for homework. If doing the grammar for homework, Ss can complete the audio grammar activity by accessing the audio file for this activity on their app. In the next class, have Ss compare answers in pairs. Then go over the answers together.

A ▶ 06-07 Listen to an interview with Lily Warren. Check (✓) the activities Lily and her family do.

	Lily	father	mother	sisters	brother
play the guitar	✓		✓		
play the piano		✓		✓	
do martial arts					✓
swim	✓				

B Write a short answer to each question. Use contractions when possible.

- A: Does she play soccer?
B: Yes, she does.
- A: Do they do martial arts?
B: No, they don't.
- A: Do you play an instrument?
B: No, I don't OR we don't.
- A: Does your brother paint?
B: No, he doesn't.
- A: Do you and Amanda cook?
B: Yes, we do.
- A: Do we need our sneakers?
B: Yes, we do OR you do.
- A: Does he play guitar?
B: No, he doesn't.
- A: Do they play piano?
B: Yes, they do.

C Read the questionnaire. Then write yes/no questions and short answers.

TALENT QUESTIONNAIRE Write your name under the talent or hobby.					
					
Ben Derek Victor	Andy Kim	Victor Hana Marco Selena	Pablo Karen	Cindy Hana Karen	Sam Tom

- Ben and Derek / play a sport
A: Do Ben and Derek play a sport?
B: Yes, they do.
- Hana / dance
A: Does Hana dance?
B: Yes, she does.
- Tom and Marco / play an instrument
A: Do Tom and Marco play an instrument?
B: No, they don't.
- Sam / paint
A: Does Sam paint?
B: Yes, he does.
- Karen / sing and dance
A: Does Karen sing and dance?
B: Yes, she does.
- Pablo / paint
A: Does Pablo paint?
B: No, he doesn't.
- Andy and Kim / play a sport
A: Do Andy and Kim play a sport?
B: No, they don't.
- Victor, Marco, and Selena / swim
A: Do Victor, Marco, and Selena swim?
B: Yes, they do.

A ▶ 06-14 Listen to the questions. Circle the correct answer.

- | | | | |
|-----------------------------|----------------------------|-----------------------------|-----------------------|
| 1. <u>a.</u> in the evening | b. in bed | 5. <u>a.</u> in school | b. in the morning |
| 2. <u>a.</u> he bikes | b. at the beach | 6. <u>a.</u> in the evening | b. on our balcony |
| 3. a. on the weekend | <u>b.</u> in the mountains | 7. a. at 7:00 a.m. | <u>b.</u> in the park |
| 4. <u>a.</u> music videos | b. in my room | 8. a. watch TV | <u>b.</u> the news |

B Complete the *wh-* questions. Use the words in parentheses.

A: What do you like to do
1 (What / you like to do)
for fun?

B: Well, I love music.

A: What music do you like?
2 (What music / you like?)

B: Country music.

A: Really? I play country music with my sisters and our friend Mateo!

B: What do you play?
3 (What / you play) ?

A: I play the guitar.

B: What do your sisters do?
4 (What / your sisters do) ?

A: They sing.

B: What does Mateo play?
5 (What / Mateo play) ?

A: The drums.

B: Where do you play?
6 (Where / you play) ?

A: We play in parks. We're at Millburn Park tonight. Come!

B: I will! When do you start?
7 (When / you start?)

A: At 8:30 p.m.

C Complete the conversations. Notice the underlined word or phrase in the answer. Then write the question. Use *What*, *When*, or *Where*.

1. A: Where do you hike ?
B: I hike in the mountains.

2. A: When do you exercise ?
B: I exercise on the weekend.

3. A: What does Ken read ?
B: Ken reads books.

4. A: What do you play with the kids ?
B: We play board games with the kids.

5. A: Where do they run ?
B: They run in the park.

6. A: Where does Tina watch TV ?
B: Tina watches TV in her bedroom.

7. A: When do Mika and Sherri go to the movies ?
B: Mika and Sherri go to the movies on Friday nights.

8. A: What do you listen to ?
B: I listen to rock and pop.

9. A: When does Dan exercise ?
B: Dan exercises in the morning.

UNIT 6, LESSON 3 SIMPLE PRESENT: WH- QUESTIONS AND ANSWERS

A ✓ REVIEW GRAMMAR

Grammar to review Prepositions of placement;
Prepositions of time

Optional grammar to review Subject pronouns;
Simple present: Affirmative statements, Yes/no
questions

⚠ COMMON ERRORS

Ss may omit *do / does* after the *wh-* word.

Ss may use the incorrect form of *do*.

Ss may place the verb before the subject.

- A** • Have Ss preview the items. Say, *Each answer choice is a response to a wh- question starting with When, What, or Where. Focus on item 1. Ask, Which wh- question word elicits the answer in the evening? (When) What about the answer in bed? (Where)* In pairs, have Ss analyze the rest of the answers. Tell them they can make notes over each answer choice if helpful. (2a. What, 2b. Where; 3a. When, 3b. Where; 4a. What, 4b. Where; 5a. Where, 5b. When; 6a. When, 6b. Where; 7a. When, 7b. Where; 8a. What, 8b. What)
- Have Ss listen to each item and choose the correct answer. If appropriate, have them listen again.
 - Go over the answers as a class. Replay the audio if appropriate.
- B** • Focus on item 1. Have Ss look at the prompt and the example answer. Point out the *wh-* question word, subject, and verb in the prompt. Ask Ss, *What word is missing? (do)* Remind Ss to look at the subject in each prompt to decide whether to use *do* or *does*.
- Read the first exchange with a volunteer.
 - Have Ss do the exercise individually. Circulate and remind Ss to use the correct form of *do*. On the board write: *Wh- word + do / does + subject*. Remind Ss to use the correct word order when forming the *wh-* questions.

- Ask Ss to compare answers with a partner. Then have pairs read the full conversation together twice, switching roles.

- C** • Give Ss a minute to study the example answer. Point to the underlined part of B's response.
- Ask, *Does in the mountains give information about what, when, or where? (where)* Say, *The wh- word that elicits the answer in the mountains is Where*. Then point to *I* in B's response and ask, *Who is the question to? (you)*
 - Have Ss complete the exercise individually. Circulate and remind Ss to use the correct form of *do* and the base form of the verb. Write on the board: *Wh- word + do/does + subject*. Tell Ss to pay attention to pronouns in items 2, 4, and 8.
 - Go over the answers as a class. If Ss have any difficulties, write the item on the board and explain step-by-step how to form the *wh-* question. **For lower-level Ss**, have them follow these steps:
 1. Write *What, When, or Where*.
 2. Leave space for *do* or *does*.
 3. Decide on the subject.
 4. Write the subject and the base form of the verb (no *-s*).
 5. Go back and write *do* or *does*.

⋮ **OPTION** Then have pairs read the short conversations together twice, switching roles.

⋮ **OPTION** Assign grammar exercises for homework. If doing the grammar for homework, Ss can complete the audio grammar activity by accessing the audio file for this activity on their app. In the next class, have Ss compare answers in pairs. Then go over the answers together.

UNIT 7, LESSON 1 COUNT/NON-COUNT NOUNS; SOME AND ANY

A ✓ REVIEW GRAMMAR

Grammar to review Simple present: Affirmative and negative statements

Optional grammar to review Singular and plural nouns; Articles *a / an*; *There is / There are*; Simple present: Yes/no questions

⚠ COMMON ERRORS

Ss may use singular count nouns with *some* or *any*.
Ss may use *any* in affirmative statements or *some* in negative statements.

- A**
- Have Ss listen and check the correct box. If appropriate, have Ss listen again.
 - Go over any questions as a class.
 - Remind Ss that nouns that have a number before them, have the article *a / an* before them, or are plural are count nouns. If helpful, play the audio one more time to illustrate. (1. two tomatoes; 3. a banana; 6. onions; 7. an apple)
- B**
- Have Ss preview the conversation. Then ask, *Do we use some or any in affirmative statements?* (some) *Do we use some or any in negative statements?* (any) *Which do we use in yes/no questions?* (usually *any*; *some* if we offer something or ask for something)
 - Have Ss work individually to complete the conversation. Then have them compare answers in pairs. Circulate and assist as needed. If Ss run into

problems, ask, *Is the statement affirmative or negative?*
Do we use some or any with affirmative / negative statements?

⋮ **OPTION** In pairs, have Ss role-play the completed conversation.

- C**
- Ask, *Do you ever order meals online or on your phone?* Have Ss study the guest check. Refer Ss to 1A on page 66 for help with vocabulary for food items as needed. Elicit or explain the meaning of *modify*. (to change)
 - Focus on item 1. Read the question in part A aloud. Say, *They refers to the guests or customers who ordered the food listed on the check. Do you see pasta on the check?* (no) Call on a volunteer to read the example answer.
 - Ask Ss to complete the exercise individually. Then have them compare answers in pairs. Circulate and remind Ss to refer back to the guest check to locate information for their answers. Remind Ss to use *any* with negative answers and *some* with affirmative answers.

⋮ **OPTION** Assign grammar exercises for homework. If doing the grammar for homework, Ss can complete the audio grammar activity by accessing the audio file for this activity on their app. In the next class, have Ss compare answers in pairs. Then go over the answers together.

UNIT 7, LESSON 1 COUNT/NON-COUNT NOUNS; SOME AND ANY

A ▶ 07-02 Listen to the sentences. Are the nouns count or non-count? Check (✓) the correct box.

	1	2	3	4	5	6	7	8
Count noun	✓		✓			✓	✓	
Non-count noun		✓		✓	✓			✓

B Complete the sentences. Use *some* or *any*.

A: What's for breakfast?

B: Hmm. I don't know. Do we have any₁ eggs?

A: Yes, we do. There are some₂ eggs on the second shelf in the fridge.

B: I need some₃ butter and milk, too

A: We have butter, but we don't have any₄ milk.

B: Oh. Hmm. Then I'll just make some₅ fruit salad.

A: We don't have any₆ fruit.

B: Yes, we do. There are some₇ bananas on the table.

A: Right. We *only* have bananas.

B: Never mind then. I'll just have some₈ coffee.

A: Well, I'm going shopping! We don't have any₉ food.

C Look at the check. Then answer the questions. Use *some* or *any*.

		John's Café	GUEST CHECK	5 items 
Click an item to modify.		Check number 8818566		
☒	2	carrot soup	 	\$8.00
☒	1	chicken sandwich (no onions)	 	\$7.25
☒	1	cheese sandwich (with tomatoes)	 	\$7.75
☒	1	shrimp	 	\$17.50
☒	2	potatoes (side)	 	\$6.00
TOTAL		\$46.50		

1. A: Do they want pasta?

B: No, they don't want any pasta.

2. A: Do they want onions on the chicken sandwich?

B: No, they don't want any onions on the chicken sandwich.

3. A: Do they want shrimp?

B: Yes, they want some shrimp.

4. A: Do they want fish?

B: No, they don't want any fish.

5. A: Do they want chicken soup?

B: No, they don't want any chicken soup.

6. A: Do they want tomatoes on the cheese sandwich?

B: Yes, they want some tomatoes on the cheese sandwich.

7. A: Do they want potatoes?

B: Yes, they want some potatoes.

8. A: Do they want dessert?

B: No they don't want any dessert.

A Complete the messages. Use *some* or *any*.

Hi Frida, We need to buy food. I'm at the store. I want chicken for dinner.

Do we have some ¹ ?

How about pasta, do we have

any OR some ⁴ ?

No, I don't think we have any ⁷ .
I'll buy some ⁸ . Anything else?

Hey Andy, That's great. No, we don't have any ² . You need to buy some ³ .

Yes, we have some ⁵ .
I need milk for my coffee, do we have any OR some ⁶ ?

No, that's good. See you later.

B Complete the conversations. Circle the correct word.

1. A: *Can I / Could you / Can we* help me?

B: Yes, of course. What do you need?

2. A: *Can I / Could you / Can we* have a piece of cake, please?

B: Sure, Mark. Here's a piece.

3. A: *Can I / Could you / Can we* bring the check?

B: Sure. Here you go.

4. A: *Can we / Could you / Can I* cut the fruit?

B: No, I don't have a knife.

5. A: *Can I / Could we / Could you* see the menus, please?

B: Yes, ladies. Right away.

6. A: *Can we / Could I / Can you* come to the movies, too?

B: You and Kayla? Sure. I have two extra tickets.

7. A: *Could you / Can I / Can we* have some tea?

B: I'm sorry, Beth. There isn't any.

8. A: *Can I / Could you / Can we* finish your soup, please?

B: It's too hot.

9. A: *Can we / Could I / Can you* have a burger, please?

B: Oh, yes. Of course, sir.

C 07-18 Listen to the questions. Complete the sentences.

1. Could I have some bread, please?

2. Can we come to your party?

3. Could I have a glass of water?

4. Could you email me the picture?

5. Can I get some vegetables?

6. Can we order some dessert, please?

7. Can you bring us some soup?

8. Could you tell me the address of the restaurant?

UNIT 7, LESSON 3 CAN / COULD FOR REQUESTS; SOME AND ANY AS INDEFINITE PRONOUNS



REVIEW GRAMMAR

Grammar to review *Some* and *any* with nouns

Optional grammar to review Simple present: *Yes/no* questions; Subject pronouns



COMMON ERRORS

Ss may use confuse the word order of questions with *can* and *could*.

Ss may use *some* and *any* inappropriately.



- Have Ss preview the items. Ask, *What do these speech balloons look like?* (text messages)
- To review rules for using *some* / *any*, ask, *When do we use some?* (in affirmative statements and in *yes/no* questions when offering or asking for something) *When do we use any?* (in negative statements and *yes/no* questions)
- Give Ss a few minutes to complete the exercise. Then have them compare answers in pairs. Reiterate rules if Ss have any difficulties.



OPTION Have Ss read the text messages like a conversation.



- Focus on the example answer. Say, *For each item, look carefully at both line A and line B. Test the answer choices to see what makes sense. Is it possible to say,*

Can I help me? (no) Is it possible to say, Can we help me? (no) Is it possible to say, Could you help me? (yes) Then read the conversation in item 1 with a volunteer.

- Have Ss work in pairs to choose answers for the remaining items. Circulate and help Ss if they run into problems.
- Go over the answers as a class.
- Then, in pairs, have Ss read the conversations. Tell them to alternate reading part A and part B.
- Tell Ss, *Listen carefully for Can or Could and a pronoun.* Play the audio and pause after the first item. Call on a volunteer to read the example answer.
- Have Ss listen and complete the remaining sentences. Play the audio again if appropriate.



EXTENSION In pairs, have Ss create short conversations, asking the questions from the exercise and making up short responses. Tell Ss to alternate asking and answering the questions.



OPTION Assign grammar exercises for homework. If doing the grammar for homework, Ss can complete the audio grammar activity by accessing the audio file for this activity on their app. In the next class, have Ss compare answers in pairs. Then go over the answers together.

UNIT 8, LESSON 1 *THERE IS / THERE ARE*

REVIEW GRAMMAR

Grammar to review *There is / There are*; Count / non-count nouns

Optional grammar to review *Some* and *any*

COMMON ERRORS

Ss may use *are* with non-count nouns.

Ss may try to contract *There are*.

Ss may use contractions in affirmative short answers.

- A**
- Tell Ss, *Listen carefully to each question. Do you hear Is there or Are there? Then choose the correct singular or plural short answer.*
 - Replay the audio if appropriate. Then have Ss compare answers with a partner.
- B**
- Ask a volunteer to read the example answer. Ask, *Why do we use is there?* (because it's a question; because a *shopping center* is a singular noun) Say, *Carefully look at each item to decide if it's a statement, question, or short answer. Then decide if it's singular count, noncount, or plural and if it's affirmative or negative.*
 - Have Ss work individually. Circulate and assist as needed. Then have Ss compare answers with a partner.
 - Bring the class together and go over any questions.

+ **EXTENSION** In pairs, have Ss practice reading the conversation.

- C**
- Have Ss look at the picture and identify the items. (soap, shampoo, shaving cream, combs, razors, toothbrushes) Ask, *Which of these words are non-count nouns?* (soap, shampoo, shaving cream) *Do non-count nouns take singular or plural verbs?* (singular) *Which words are count nouns?* (toothbrushes, razors, combs) *Are they singular or plural count nouns?* (plural) *So, do they take singular or plural verbs?* (plural)
 - Say, *Look at the exercise items. Which short answers will you use for items not in the picture?* (negative)
 - Have Ss do the exercise individually. Then have them compare answers with a partner. Go over any questions as a class.

... **OPTION** Have Ss practice the conversations. Tell them to swap roles to practice both parts.

... **OPTION** Assign grammar exercises for homework. If doing the grammar for homework, Ss can complete the audio grammar activity by accessing the audio file for this activity on their app. In the next class, have Ss compare answers in pairs. Then go over the answers together.

UNIT 8, LESSON 1 THERE IS / THERE ARE

A ▶ 08-02 Listen to the questions. Circle the correct answer.

1. ☒ a. Yes, there is. b. Yes, there are.
2. a. No, there isn't. ☒ b. No, there aren't.
3. ☒ a. Yes, there is. b. Yes, there are.
4. a. No, there isn't. ☒ b. No, there aren't.
5. ☒ a. No, there isn't. b. No, there aren't.
6. ☒ a. Yes, there are. b. Yes, there is.
7. a. No, there aren't. ☒ b. No, there isn't.
8. a. Yes, there is. ☒ b. Yes, there are.

B Complete the conversation. Use the correct form of *there is / there are*. Use contractions when possible.

- A: Excuse me, is there¹ a shopping center near the hotel?
- B: No, there isn't². Can I help you with something?
- A: Well, I need some clothes and other things, you know, like a toothbrush, shampoo, conditioner ...
- B: Well, there's³ a small store down the street from the hotel. But maybe there are⁴ things like shampoo and conditioner in the hotel room.
- A: No, there isn't⁵ any deodorant, and there aren't⁶ any combs or hairbrushes in the room.
- B: Oh. Well, take the bus to Midtown Crossing. There are⁷ lots of stores there.
- A: Oh, one more thing. Is there⁸ an ATM near here?
- B: Yes, there is⁹. It's across from the hotel.
- A: Thank you!

C Look at the items in a hotel room. Write questions with *there is* or *there are*. Use the words in parentheses. Write short answers.

1. A: Are there toothbrushes?
(toothbrushes)
B: Yes, there are.
2. A: Is there deodorant?
(deodorant)
B: No, there isn't.
3. A: Is there shampoo?
(shampoo)
B: Yes, there is.
4. A: Is there body lotion?
(body lotion)
B: No, there isn't.
5. A: Are there razors?
(razors)
B: Yes, there are.
6. A: Is there soap?
(soap)
B: Yes, there is.



7. A: Are there combs?
(combs)
B: Yes, there are.
8. A: Is there shaving cream?
(shaving cream)
B: Yes, there is.
9. A: Are there brushes?
(brushes)
B: No, there aren't.

A Complete the conversation. Use the correct form of *like*, *want*, or *need* and an infinitive. Use contractions when possible.

A: What do you want to do tomorrow?
1 (want / do)

B: Well, I need to call my sister in the morning. Then I'm free.
2 (need / call)

A: I want to go to the pool in the morning. I like to exercise early.
3 (want / go) 4 (like / exercise)

B: Perfect. We can meet after that.

A: What do you want to do ?
5 (want / do)

B: I want to go to a museum. Maybe the Museum of Fine Art.

A: Um, no thanks. I don't like to look at art.
7 (not like / look)

B: Oh! We don't need to go to an art museum. How about a science museum?

A: Oh, yes I want to visit the Museum of Science. I love science.

B Complete each sentence with the words in parentheses. Write affirmative or negative forms of *need*, *like*, or *want* + infinitive. Use contractions when possible.

1. You don't need to drive your car. We can take the subway.
(need / drive)

2. I have a lot of work for tomorrow. I need to stay late.
(need / stay)

3. Robert doesn't like to take elevators. He always takes the stairs.
(like / take)

4. We don't need to bring lunch tomorrow. Our company always gets pizza on Friday for everyone!
(need / bring)

5. Lucy always leaves for work early. She doesn't want to be late.
(want / be)

6. They don't like to read the news. They watch the news online.
(like / read)

7. Mack wants to buy a new car. His old car doesn't work.
(want / buy)

8. You need to go to bed early. The train leaves at 6:00 a.m. tomorrow.
(need / go)

9. My wife and I eat out a lot. We don't like to cook.
(like / cook)

C **08-09** Listen to the conversations. Complete the sentences. Use the words in parentheses. Write affirmative or negative forms. Use contractions when possible.

1. The woman needs to park
(need / park)
her car.

5. They want to eat out.
(want / eat out)

2. The man doesn't like to exercise in the morning.
(like / exercise)

6. The woman wants to go for a
(want / go)

3. They don't want to go to the party.
(want / go)

7. The man likes to walk in the rain.
(like / walk)

4. She doesn't like to run indoors.
(like / run)

8. You don't need to pay for breakfast.
(need / pay)

UNIT 8, LESSON 2 *LIKE, WANT, NEED* + INFINITIVES

REVIEW GRAMMAR

Grammar to review Simple present: Affirmative and negative statements

Optional grammar to review Simple present: *Wh-* questions and answers

COMMON ERRORS

Ss may omit *to* when placing an infinitive after a verb.
Ss may omit *do / does* in negative simple present statements.

Ss may omit the final *-s* in *likes, wants, or needs* in the third person singular.

- A** • Say, *Focus on form in this exercise. Use the prompts to write the affirmative or negative form + infinitive.* To review, ask, *Do we use contractions with affirmative or negative forms?* (negative) Ask a S to read the example sentence.
- Have Ss complete the conversation. Then have them compare answers with a partner.

+ **EXTENSION** In pairs, have Ss role-play the completed conversation.

- B** • Say, *In this exercise you need to think about meaning and decide if the affirmative or negative form is appropriate.* Call on a volunteer to read item 1. Ask, *Would the affirmative form work here?* (no) Read item 1

with the alternate, incorrect answer, *You need to drive your car. We can take the subway.* Ask, *Does this make sense?* (no)

- Encourage Ss to try both affirmative and negative forms if they are not sure. Remind Ss to use contractions with negative forms.
 - Have Ss compare answers in pairs. Then go over any questions as a class.
- C** • Say, *In this exercise, think about meaning again and decide if the affirmative or negative form is appropriate. But here the context comes from listening to a short conversation.*
- Tell Ss to think about meaning. Play the audio and pause after the first item. Call on a volunteer to read the example answer. Ask, *Why is the affirmative form correct here?* (In the conversation, the woman is asking where she can park her car. She *needs* to park her car.)
 - Have Ss listen and complete the sentences. Replay the audio if appropriate.
 - Go over the answers as a class. Play the audio again if appropriate.

... **OPTION** Assign grammar exercises for homework. If doing the grammar for homework, Ss can complete the audio grammar activity by accessing the audio file for this activity on their app. In the next class, have Ss compare answers in pairs. Then go over the answers together.

UNIT 8, LESSON 3 PREPOSITIONS OF PLACE: AT, ON, IN

REVIEW GRAMMAR

Grammar to review Statements with *be*; Simple present: Affirmative statements; *There is / There are*
Optional grammar to review Prepositions of location; Prepositions of placement

COMMON ERRORS

Ss may use the incorrect preposition with a specific place.

- A** • Have Ss look at the chart and prepare to listen.
- Then ask Ss to listen and do the exercise. If appropriate, play the audio again so Ss can check their answers. Go over any questions as a class.
- B** • Give Ss a few minutes to preview the conversation and notice the words after each blank. Then have them work individually to complete the exercise. Say, *You can look at the examples in the grammar chart on page 80 to help you.*
- Have Ss compare answers with a partner.

- Then bring the class together and ask questions about the conversation (and review the grammar at the same time). Ask, *What is A's name?* (Stuart) *What is B's name?* (Jenn) Have a male S read part A and a female S read part B. Then ask, *Where is Stuart?* (at the bus stop in the park) *Where is Jenn?* (at the library at school) *Where do they plan to meet?* (at Buddy's in the neighborhood)

 **EXTENSION** In pairs, have Ss practice reading the conversation.

- C** • Have Ss preview the prompts and example answer.
- Have Ss work individually to write sentences from the prompts.
- Have Ss compare answers with a partner.

 **OPTION** Assign grammar exercises for homework. If doing the grammar for homework, Ss can complete the audio grammar activity by accessing the audio file for this activity on their app. In the next class, have Ss compare answers in pairs. Then go over the answers together.

UNIT 8, LESSON 3 PREPOSITIONS OF PLACE: AT, ON, IN

A ▶ 08-16 Listen to the sentences. Which preposition do you hear? Check (✓) the correct box.

	1	2	3	4	5	6	7	8
at		✓					✓	✓
on	✓				✓	✓		
in			✓	✓				

B Complete the conversation. Write the correct prepositions: *at*, *on*, or *in*.

A: Hi, Jenn. Where are you?

B: Hi, Stuart. I'm still at₁ school. I'm at₂ the library. Where are you?

A: I'm at₃ the bus stop, the one in₄ the park.

A: Oh. Do you want to meet at₅ the café?

B: Flo's Café on₆ Second Avenue?

A: No, Buddy's, around the corner from school, in₇ the neighborhood.

B: Sounds good.

A: Can we meet in₈ the front of the café, on₉ the left?

B: Sure. See you there.

C Write sentences, using the words in parentheses. Use the correct form of the verb. Add the correct preposition: *at*, *on*, or *in*.

1. She lives in California.
(she / live / California)

2. The car is in the garage.
(the car / be / the garage)

3. Tara lives in Korea.
(Tara / live / Korea)

4. We work on the third floor.
(we / work / the third floor)

5. I see Sara at the bus stop.
(I / see / Sara / the bus stop)

6. There is an ATM on the corner.
(there / be / an ATM / the corner)

7. The Chens live on Sunset Drive.
(the Chens / live / Sunset Drive)

8. Louis runs in the park.
(Louis / run / the park)

9. The bank is at 10 Elm Street.
(the bank / be / 10 Elm Street)

A ▶ 09-02 Listen to the conversation. Write *this*, *that*, *these*, or *those* before each word.

1. this desk
2. these chairs
3. that file cabinet
4. that window
5. those computers
6. those boxes
7. these lamps
8. this office
9. this phone

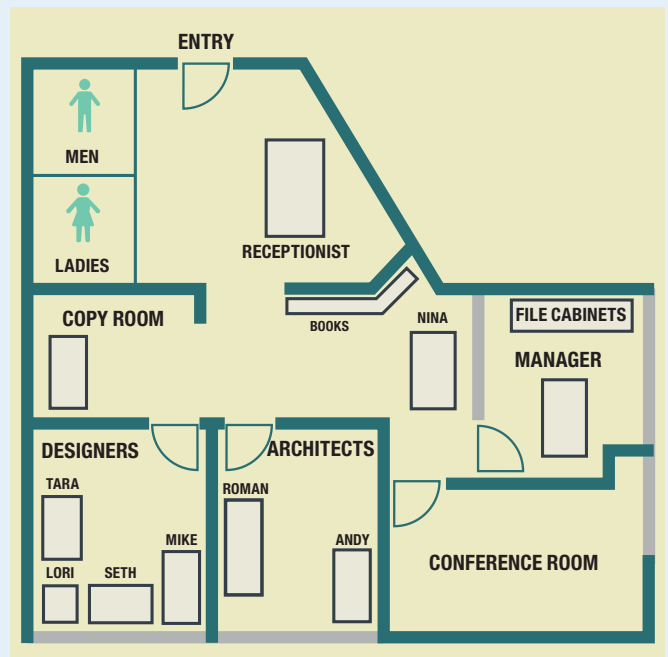
B Complete the sentences. Use the possessive form of the words in parentheses.

1. What's the doctor's name?
(doctor)
2. Do you have Nick's email address?
(Nick)
3. Where are the boys' jackets?
(boys)
4. Is this the accountant's office?
(accountant)
5. Where can I find the children's toys?
(children)
6. Do you know all the students' names?
(students)
7. I never read people's opinions online.
(people)
8. Where's Dad's car?
(Dad)
9. Is that your sister's skirt?
(sister)

C Look at the floor plan. Complete the sentences with the possessive form of the words from the box.

architects designers ladies Lori manager men receptionist Roman Nina ~~Tara~~

1. Tara's desk is near the copy room.
2. The men's room and the ladies' room are across from the receptionist.
3. The receptionist's desk is very big.
4. The designers' office is next to the copy room.
5. Lori's desk is very small.
6. The architects' office has two desks.
7. In the architect's office, Roman's desk is near the door.
8. There are file cabinets in the manager's office.
9. The books are in front of Nina's desk.



UNIT 9, LESSON 1 POSSESSIVE NOUNS; *THIS / THAT / THESE / THOSE*

A ✓ REVIEW GRAMMAR

Grammar to review Prepositions of location;
Prepositions of placement
Optional grammar to review Regular and irregular
plurals

⚠ COMMON ERRORS

Ss may incorrectly add 's when making regular plural
nouns possessive.
Ss may confuse the meanings of *this / these* (near) and
that / those (far).

- A** • Have Ss preview the items. Then ask, *Which nouns could you use this or that with?* (desk, file cabinet, window, office, phone) *Which nouns could you use these or those with?* (computers, boxes, lamps)
 - Then have Ss listen and write the demonstrative pronoun they hear before each word. Tell Ss that they will hear the words in order.
 - Bring the class together to go over the answers.
- ⋮ **OPTION** In pairs, have Ss say each item and use hand motions to indicate which items are near (*this / these*) and which items are far. (*that / those*)
- B** • Call on a volunteer to read the example sentence. Ask, *Is doctor a singular or a plural noun?* (singular) *How do you form the possessive?* (by adding 's after the noun) Tell Ss to do the remaining items individually.
 - Have Ss compare answers with a partner.
 - Then bring the class together. Ask, *Which nouns are plural?* (boys, children, students, people) *Which of*

these are irregular plurals? (children, people) *How do you form the possessive with irregular plurals?* (by adding 's) *Which are regular plurals?* (boys, students) *How do you form the possessive with regular plurals?* (by adding an ' after the s)

- C** • Tell Ss to preview the floor plan. Ask, *What does this floor plan show?* (a workplace, an office) Ask, *Who works here?* (a manager, designers, architects) Say, *Complete the sentences to make true statements about the workplace. Use possessive nouns.*
- Ask a volunteer to read the example sentence. Say, *Find the copy room on the floor plan. Whose desk is by the copy room?* (Tara's)
- Have Ss work in pairs to choose the appropriate noun from the box and write the correct possessive form for each item.
- Bring the class together. Call on pairs to read their answers and write the possessive forms on the board. Review prepositions of location (near, across from, next to) and prepositions of placement (in, in front of) as needed.

⋮ **OPTION** Invite Ss to use the floor plan to make additional statements using possessive nouns. (For example, Tara's desk is near Lori's desk. The conference room is next to the architects' office.)

⋮ **OPTION** Assign grammar exercises for homework. If doing the grammar for homework, Ss can complete the audio grammar activity by accessing the audio file for this activity on their app. In the next class, have Ss compare answers in pairs. Then go over the answers together.

UNIT 9, LESSON 2 PRESENT CONTINUOUS: STATEMENTS AND QUESTIONS

A ✓ REVIEW GRAMMAR

Grammar to review Simple present: Yes/no questions and short answers; Wh- questions and answers

Optional grammar to review Affirmative and negative statements with be; Yes/no questions and short answers with be; Wh- questions with be

⚠ COMMON ERRORS

Ss may omit *am / is / are* with the *-ing* form of the verb.

Ss may confuse word order in *wh-* questions.

- A**
- Have Ss preview the answer choices. Then have them listen and circle the correct answer.
 - In pairs, have Ss compare answers.
 - Bring the class together to go over the answers.

- +** **EXTENSION** Ask, *Which items are not present continuous?* (items 4 and 8) *What form are they?* (present simple) Write the two questions on the board: 4. *Do you text your friends?* 8. *What do you watch on your tablet?* For each item, ask, *Is this question asking about an action happening right now?* (no) Say, *These questions are asking about an action that happens regularly.* Pose the questions to several Ss and elicit appropriate simple present answers. Then ask Ss to change the questions to present continuous: 4. *Are you texting your friends?* 8. *What are you watching on your tablet?* Discuss the difference in meaning. Say, *These questions are asking about actions happening right now.* Pose the questions to a few Ss and elicit appropriate present continuous answers. (For example, 4. No, I'm not. 8. I'm not watching anything right now.)

- ...** **OPTION** For writing practice, have Ss listen again and write the questions they hear. Replay the audio as needed.

- B**
- Ask, *What does this exercise look like?* (a text message exchange) Ask a volunteer to read the first text message. Ask, *Is this a statement or a question?* (a question) *What type of question?* (wh- question) Say, *Use the present continuous in all of the messages. Refer to Exercise 2 on page 88 if you need help.*

- Have Ss complete the exercise individually. Then have them compare answers with a partner. Circulate and assist as needed.

- ...** **OPTION** In pairs, have Ss practice reading the text exchange.

- C**
- Read the example conversation with a volunteer. Point to the underlined phrase *the keyboard* and say, *Which wh- word do you use for a thing?* (what) Then have Ss preview the underlined words or phrases with a partner and decide which *wh-* word to use.
 - Have Ss complete the exercise individually. Circulate and make sure Ss are using the correct word order in the questions.
 - Go over the answers as a class. Time permitting, invite Ss to write answers on the board.

- ...** **OPTION** In pairs, have Ss practice asking and answering the questions.

- +** **EXTENSION** For more practice, have Ss write a negative statement to follow each statement in B's response. Write an example on the board:
A: *What is he using?*
B: *He's using the keyboard. He's not using the touchpad.*

- ...** **OPTION** Assign grammar exercises for homework. If doing the grammar for homework, Ss can complete the audio grammar activity by accessing the audio file for this activity on their app. In the next class, have Ss compare answers in pairs. Then go over the answers together.

A ▶ 09-10 Listen to the questions. Circle the correct answer.

1. ☒ a. I'm reading the news. b. I read the news.
2. ☒ a. Yes, I am. b. Yes, I do.
3. a. Yes, it works. ☒ b. Yes, it's working.
4. a. No, I'm not texting. ☒ b. No, I don't text.
5. ☒ a. He's going to the store. b. He goes to the store.
6. a. No, it doesn't rain much. ☒ b. No, it's not raining now.
7. a. No, I don't. ☒ b. No, I'm not.
8. ☒ a. I watch movies. b. I'm watching movies.

B Complete the messages with the present continuous. Use the words in parentheses. Use contractions when possible.

Hey, what are you doing ?
1 (you / do)

I'm trying to print my homework.
2 (try)
The paper isn't coming out OR 's not coming out
3 (not / come out)

Are you doing everything right?
4 (you / do)

Yes, I am. I'm clicking print,
5 (click)
then OK. It isn't working OR 's not working
6 (not / work)

Maybe change the settings?

I'm changing them now.
7 (change)
Still the same.

Well, I'm printing my homework.
8 (print)

Email me your homework. I can print it for you.

Really? Oh, thank you! I
'm sending it right now.
9 (send)

C Complete the conversations. Notice the underlined word or phrase in the answer. Then write a *wh*- question.

- | | |
|--|---|
| 1. A: <u>What is he using</u> ? | B: He's using <u>the keyboard</u> . |
| 2. A: <u>What are they fixing</u> ? | B: They're fixing <u>the WiFi</u> . |
| 3. A: <u>Who is she texting</u> ? | B: She's texting <u>her sister</u> . |
| 4. A: <u>Where are we going OR you going</u> ? | B: We're going <u>to the library</u> . |
| 5. A: <u>Why is he wearing a jacket</u> ? | B: He's wearing a jacket <u>because it's cold</u> . |
| 6. A: <u>Where is she walking</u> ? | B: She's walking <u>to the subway</u> . |
| 7. A: <u>What is Leo teaching</u> ? | B: Leo is teaching <u>math</u> . |
| 8. A: <u>Who are you driving</u> ? | B: I'm driving <u>Charlie and Owen</u> . |
| 9. A: <u>Why is Cole leaving</u> ? | B: Cole is leaving <u>because he has a class</u> . |

UNIT 9, LESSON 3 ADVERBS OF FREQUENCY

A Complete the sentences. Use the prompts.

1. I sometimes take a shower at the gym.
(take a shower / sometimes)
2. She rarely goes to bed before midnight.
(goes to bed / rarely)
3. Ed always brushes his teeth after lunch.
(brushes his teeth / always)
4. The students often read books on their tablets.
(read books / often)
5. They sometimes eat pizza.
(eat pizza / sometimes)
6. You and Katya never eat dinner together.
(eat dinner / never / you and Katya)
7. It rarely rains in Arizona.
(rarely / it / rains)
8. I usually leave the house at 7:40.
(leave the house / usually / I)
9. You always call me at a bad time!
(always / you / call me)

B Complete the sentences using the adverbs of frequency: *always, often, rarely, or never*.

1. Paula works very hard. She only relaxes a few hours on Sundays.
Paula rarely relaxes.
2. Peter eats lunch at a restaurant every Tuesday and Thursday.
Peter often eats lunch at a restaurant.
3. Marc only runs at the gym. He doesn't like to run in the park.
Marc never runs in the park.
4. Yuan goes to bed late every night.
Yuan always goes to bed late.
5. Yummi eats breakfast every morning, before she goes to work.
Yummi always eats breakfast.
6. Hana only goes out for dinner on the first Friday of every month.
Hana rarely goes out for dinner.
7. Tito never shops in stores. He only shops online.
Tito always shops online.

C 09-18 Listen to Ben describe his day. Circle the correct word to complete each sentence.

1. He never / sometimes wakes up at 8:00 Monday to Friday.
2. He never / always takes the bus.
3. He never / rarely eats breakfast.
4. He usually / sometimes wears a jacket and tie to work.
5. He often / rarely travels for work.
6. He usually / never goes out for lunch.
7. He rarely / usually stays at work late.
8. He always / sometimes goes to the gym after work.

UNIT 9, LESSON 3 ADVERBS OF FREQUENCY



REVIEW GRAMMAR

Grammar to review Simple present: Affirmative statements

Optional grammar to review Possessive adjectives



COMMON ERRORS

Ss may place adverbs of frequency after the action verb.

Ss may confuse the meanings of the adverbs of frequency.



- Ask a S to read the example sentence. Point out the placement of *sometimes* before the action verb. Say, *In this exercise, always place the adverb before the action verb.*
- Have Ss compare answers with a partner. Circulate and assist as needed.



OPTION In pairs, have Ss talk about how often they do the activities in the exercise. Tell them to change the subjects to *I* and to choose the adverb of frequency that makes the statement true for them. Remind Ss to also change the simple present verb forms and possessive adjectives as needed. (For example, 1. I never take a shower at the gym; 3. I usually brush my teeth after lunch.) For item 6, have Ss change *you and Katya* to *[a friend's name] and I*. For item 7, tell Ss to switch *Arizona* to the state or city where they live. For item 9, tell Ss to switch *you* to *my friends*.



- Read the directions and have Ss find the four adverbs on the frequency meter in the grammar chart on page 90. Tell Ss to think about the meaning of each prompt before choosing an adverb of frequency. Ask a volunteer to read item 1. Focus on *She only relaxes a few hours on Sundays*. Ask, *Does she always relax?* (no) *Does she often relax?* (no) *Does she rarely relax?* (yes) *Does she never relax?* (no) Tell Ss to try each adverb before choosing the best answer.

- Have Ss complete the exercise individually or in pairs.
- Go over the answers as a class. If helpful, explain that *only* means not more than a particular amount or solely / exclusively.



- Tell Ss to listen carefully to the context. This will help determine which adverb of frequency best completes the sentence. Play the audio and pause after the first item. Ask, *What time does Ben wake up Monday to Friday?* (at 6:30) *Does he sometimes wake up at 8:00 Monday to Friday?* (no) Elicit the correct answer. (never)
- Play the audio and have Ss complete the exercise. If appropriate, have Ss listen again to check their answers.
- Then have Ss compare answers in pairs.



OPTION Assign grammar exercises for homework. If doing the grammar for homework, Ss can complete the audio grammar activity by accessing the audio file for this activity on their app. In the next class, have Ss compare answers in pairs. Then go over the answers together.

UNIT 10, LESSON 1 SIMPLE PAST WITH BE

REVIEW GRAMMAR

Grammar to review Simple present with *be*: Yes/no questions and short answers, *Wh-* questions and answers

Optional grammar to review Prepositions of time; Prepositions of place

COMMON ERRORS

Ss may use *was* with plural nouns.

Ss may forget to capitalize *was* / *were* at the beginning of a *yes/no* question.

- A**
- Have Ss preview the items. Tell Ss, *Think about the answer choices. Which ones are answers to yes/no questions? Which ones are answers to wh- questions?* Focus on 2b and ask, *Which wh- question is this an answer to? (when)* Focus on 4b and ask, *Which wh- question is this an answer to? (who)* Focus on item 6 and ask, *Which wh- question is 6a an answer to? (when)* *Which wh- question is 6b an answer to? (where)*
 - Then have Ss listen and circle the correct answers.
 - Bring the class together to go over the answers.
- B**
- Say, *Underline the subject in each item.* (1. you; 2. it; 3. it; 4. you; 5. I; 6. Max, Amy, and Ryan; 7. Sam; 8.

Sam; 9. We) Remind Ss to start *yes/no* questions with a capital letter, *Was* or *Were*.

- After Ss complete the exercise, have them compare answers in pairs. Circulate and answer any questions.

 **OPTION** In pairs, have Ss role-play the conversation.

- C**
- Tell Ss to preview B's responses. Ask, *Which ones are responses to yes/no questions? (items 1, 3, 5, 6, 8)* *Which ones are responses to wh- questions? (items 2, 4, 7, 9)*

- Have Ss write the questions using the prompts.
- Go over the answers as a class.

 **OPTION** In pairs, have Ss role-play the conversation. Say, *The mini conversations go together to form a longer conversation.*

 **OPTION** Assign grammar exercises for homework. If doing the grammar for homework, Ss can complete the audio grammar activity by accessing the audio file for this activity on their app. In the next class, have Ss compare answers in pairs. Then go over the answers together.

UNIT 10, LESSON 1 SIMPLE PAST WITH BE

A ▶10-02 Listen to the questions. Circle the correct answer.

1. ☒ a. Yes, it was. b. No, they weren't.
2. a. Yes, I was. ☒ b. In 2013.
3. a. No, it isn't. ☒ b. Yes, it was.
4. a. No, it wasn't. ☒ b. Karl.
5. ☒ a. Yes, they were. b. Yes, it was.
6. a. Last weekend. ☒ b. On Main Street.
7. ☒ a. No, it wasn't. b. Yes, it is.
8. a. No, he wasn't. ☒ b. Yes, they were.

B Complete the conversation. Write *was* or *were*.

A: Where were₁ you last night?

B: The theater.

A: Oh. Was₂ it good?

B: Yes, it really was₃ !

A: Really? What was the play?

B: *Romeo and Juliet*.

A: Cool. Were₄ you there with friends?

B: Yes, I was₅ . Max, Amy, and Ryan were₆ there.

A: Fun. Was₇ Sam there, too?

B: Sam was₈ actually *in* the play.

A: Really! Wow!

B: Yes. He was Romeo! We were₉ really excited.

C Complete the conversation. Write questions with *was* or *were*, using the words in parentheses.

1. A: Was the weather good ? B: Yes, it was.
(the weather / good)

2. A: How was your weekend ? B: Good, thanks!
(how / your weekend)

3. A: Were you home ? B: No, I wasn't. I was on a bike trip.
(you / home)

4. A: Where was the bike trip ? B: In Accord, New York.
(where / the bike trip)

5. A: Were you at Pine Park ? B: Yes, we were.
(you / at Pine Park)

6. A: Was it beautiful ? B: Yes, it was.
(it / beautiful)

7. A: Who was with you ? B: Terri, Josh, Taylor, and some other people.
(who / with you)

8. A: Was it relaxing ? B: Yes, it was. But I was tired!!
(it / relaxing)

9. A: Why were you tired ? B: Because we were on our bikes all day!
(why / you tired)

UNIT 10, LESSON 2 SIMPLE PAST: STATEMENTS AND YES/NO QUESTIONS

A ▶ 10-07 Listen to the questions. Circle the correct answer.

1. a. No, he doesn't. **b.** No, he didn't.
2. **a.** Yes, she does. b. Yes, she did.
3. **a.** No, they don't. b. No, they didn't.
4. a. Yes, we do. **b.** Yes, we did.
5. **a.** No, you didn't. b. No, you don't.
6. a. Yes, I did. **b.** Yes, I do.
7. **a.** Yes, it does. b. Yes, it did.
8. **a.** No, we didn't. b. No, we don't.

B Complete the conversation. Use the simple past form of the verbs in parentheses.

A: Hey, Marta. Are you OK?

B: Yeah, I'm just tired!

A: Oh, too much fun this weekend?

Did you dance all night?
1 (you / dance)

B: No, I didn't. I stayed home
2 (stay)
and cleaned the house!
3 (clean)

A: All weekend?

B: Well, I worked in the yard,
4 (work)
too. And I washed two cars
5 (wash)
and two dogs!

A: Did you cook, too?
6 (you / cook)

B: No, I didn't. Not in my clean kitchen!
How was your weekend?

A: I visited my friends
7 (visit)
in the city.

B: Did you go out?
8 (you / go out)

A: Yes, we did.

B: So you danced all night!
9 (dance)

A: Yes, I did. It was great!

C Look at the list of things to do on Nazir's phone. Which things did he finish today? Write yes/no questions and answers. Use the words in parentheses.

1. A: Did Nazir return the books to the library?
(return the books to library)

B: Yes, he returned the books to the library.

2. A: Did he call his parents?
(call his parents)

B: Yes, he called his parents.

3. A: Did he paint the garage?
(paint the garage)

B: No, he didn't paint the garage.

4. A: Did he clean the kitchen?
(clean the kitchen)

B: Yes, he cleaned the kitchen.

5. A: Did he wash the car?
(wash the car)

B: No, he didn't wash the car.

6. A: Did he help Annie with homework?
(help Annie with homework)

B: Yes, he helped Annie with homework.

7. A: Did he work in the yard?
(work in the yard)

B: No, he didn't work in the yard.

8. A: Did he fix the computer?
(fix the computer)

B: No, he didn't fix the computer.

10:01
🔋

< menu
Checklist
add +

Things to do
☒ return books to the library
☒ clean kitchen
☐ wash car
☐ work in yard
☒ call parents
☐ fix computer
☒ help Annie with homework
☐ paint garage

UNIT 10, LESSON 2 SIMPLE PAST: STATEMENTS AND YES / NO QUESTIONS

A ✓ REVIEW GRAMMAR

Grammar to review Simple present: Yes/no questions and short answers

Optional grammar to review Simple present: Affirmative and negative statements; Simple past with *be*

⚠ COMMON ERRORS

Ss may use the *-ed* form in negative statements or questions.

Ss may forget to use *did* before the subject in yes/no questions.

- A**
- Have Ss preview the answer choices. Ask, *What is the difference between each pair of answer choices?* (One is a simple present short answer, and the other is a simple past short answer.) Say, *Listen carefully to each question and focus on whether the question is asking about the present or the past. What word will you hear in simple present questions?* (Do / Does) *What word will you hear in simple past questions?* (Did)
 - Have Ss listen and circle the correct answers.
 - In pairs, have Ss compare answers.
 - Bring the class together to go over the answers. Ask, *Which items are in the simple present?* (items 2, 3, 6, 7) *Which items are in the simple past?* (items 1, 4, 5, 8)

- +** **EXTENSION** For items 1–6, change the subject of each question to *you*. Then pose each question to several Ss. Ask, *Did you stay home all weekend?* *Do you text every day?* *Do you clean the house every week?* *Did you wash the car last week?* *Did you email me on Saturday?* *Do you watch movies on your smartphone?* Make sure Ss answer with the appropriate simple present or simple past short answers. Alternatively, write the questions on the board for Ss to ask and answer in pairs.

- B**
- Focus on the example answer. Ask, *Is it a statement or a question?* (a question) Say, *Look carefully at the punctuation and at the prompts to decide what form to use.* Remind Ss to use *Did* and the base form of the verb in questions, *didn't* and the base form of the verb in negative statements, and the *-ed* form in affirmative statements.
 - Have Ss complete the exercise individually. Then have them compare answers in pairs. Circulate and assist as needed.

- ...** **OPTION** In pairs, have Ss practice reading the conversation.

- C**
- Have Ss look at the image on the right. Ask, *What is this?* (a to-do list on a phone) *What do the checkmarks mean?* (that the task is complete) Call on Ss to read the items on the list. Ask, *Do you have a to-do list?* *Do you use an app on your phone or paper and pencil?* *Are any of these items on your to-do list?* Invite Ss to share.
 - Focus on the example answer. Read the prompt, *return the books to the library.* Ask, *Is this item checked off on Nazir's to-do list?* (Yes, it is.) Say, *So, the answer to the question is yes.* Call on two Ss to read the question and answer.
 - Have Ss work in pairs to see which tasks have been completed and decide if the answer will be yes or no. Then, individually, have Ss write out the questions and answers. Remind Ss to use the base form of the verb in the questions. Say, *Write full answers as in the example response, not short answers.*

- ...** **OPTION** In pairs, have Ss practice asking and answering the questions.

- ...** **OPTION** Assign grammar exercises for homework. If doing the grammar for homework, Ss can complete the audio grammar activity by accessing the audio file for this activity on their app. In the next class, have Ss compare answers in pairs. Then go over the answers together.

UNIT 10, LESSON 3 SIMPLE PAST: *WH*- QUESTIONS AND IRREGULAR VERBS

REVIEW GRAMMAR

Grammar to review Simple present: Affirmative statements

Optional grammar to review Simple present: *Wh*-questions and answers; Simple past with *be*

COMMON ERRORS

Ss may try to add *-ed* to the base form of irregular verbs.

Ss may confuse the word order in *wh*- questions.

- A** • After Ss listen and check boxes, have them listen again to check their answers. If appropriate, have them listen one more time.

... **OPTION** Have Ss listen and write down the simple present statements. (items 3, 5, 7) Then have them change the statements to the simple past. (3. We ate out every Friday; 5. I got a lot of texts from Zander; My husband had three sisters.)

- B** • Have Ss preview the email. Read the first two sentences aloud and ask, *Will the email be in the present or the past?* (the past) Say, *Look at the verbs in the prompts. Are they regular or irregular?* If Ss don't understand,

ask, *Can you add -ed to any of these base forms?* (no) Clarify that these are irregular verbs and have special forms. Tell Ss they can refer to the grammar chart in Exercise 2 on page 100 to help them with the irregular past forms.

- After Ss do the exercise individually, have them compare answers in pairs.
- Then bring the class together and have Ss read lines of the email aloud.

C • Focus on item 1. Say, *Look at the underlined words in B's answer. Ask, Which wh- word goes with in Cali?* (where) Ask two Ss to read the example conversation. Then, in pairs, have Ss identify the appropriate *wh*-word for each underlined word or phrase. Circulate and assist as needed.

- Then have Ss write the *wh*- questions individually.
- Bring the class together and go over any questions. Then have Ss read the conversations in pairs.

... **OPTION** Assign grammar exercises for homework. If doing the grammar for homework, Ss can complete the audio grammar activity by accessing the audio file for this activity on their app. In the next class, have Ss compare answers in pairs. Then go over the answers together.

UNIT 10, LESSON 3 SIMPLE PAST: WH- QUESTIONS AND IRREGULAR VERBS

A ▶10-15 Listen to the sentences. Are they in the present or past? Check (✓) the correct box.

	1	2	3	4	5	6	7	8
Present			✓		✓		✓	
Past	✓	✓		✓		✓		✓

B Complete the email. Use the correct form of the verbs in parentheses.

New email

From: Tanya Hart To: Melissa@georgio.com Mom Gina@Home.com Date: August 3

Hi, all.

We came back from vacation last night. It was great! We flew
1 (fly)

to Madrid and then we took
2 (take) the train to Portugal.

We saw
3 (see) so many things along the way. The ocean in Portugal was beautiful. We swam
4 (swim) every day. One day we went
5 (go) shopping. We met
6 (meet) some great people. Everyone was kind and friendly and made us feel at home. The food was so good! In Portugal we ate
7 (eat) a lot of fish. I even got
8 (get) lessons on how to cook fish! We really had
9 (have) a relaxing vacation!

Have a look: [VacationPics / Tom&Tanya](#).

Love, Tanya



C Complete the conversations. Notice the underlined word or phrase in the answer. Then write a *wh-* question.

- A: Where did you go to school? B: I went to school in Cali.
- A: Who did you meet ? B: I met the manager.
- A: Where did they go ? B: They went to Canada.
- A: Why did you give Sue your notes ? B: I gave Sue my notes because she needs to study.
- A: When did you take photographs ? B: I took photographs on vacation last month.
- A: How did you come ? B: I came by car.
- A: Where did you buy the sweater ? B: I bought the sweater online.
- A: Who did you take to the airport ? B: I took Mr. Potter to the airport.
- A: What did Sara eat ? B: Sara ate an apple.

REFERENCES

▶11-01 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

▶11-02 CARDINAL NUMBERS

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

21 twenty-one	22 twenty-two	23 twenty-three	24 twenty-four	25 twenty-five
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30 thirty	40 forty	50 fifty	60 sixty	70 seventy	80 eighty	90 ninety
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100 one hundred	200 two hundred	300 three hundred	400 four hundred	500 five hundred	600 six hundred	700 seven hundred	800 eight hundred	900 nine hundred
---------------------------	---------------------------	-----------------------------	----------------------------	----------------------------	---------------------------	-----------------------------	-----------------------------	----------------------------

1,000 one thousand	5,000 five thousand	10,000 ten thousand
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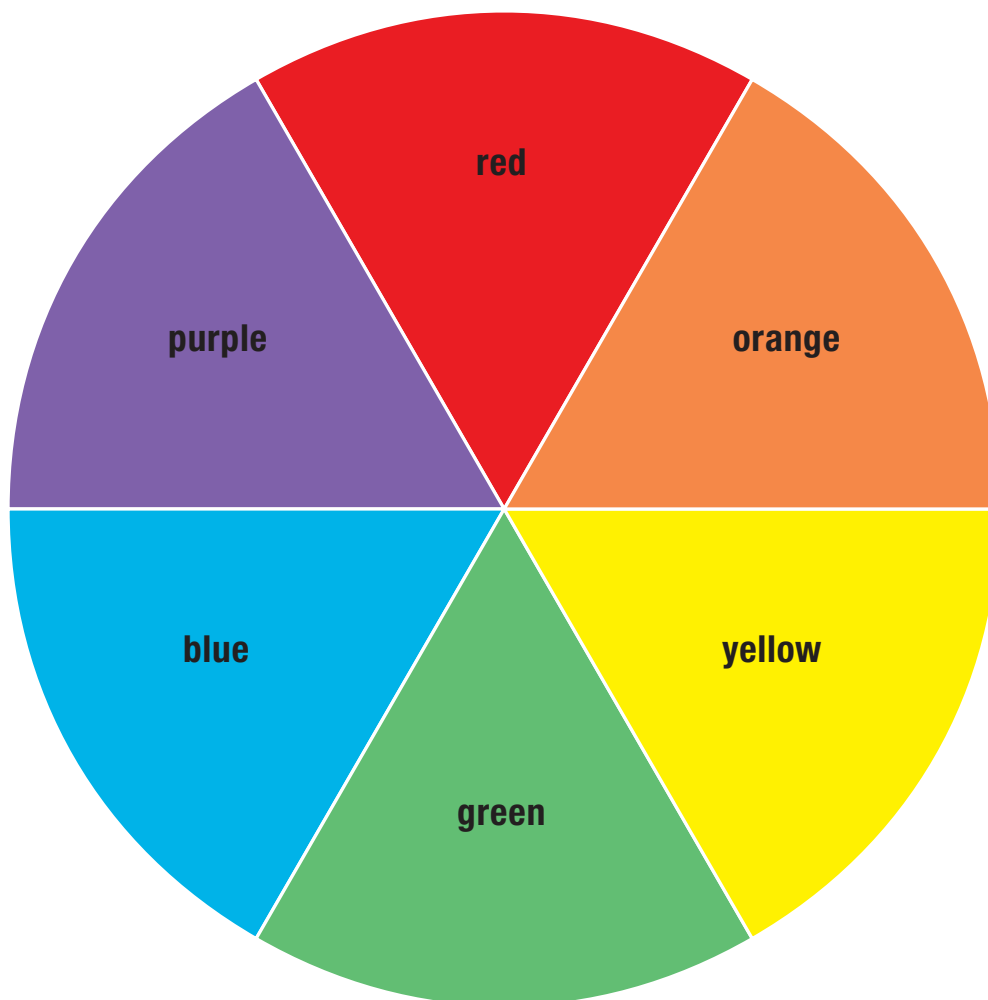
100,000 one hundred thousand
1,000,000 one million
1,000,000,000 one billion

04-02 ORDINAL NUMBERS

1st first	2nd second	3rd third	4th fourth	5th fifth
6th sixth	7th seventh	8th eighth	9th ninth	10th tenth
11th eleventh	12th twelfth	13th thirteenth	14th fourteenth	15th fifteenth
16th sixteenth	17th seventeenth	18th eighteenth	19th nineteenth	20th twentieth
21st twenty-first	22nd twenty-second	23rd twenty-third	24th twenty-fourth	25th twenty-fifth
26th twenty-sixth	27th twenty-seventh	28th twenty-eighth	29th twenty-ninth	30th thirtieth
40th fortieth	50th fiftieth	60th sixtieth	70th seventieth	80th eightieth
90th ninetieth	100th hundredth			

04-03 MONTHS OF THE YEAR

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



black



gray



brown



white



pink



khaki

AUDIO SCRIPTS

UNIT 1

Page 6, Ex. 3A

1. How are you?
2. Good morning!
3. Good-bye!
4. Nice to meet you.
5. Hi!
6. Bye!

Page 7, Ex. 5A

Cole: Good morning!
Tina: Good morning!
Cole: Are you ready for breakfast?
Tina: Yep
Cole: Great! Come on. Right over here. Oh, I'm so sorry. It's my boss. I'll be right back!
Tina: Oh, OK. Bye!
Ester: Hi!
Ester: Hello. I'm Ester Silva.
Tina: Hi! I'm Tina Adams. Nice to meet you.
Ester: I'm sorry. What's your last name again?
Tina: Adams.
Ester: Oh, OK. Adams. It's nice to meet you, too! You're new, aren't you?
Tina: Yes, I am. I don't know anyone!
Ester: Well don't even—
Voice off-screen: Hi, Ester!
Ester: Oh hi, Alison! How are you?
Voice off-screen: Fine! And you?
Ester: I'm fine.
Voices off-screen: Hi, Ester! Hey, Ester! Hi!
Ester: Hi, guys!
Tina: Wow, you're popular, aren't you?
Ester: Yeah. Don't worry about it. You'll know everyone soon!

Page 7, Exs. 5B and 5C

Ester: Hello. I'm Ester Silva.
Tina: Hi! I'm Tina Adams. Nice to meet you.
Ester: I'm sorry, what's your last name again?
Tina: Adams.
Ester: Oh, OK. Adams. It's nice to meet you, too!

Page 105, Grammar, Ex. C

1. You're good doctors.
2. I'm Dennis Andrews.
3. They're managers.
4. We're teachers.
5. It's a nice name.
6. You're an engineer.
7. She's an illustrator.
8. He's an accountant.

Page 9, Ex. 4A

Cole: Good morning. How are you doing?
Tina: Hi, Cole. I'm great—happy to be here! How are you?
Cole: Good, I'm good. Ready to get to work?
Tina: I am!
Cole: Great. Well, let me show you around the office.
Tina: Sounds good.
Cole: My desk is over there. Come see me if you need anything. Your desk is over here.
Tina: Ah, Ok, thanks.
Cole: Just let me know if you need anything else. Oh! And this is Ester. She's a social media manager. Ester, this is Tina. She's a new illustrator.
Tina: Hey, Ester!
Ester: Hey, look at that! We're neighbors! Tina and I are old friends.

Page 9, Exs. 4B and 4C

Cole: Tina, this is Ester. She's a social media manager.
And Ester, this is Tina. She's an illustrator.
Tina: Hi, Ester. Nice to meet you.
Ester: Hi, Tina. Nice to meet you, too.

Page 106, Grammar, Ex. A

1. We need blue pens.
2. You have a great printer.
3. Emma has an old cell phone.
4. Tom needs nice chairs.
5. We need office supplies.
6. I have a great computer.
7. They have yellow notepads.
8. You need a new desk.

Page 11, Ex. 3A

Do you need office supplies? Come to Everything Office! We have hundreds of pencils and pens. Blue pens, red pens, green pens, we've got them all. And we have sticky notes of every color!

Everything Office can fill all of your technology needs! Our tech department has the best computers and printers. And is your cell phone getting old? We have ALL the new cell phones! Everything Office is your best stop for office furniture. Need a new chair? We have LOTS of chairs! A new desk? We have great desks. Everything Office is the place for you. Because We. Have. Everything!

Page 12, Ex. 1A

United States of America

Mexico

Brazil

Bolivia

France

China

Japan

United Arab Emirates

India

Page 12, Ex. 3A

1. This is Ester Silva. She's a social media manager. Her email address is ester dot silva at TSWmedia dot com. She works in New York City in the United States. Her phone number is 212 555-8575.
2. This is Tina Adams. She's an illustrator. Her email address is tina dot adams at TSWmedia dot com. She works in New York City in the United States. Her phone number is 212 555 8205.
3. This is Pedro Campos. He's a photographer. His email address is pedro dot campos at TSWmedia dot com. He works in Mexico City, Mexico. His phone number is 011 52 555 4321.

Page 14, Ex. 1A

Fumi: Hello! My name is Fumi. I'm an illustrator at The Art Company in Tokyo, Japan. I'm also a student. I study English. In my office I have a desk, a computer, notepads, pencils, a phone, and pens.

UNIT 2

Page 107, Grammar, Ex. A

1. Simon is my father.
2. Her brother is Eric Stone.
3. Andrew and Jim are their sons.
4. Minnie is our grandmother.
5. Pete is his brother.
6. Their last name is Mason.
7. Our last name is Wilson.
8. What's your last name?
9. His sister is Rita.

Page 17, Ex. 4A

Ester: Hi, Pedro! Long time no see!

Pedro: Ester! Nice to see you again! How are you doing?

Ester: I'm doing well! How are you?

Pedro: I'm good.

Ester: I guess you're here to take pictures again.

Pedro: Yep. It's nice to be here.

Ester: Looking at photos now?

Pedro: Uh-huh. But these aren't for work. They're my own photos. Want to see?

Ester: I'd love to! Who are they? Are they your brothers?

Pedro: No, they're my friends. That's my brother.

Ester: I see! What's his name?

Pedro: His name is Eddy.

Ester: Who's *that*?

Pedro: That's my father.

Ester: Oh! What's his name?

Pedro: Eddy.

Ester: Nice photo! Is that your grandfather?

Pedro: Yep. His name is Eddy, too. And this is my sister. Her name is—

Ester: Wait. Let me guess! Eddy?

Pedro: No. Her name is Amelia.

Ester: That's good!

Page 17, Exs. 4B and 4C

Ester: Who's that?

Pedro: That's my father.

Ester: Oh! What's his name?

Pedro: His name is Eddy.

Ester: And who's that?

Pedro: That's my sister. Her name is Amelia.

Page 18, Ex. 1B

1. This is a picture of Tom and his girlfriend, May.
2. That's Lena and her husband. His name is Luis.
3. That's Bill and his ex-wife Amy.
4. That's Ari. He's not married.
5. Ken and Katy work at ABC Company.
6. Ben and Pia are married.

Page 108, Grammar, Ex. A

1. You're a great teacher.
2. He isn't a doctor.
3. We're not married.
4. They're friends.
5. She's my grandmother.
6. I'm not a good student.
7. You're a great chef.
8. He's not my boyfriend.

Page 19, Ex. 3A

Ester: This is my family.
Pedro: Nice! Is that your mother?
Ester: No, she's my grandmother! This is my mother.
Pedro: Really?. And are those your sisters?
Ester: Yep. All four of them.
Pedro: Wow. Four?
Ester: Yep. And they're all married. These are their children.
Pedro: Aw. What a beautiful family. So, no brothers?
Ester: Oh yeah This is my brother.
Pedro: Ah. Is he married, too?
Ester: No! He's only 17. He's a high school student.
Pedro: Oh, and that's you. Is that your husband?
Ester: No, he's my boyfriend. His name is Eddy.
Pedro: What?
Ester: Oh no, just kidding. His name is Pedro.

Page 19, Exs. 3B and 3C

Ester: This is my family.
Pedro: Really? Are those your sisters?
Ester: Yes, they are.
Pedro: And is he your brother?
Ester: No, he isn't. He's my boyfriend.

Page 109, Grammar, Ex. A

1. My cousins live in Italy.
2. Jack lives in an apartment with his brother.
3. Sandra works for her father.
4. We live in a large city.
5. Mike and Sofia work with me.
6. Abbey lives in Rio de Janeiro.
7. They work at a language school.
8. He works in Toronto.

Page 21, Ex. 4A

Pedro: So, is your family in New York City?
Ester: No, my mom and dad and my brother live in Brazil.
Pedro: Oh, that's far.
Ester: But I have one sister in New York. She and her husband work for Super Cola.
Pedro: Really? That's a good company!
Ester: Yeah, it is. In fact ... Look—this is my uncle. He lives in Florida, and he also works for Super Cola.
Pedro: Oh yeah?
Ester: Yeah. He's a general manager. He has three children, and they all work there, too.
Pedro: Wow! Why don't YOU work at Super Cola?
Ester: I have a good job here!
Pedro: Wow! Why don't YOU work at Super Cola?
Ester: I have a good job here!

Page 21, Exs. 4B and 4C

Ester: This is my uncle.
He lives in Florida, and he works for Super Cola.
Pedro: Really? Super Cola is a good company.
Ester: Yeah, it is. My uncle is a general manager. He has three kids, and they all work there, too.

Page 24, Ex. 1A

Rafael: Hi. It's Rafael. I want to show you some of my friends. This is Leo. He lives in Bolivia. He's a doctor. He's single. These are my friends Tom and Lisa. They're married. They live in New York City. Tom is an architect and Lisa is an engineer. And this is my good friend Frida. She's single and she lives in Mexico. She's a teacher.

UNIT 3

Page 26, Ex. 1B

1. (SFX: dishes clinking)
A: This is really good, Joanne.
B: Thank you!
2. (SFX: water in shower)
Where's the hot water?
3. (SFX: snoring and alarm clock ringing)
A: Good morning!
B: Good morning.
4. (SFX: people cheering)
Sports announcer: Goal!
Voices: Yes! (celebrating the goal)
5. (SFX: food frying)
A: Mmm. What are you doing?
B: I'm cooking!
6. (SFX: birds chirping)
A: It's beautiful out here.
B: Thank you.

Page 110, Grammar, Ex. A

A: Hey, Tracey, How's your new apartment?
B: Oh, it's a great place, Marco.
A: Where is it? Is it on a nice street?
B: Yes, it is.
A: Is it a big apartment?
B: Not really. We just have one small bedroom, a living room, and a kitchen.
A: That's OK.
B: Yeah. But there's a large balcony!
A: Sounds great!

Page 27, Ex. 3C

It's a beautiful apartment.
It has a great kitchen, but no closets.
It has a balcony, but no garage.

Page 27, Ex. 4A

Cole: Hey, Dan! Welcome!
Dan: Nice to see you.
Cole: How's everything? How's the new baby?
How's your family?
Dan: They're great! And yours?
Cole: Good, good. You're here for three weeks, right?
Dan: Yeah. Three weeks.
Cole: That's a long time! Are you in a hotel?
Dan: No, I'm house-sitting for a friend. He's on vacation, so I have the whole house to myself.
Cole: Cool! Is it nice?
Dan: Yeah. It's a little far from here, but it's very nice.

Cole: That's great.
Dan: But it's really small.
Cole: Mmm, too bad.
Dan: Yeah. It only has five bedrooms and three bathrooms.
Cole: What?!!! Five bedrooms and three bathrooms? Wow!
Dan: Yeah and it has a beautiful living room and a GREAT kitchen.
Cole: Oh.
Dan: This morning I got lost looking for it! I walked around the house for five minutes!
Cole: HA HA! Very funny!

Page 27, Exs. 4B and 4C

Cole: Is the house nice?
Dan: Yes, it is. It has a big living room.
Cole: Oh yeah?
Dan: Yeah, and a great dining room, but the bedroom is small.
Cole: Oh, that's too bad.

Page 111, Grammar, Ex. A

1. The house is across from the library.
2. The house is next to the bank.
3. The house is around the corner from the park.
4. The house is near the shopping center.
5. The house is down the street from the bank.
6. The house is between the library and the hospital.

Page 29, Ex. 4A

Dan: These designs look really great, Tina.
Tina: Thanks!
Dan: I'm glad you're working here now.
Tina: Me, too. I'm happy to be here.
Tina: So, I hear you're house-sitting in a big house.
Dan: Yeah it's a great house and it's in a nice neighborhood.
Tina: Yeah? What's it like?
Dan: Umm. There's a big park near the house.
Tina: That sounds great.
Dan: Yeah, and there's a coffee shop across from the park.
Tina: Wonderful!
Dan: And there's a fantastic restaurant next to the coffee shop!
Tina: It sounds perfect!
Dan: Well ... it's not perfect. There's no supermarket, and I don't have a car.
Tina: Oh, no!

Dan: Yeah ... there is a bus stop next to the house. I guess I can take the bus ...

Tina: Yeah, or call a cab or car service.

Dan: Yeah ... Or ... maybe I'll just eat at the restaurant every day!

Page 29, Exs. 4B and 4C

Tina: So, I hear you're house-sitting in a big house?

Dan: Yes, it's a great house and it's in a nice neighborhood.

Tina: Yeah? What's it like?

Dan: There's a big park near the house.

Tina: Sounds great!

Dan: And there's a coffee shop across from the park.

Page 112, Grammar, Ex. C

1. The pots are under the sink.
2. The pen is in front of the glass.
3. The knife is on the table.
4. The fork is behind the cup.
5. The microwave is over the stove.
6. The plates are in the sink.

Page 31, Exs. 4A and 4B

1. Dan: Hey, Mike. This is Dan. The house is great, thank you so much. But I wanted a glass of water, and I can't find a glass anywhere. Where are your glasses?
Mike: It's Mike. Glad you like the house. The glasses are over the sink. Call me if you need anything else!
2. Dan: Hey, it's me again. I found the glasses. But now I want to make some eggs, and I can't find a pan. Where are the pans?
Mike: Hey, Dan. The pans are in the oven—there's one big one in there, and two small ones.
3. Dan: Hi, Mike—I got a pan, thank you. But now my food is ready and I'm looking for a plate! This kitchen is so big I can't find anything! Where are the plates?
Mike: Hi, Dan—Yeah ... it is a big kitchen. The plates are next to the refrigerator.
4. Dan: Hey, Mike. Dan again. I made some coffee. It smells great. I really want to drink it. But where are the cups?
Mike: Dan! It's Mike. Sorry about that! The cups are under the microwave.
5. Dan: Hi, Mike. Sorry I keep calling ... but where are the knives? I see forks and spoons, but no knives!

Mike: Hey Dan, don't worry about calling. Call anytime! ... But the knives are right in front of you on the kitchen table! Maybe you need more coffee!

Page 34, Ex. 1A

Pilar: Hi. My name is Pilar. This is my bedroom. It's small but it has everything that I need. Here's my desk. This is where I do my homework. Here's a lamp and that's my computer on the desk. Next to the desk is my bed. Then there's a dresser. It's between the bed and the closet. That's my new rug. I really like it.

UNIT 4

Page 36, Ex. 1B

Sunday
Monday
Tuesday
Wednesday
Thursday
Friday
Saturday

Page 36, Ex. 1D

October 1 st	October 12 th	October 23 rd
October 2 nd	October 13 th	October 24 th
October 3 rd	October 14 th	October 25 th
October 4 th	October 15 th	October 26 ^h
October 5 th	October 16 th	October 27 th
October 6 th	October 17 th	October 28 th
October 7 th	October 18 th	October 29 th
October 8 th	October 19 th	October 30 th
October 9 th	October 20 th	October 31 st
October 10 th	October 21 st	
October 11 th	October 22 nd	

Page 36, Ex. 1E

1. A: When is your birthday?
B: It's June 3rd. Come to my party!
2. A: My birthday is in August.
B: Me, too! On August 5th.
C: Me, too!
3. A: Is your birthday next week?
B: Yeah, it is. It's on Tuesday—April 12th
4. A: When's your birthday?
B: May 1st. It's on a Thursday this year.
5. A: Your birthday is coming up, isn't it?
B: Yep. January 28th.

6. A: Hey, come to my birthday party!
B: When is it?
A: Next Friday. December 30th.
7. A: I don't have a birthday this year.
B: What!?
A: Yep. My birthday is February 29th.
B: Aw, too bad!
8. A: Happy birthday!
B: Thanks, but it's tomorrow. It's on July 7th.
A: Oops. Well, happy birthday tomorrow!
9. A: Hey, when is your birthday?
B: October 22nd. Why?
A: Oh, no reason.

Page 113, Grammar, Ex. C

1. Hi, Mike. The party is at 7:30. See you there.
2. Hi, Ann. It's Sheila. My classes are in the morning today. Talk to you later.
3. Hey, Sis. Dad's birthday is on Monday. Don't forget!
4. Hi, Jeff. Both meetings are in the afternoon. I can't be there. Sorry!
5. Gina, the test is on Friday. Call me.
6. Hello, Brian. There's a class on January 3. Let's meet soon.
7. This is Dr. Conner's office. You have an appointment tomorrow at 11:00.
8. Honey, I'm at work late today. Office hours are from 9:00 to 7:00.

Page 37, Ex. 4A

- Yusef: Dan?
- Dan: Hey, Yusef! Great to see you!
- Yusef: You, too! What are you doing here?
- Dan: Oh, there's a new project. I'm here for three weeks. How about you?
- Yusef: I'm just here for a couple of days. Then I'm off to San Francisco and then home. But I'm coming back here for the Leadership Conference.
- Dan: Oh, when's the conference?
- Yusef: It's from October fifteenth to the seventeenth.
- Dan: Oh, yeah, that's really soon.
- Yusef: I arrive on Monday the fourteenth. And the conference is Tuesday through Thursday.
- Dan: Whoa! That's only two weeks from now! That's a lot of traveling!
- Yusef: Good thing I can work on the plane.
- Dan: I think you'll need to sleep on the plane!

Page 37, Exs. 4B and 4C

- Dan: When is the conference?
- Yusef: It's from October fifteenth to the seventeenth.
- Dan: That's really soon.
- Yusef: Yeah, it's from Tuesday to Thursday.
- Dan: Oh, that's in two weeks.

Page 38, Exs. 2B and 2C

1. A: Let's do a video call.
B: OK. How about four fifteen on Thursday?
A: I'm sorry, what time?
B: Four-fifteen on Thursday.
2. A: Where is the meeting?
B: It's in Room C at three-thirty.
A: I'm sorry, what time?
B: Three-thirty.
3. A: Hey, I need to talk to you.
B: Well, I have a break at ten thirty, and then I'm busy until 6:00. I'm in a meeting for the rest of the day.
A: I'm sorry. When is your break?
B: Ten-thirty.
4. A: Are you ready for lunch?
B: Umm. Give me until 12:15.
A: Until what time?
B: 12:15?
A: Okaaay. But I'm hungry now!
5. A: Hi, This is Jim, I'm not home right now. Please leave a message.
B: Hi Jim, this is Karen. Do you have time to meet at 7:30 tomorrow? On Tuesday. Let me know. Thanks.
6. A: Hey, do you have time to talk about work?
B: No, I'm about to leave. Can you call me tomorrow?
A: Sure. What time is good for you?
B: 9 AM?
A: Okay, I'll call you.

Page 39, Ex. 3B

1. A: How old is his sister?
B: She's 18.
2. A: Is it Joe's birthday?
B: Yes. He's 60 today.
3. A: Where is the meeting?
B: It's in Room 70.
4. A: Let's have dinner at Café Solo.
B: Is that on 14th Street?
5. A: What time is the train?
B: It's at 2:15.
6. A: When's the party?
B: It's on June 30th.

1. She's 18.
2. He's 60 today.
3. It's in Room 70.
4. Is that on 14th Street?
5. It's at 2:15
6. It's on June 30th.

Page 39, Ex. 4A

Dan: You're here until Thursday, right?

Yusef: Yep. I leave Thursday afternoon. We should get together.

Dan: Definitely! Are you free for lunch tomorrow?

Yusef: Sure! What time?

Dan: How about 1 o'clock?

Yusef: Um. I'm sorry, I have a meeting from 1:30 to 4:30.

Dan: How about dinner?

Yusef: Perfect

Dan: Perfect! I know a great restaurant. I'll make reservations. Reserve Putnam's Grill ... Thursday... I'm sorry. What time?

Yusef: Six o'clock. Oh! Excuse me. I have to make a call. Text me the information about the restaurant. OK?

Dan: Sure! Hey, Yusef! Yusef! What's your number?

Page 39, Exs. 4B and 4C

Dan: Are you free for lunch tomorrow?

Yusef: Sure! What time?

Dan: How about 1 o'clock?

Yusef: Oh, I'm sorry. I have a meeting from 1:30 to 4:30.

Dan: How about dinner?

Yusef: Perfect.

Page 40, Ex. 1B

1. A: Excuse me. How do I get to the library?

B: Turn right on 5th Street.

2. A: Where's the park?

B: Go north on 8th Avenue. You can't miss it!

3. A: How do I get to Mel's Coffee Shop?

B: Just walk to the corner. You'll see it!

4. A: Hi. How do I get to the train station?

B: Go straight for three blocks to Freemont Street.

5. A: Are we almost there?

B: Yeah. Just turn left on 1st Street.

6. A: How do I get to the drugstore?

B: Cross the bridge. It's in the shopping center.

7. A: Where's the school?

B: Go west on Grant Street. It's about two blocks.

8. A: Excuse me. Where is the park?

B: It's on 3rd Avenue.

9. A: Hello. Is the supermarket this way?

B: Yes, it is. It's the second traffic light.

Page 114, Grammar, Ex. A

1. Go straight.

2. Don't take Exit 5A.

3. Cross the bridge.

4. Drive two blocks.

5. Stop at the traffic light.

6. Go west on Route 78.

7. Turn left at the gas station.

8. Turn right at the shopping center.

Page 41, Exs. 3A and 3B

Yusef: Hello?

Dan: Hey, Yusef, it's Dan. I just wanted to tell you—don't take a cab to Putnam's Grill tonight. Traffic is really bad. Just walk.

Yusef: Oh, OK. How do I get there?

Dan: First, go north on Cooper Plaza to 3rd Street

Yusef: OK, 3rd Street. Then what?

Dan: Turn left and walk three blocks to Washington Street.

Yusef: Third and Washington. Got it. Now what?

Dan: Turn right.

Yusef: Is it on the corner?

Dan: No, it's not on the corner. Keep walking up Washington. It's about halfway up the block. It's on the right.

Yusef: OK. Halfway up Washington, on the right. I think I've got it! I'll see you at six o'clock!

Page 44, Ex. 1A

Lena: Hi. My name is Lena. I'm a university student. This is my school. I take the bus to school every day. I have English classes on Monday and Wednesday. This is my classroom. I work in an office after school.

UNIT 5

Page 46, Exs. 2B and 2C

Conversation 1

A: Excuse me. How much is this umbrella?

B: It's \$6.75

A: Did you say six seventy-nine?

B: No, six seventy-five.

A: OK. Thanks.

Conversation 2

A: How much is this scarf, please?

B: It's \$11.99

A: \$11.99?

B: Yes.

Conversation 3

A: How much is this sweater?

B: It's ... uh.. it's 80 dollars.

A: Eighteen dollars?!

B: No, sorry—Eighty. Eight – oh.

A: Aw.

Conversation 4

A: Excuse me. How much are these sunglasses?

B: The brown ones? They're \$13.99. [thirteen ninety-nine]

A: \$30.99? [thirty ninety-nine]

B: No. Thirteen ninety-nine.

A: Oh! That's better! Thanks.

Conversation 5

A: Excuse me, how much is this coat?

B: It's sixty-five ninety-nine. This week only.

A: Sixty-five ninety-nine?

B: Yep.

Conversation 6

A: How much is the cap, please?

B: It's \$4.

A: Four dollars even?

B: Yes.

Conversation 7

A: Excuse me. How much are these boots?

B: They're on sale now. They're only \$26.60

A: Twenty-six fifty?

B: No, twenty-six sixty. Six-oh.

A: OK. Thanks.

Conversation 8

A: How much are these gloves, please?

B: The black gloves?

A: Yes.

B: They're \$12.89.

A: \$12.89?

B: Yes.

A: OK. Here you go.

Page 47, Ex. 3A

Gaby: Excuse me.

Clerk: Yes?

Gaby: How much is this, please?

Clerk: The water? It's \$2.50.

Gaby: Oh! And how much are the gloves?

Clerk: They're \$12.99.

Gaby: Thanks. And the umbrella?

Clerk: Let's see ... I know the price is on it somewhere ... Here it is! It's \$4.50

Gaby: I see.

Clerk: Will that be all?

Gaby: Yes. Thank you.

Gaby: That's OK. I don't need a bag.

Clerk: OK. That's \$19.99.

Clerk: Oh, well. Maybe she'll come back.

Page 47, Exs. 3B and 3C

Gaby: Excuse me.

Clerk: Yes?

Gaby: How much is this, please?

Clerk: The water? It's \$2.50.

Gaby: Oh! And how much are the gloves?

Clerk: They're \$12.99.

Page 48, Ex. 1C

1. It's hot.

2. It's cold.

3. It's warm.

4. It's cool.

Page 49, Exs. 3B and 3C

1. It's cloudy in San Francisco today, so you won't need those sunglasses! But don't forget your sweater! It's just 53 degrees and cool.

2. Hello, Boston! This is meteorologist Harry Baxter. Get out your umbrellas! It's cool and rainy and 60 degrees. Just your typical April showers today.

3. Brrr. Wake up, Denver. You're going to need your gloves and boots. It's cold and snowy and only 28 degrees.

4. Good morning, Chicago! Hold onto your hats! It's windy and cool. The high today will be 55 degrees.

5. And now for today's weather in Miami. It's sunny and hot. It's 89 degrees and perfect for all your outdoor activities.

6. Good morning, Houston. This is meteorologist Anna López. It's partly cloudy out there, but watch out—you still need to put on that sunscreen today! We've got a nice, warm day ahead – 78 degrees!

Page 115, Grammar, Ex. A

1. A: Where's my watch?
B: I think Mark has it.
2. A: Are the children here yet?
B: No, they're not.
3. A: How much are the dresses?
B: They're \$49.95.
4. A: The scarf is very beautiful.
B: I think so, too.
5. A: Why are all the people there?
B: Sorry. I don't know.
6. A: Look at the babies!
B: They're so cute.
7. A: Where is the woman?
B: I don't know. She's late.
8. A: I need new shoes.
B: Let's go shopping.
9. A: Who's that man?
B: He's Mike Brenner.

Page 51, Ex. 4A

Bill: Hello. Bill Holder.
Gaby: Hi, Bill. This is Gaby Ramos from TWS Media. I'm just confirming dinner tonight.
Bill: Oh, hi, Gaby. Yes. I'm looking forward to meeting you.
Gaby: Same here. Our reservation is for 7:00. Let's meet in front of the restaurant.
Bill: Great. I have the address.
Gaby: Excellent! Oh. I'm wearing black pants, a white shirt, and a purple jacket.
Bill: Really? Me, too!
Gaby: You're joking!
Bill: Yes, I am! I'm just joking. I'm wearing blue pants, a pink shirt, and a gray jacket.
Gaby: See you there.
Gaby: Bill?
Bill: Uh, hi.
Gaby: Hi, Bill. I'm Gaby Ramos.
Bill: Oh! But you're wearing khaki pants, a pink top, and a blue jacket.
Gaby: I know. It's a long story.

Page 51, Exs. 4B and 4C

Gaby: I'm wearing black pants, a white shirt, and a purple jacket.
Bill: And I'm wearing blue pants, a pink shirt, and a gray jacket.

Page 54, Ex. 1A

Martin: Hi! I'm Martin. These are some of my favorite clothes. This is my favorite T-shirt. Here are my favorite jeans and these are my favorite sneakers. This black jacket is my favorite jacket. I wear it when it's cold and rainy. Can you guess my favorite color?

UNIT 6

Page 116, Grammar, Ex. A

1. A: I listen to music on my computer.
B: Not me. I listen to music in the car.
2. A: I love jazz.
B: Really? I don't like it.
3. A: My brother plays the guitar for a rock group.
B: Really? That's so cool!
4. A: I don't like classical music very much.
B: I like it.
5. A: I buy my music online.
B: Me, too. It's so easy.
6. A: I don't watch a lot of music videos.
B: Really? I love music videos.
7. A: I play the piano.
B: I love music, but I don't play an instrument.
8. A: I listen to a lot of pop music.
B: Me, too. I love it.

Page 57, Ex. 3A

Ester: Hi, Gaby. I'm glad you stayed for the party! Mmm ... that looks good, doesn't it? I love cake.
Gaby: Me, too. Actually, I like all sweet things.
Ester: Yeah, it's ... Ooh, I love this song! Do you like pop music?
Gaby: Yeah, I guess so.
Ester: What kind of music do you listen to?
Gaby: I like ... R&B.
Ester: I love R&B!
Gaby: Who's your favorite artist?
Ester: I love Beyoncé! Who do you like?
Gaby: I don't know, there are so many.
Ester: Oh! Here's Cole. I guess it's time to sing Happy Birthday. I LOVE music, but I can't sing.

Page 57, Exs. 3B and 3C

Ester: What kind of music do you listen to?
Gaby: I like R&B.
Ester: Me too. I love R&B!
Gaby: Who's your favorite artist?
Ester: I like Beyoncé! How about you?
Gaby: I don't know, there are so many.

Page 117, Grammar, Ex. A

A: Hi, today we have an interview with Lily Warren, a great guitar player. Thank you for coming today.
B: Thank you!
A: So, my listeners want to know about your family. Do your parents play instruments?
B: Yes, they do. My father plays the piano, and my mom plays the guitar.
A: Do you play the guitar with your mother?
B: Actually, yes. I do. It's a lot of fun. Sometimes we play for our family.
A: Do you have brothers or sisters?
B: Yes, I do. I have one brother and two sisters.
A: Do they play instruments, too?
B: Yes. My sisters both play the piano.
A: What about your brother? Does he play an instrument, too?
B: No, he doesn't. He does martial arts. He's very good.
A: Do you play any sports?
B: Yes, I swim, but I'm not very good.
A: Well, you're good on the guitar! Thank you for talking with us.

Page 59, Ex. 4A

Ester: This is SO good!
Gaby: I know—it's delicious!
Ester: Gaby, you have a beautiful singing voice!
Gaby: Thanks, I love to sing. I sing in the car and in the shower ... sometimes at work.
Ester: Nice. Do you play an instrument?
Gaby: No, I don't. Do you?
Ester: I play the guitar a little, but I'm not very good. I love to dance, though. Do you dance?
Gaby: No, I don't. I'm a terrible dancer. But it's on my list.
Ester: Your list?
Gaby: You know, my list of all the things I want to learn!
Ester: Oh, great idea. I need to make a list. Listen! This is a great song to dance to! Just do this!
Gaby: Tell you what—you dance. I'll just sing!

Page 59, Exs. 4B and 4C

Ester: Do you play an instrument?
Gaby: No, I don't. Do you?
Ester: I play the guitar a little. I love to dance though. Do you dance?
Gaby: No, I don't. But it's on my list.
Ester: Your list?
Gaby: You know, my list of all the things I want to learn!

Page 118, Grammar, Ex. A

1. When do you read?
2. What does Nick do in the summer?
3. Where do they hike?
4. What do you watch on TV?
5. Where do you play the guitar?
6. When do you play board games?
7. Where do you run?
8. What do you read online?

Page 61, Ex. 4A

Gaby: You're a good dancer. Do you go dancing?
Ester: Oh, yeah. Pretty much every weekend.
Gaby: Where do you go?
Ester: I go to a few different clubs in the city. So what do you do for fun?
Gaby: Oh, I'm really into the outdoors. I like to hike.
Ester: Oh, you like to hike? Where do you go?
Gaby: The mountains. I go when I have a couple of days off work. I also like to bike. I bike around the city a lot. How about you?
Ester: Ehh, I don't like to do things, you know ... that I have to wear sneakers for. But I like to swim! I swim every Tuesday and Thursday.
Gaby: Oh, wow. Do you go to a gym?
Ester: No, there's a new indoor swimming pool in my neighborhood. It's really nice – a big beautiful pool and not too many people.
Gaby: I don't like to swim very much. We don't have much in common, do we?
Ester: Hey, we both like cake!

Page 61, Exs. 4B and 4C

Ester: What do you do for fun?
Gaby: I like to hike.
Ester: Where do you go?
Gaby: The mountains. How about you? What do you like to do?
Ester: I like to swim.

Page 64, Ex. 1A

Silvia: Hello! I'm Silvia and this is my friend, Lucas. He does martial arts. He's very good. He takes classes every Tuesday and Thursday. I do martial arts, too. But I'm not very good. I really like to swim. I swim every Saturday morning. Thanks Lucas.

UNIT 7

Page 119, Grammar, Ex. A

1. I need two tomatoes.
2. Ben loves soup.
3. Jill wants a banana.
4. We eat a lot of fish.
5. There isn't any milk.
6. I don't like onions.
7. Daniel is eating an apple.
8. Drink some water.

Page 67, Ex. 4A

Pedro: So, it's really nice to meet you in person!

Lily: I know! After all those video calls! Do you like New York?

Pedro: I always do!

Lily: The food here is great. You're going to love it.

Pedro: Hmm.

Lily: What's the matter?

Pedro: There's a lot of meat on the menu. I don't eat meat.

Lily: Oh! I'm sorry. I didn't know ...

Pedro: It's OK. Don't worry about it. I forgot to tell you.

Lily: How about the tomato soup?

Server: Do you have any questions?

Pedro: Yes. Does the tomato soup have any dairy in it?

Server: Yes, it does. There's milk in it.

Pedro: Oh, I don't eat dairy.

Server: We have chicken soup.

Pedro: Yeah ... I don't eat any meat.

Server: Oh. Well, how about some vegetable soup?

Pedro: Does it have onions in it?

Server: Yes, it does.

Pedro: Hmm ... yeah ... I don't eat onions. I'm sorry! There are a lot of things I don't eat!

Page 67, Exs. 4B and 4C

Pedro: Does the tomato soup have any dairy in it?

Server: Yes, it does. There's milk in it. We have chicken soup.

Pedro: Oh ... I don't eat meat.

Server: Oh. Well, how about some vegetable soup?

Pedro: Does it have onions in it?

Server: Yes, it does.

Page 68, Ex. 1B

1. It's thin, round bread with tomato sauce and cheese on top. It comes from Italy.
2. We cook potatoes in hot oil to make them.
3. It's just two pieces of bread with something between them—sometimes meat, sometimes cheese, sometimes vegetables ... but always bread.
4. It's something to drink. It can be hot or cold. It's very popular in China and in England.
5. It's very small and white—it's one of the most important foods in the world!
6. It's a fruit or vegetable drink.
7. It's a mix of cold vegetables, usually green lettuce, maybe some carrots and tomatoes.
8. It's a noodle dish from Italy.

Page 68, Exs. 2B and 2C

Conversation 1

A: What would you like?

B: I'll have the chicken, please.

Conversation 2

A: Can I take your order?

B: I'll have the burger, please.

Conversation 3

A: Excuse me. I'd like the pasta.

B: Anything else?

A: No, that's it. Thank you.

Conversation 4

A: Do you know what you'd like to order?

B: Um. I'd like the garden salad, please.

Conversation 5

A: And what would you like?

B: I'll have the fish.

A: Would you like some more coffee?

B: Yes. Thank you.

Conversation 6

A: Excuse me. I'd like some apple juice, please.

B: Of course.

A: Thank you.

Page 69, Ex. 4A

Lily: Do you see anything you like?
Pedro: Oh, yeah. Their salads look good.
Lily: Yeah? That's not much food ... The pizza looks good, but maybe I want a hamburger ...
Server: Are you ready to order?
Pedro: Yes, we are.
Lily: You go first.
Server: What would you like?
Pedro: I'll have the garden salad.
Server: OK. And would you like something to drink?
Pedro: I'd like some tea.
Server: Iced or hot?
Pedro: Hot, please.
Server: Thank you. And for you?
Lily: I'd like the burger.
Server: Do you want cheese on that?
Lily: Yes, please. And extra onions. And tomatoes!
Server: OK. And what would you like to drink?
Lily: I'll have iced tea.
Server: Anything else?
Pedro: No, thanks.
Lily: Well ... Actually, I'll have tomato soup with that.
Server: OK. Tomato soup. Is there any—
Lily: And, um, some french fries! I'm really hungry!

Page 69, Exs. 4B and 4C

Server: Are you ready to order?
Pedro: Yes, I am. I'd like the garden salad, please.
Server: And would you like something to drink?
Pedro: I'll have some tea.
Server: Thank you. And for you?
Lily: I'd like the hamburger.

Page 120, Grammar, Ex. C

1. Could I have some bread, please?
2. Can we come to your party?
3. Could I have a glass of water?
4. Could you email me the picture?
5. Can I get some vegetables?
6. Can we order some dessert, please?
7. Can you bring us some soup?
8. Could you tell me the address of the restaurant?

Page 71, Ex. 3A

Pedro: Excuse me. Could I get some water with no ice?
Server: Of course.
Pedro: How's the burger?
Lily: It's delicious! Oops! Can I have another napkin, please?
Server: Yes, of course.
Lily: And how is your salad?
Pedro: It's good. It needs a little pepper, though.
Pedro: Could I have some pepper, please?
Server: Oh! Sorry. Yes, of course. I'll be right back.
Lily: Oh, oh! There's no ketchup. Can you bring some, please?
Server: Absolutely. I'll be back with pepper and ketchup. Anything else?
Lily: No, I think that's it. Thanks.
Pedro: Your soup looks good.
Lily: I know! It looks great—I need to try some. Oops! I'm SO sorry ... could I get another spoon?
Server: That's no problem.
Pedro: You're right. This is a nice restaurant.
Lily: Isn't it? The food is good and the servers are great.
Pedro: Could you bring the check when you get a chance? We don't have a lot of time.
Server: Sure. I'll be right back.
Lily: I feel bad for her.
Pedro: Yeah. We need to leave a big tip!

Page 71, Exs. 3B and 3C

Pedro: Excuse me. Could I have some pepper, please?
Server: Yes, of course.
Pedro: Also, there's no ketchup. Can you bring some, too?
Server: Sure. Anything else?
Pedro: No, I think that's it. Thanks.

Page 74, Ex. 1A

Ji-Ho: Hello. I'm Ji-Ho. Do you like Chinese food? I do! It's my favorite! And this is my favorite restaurant. The food is really good. I eat lunch here every Wednesday. They have a big menu. You can get fish, chicken, or beef. This is fish soup. And this is my favorite dish. It has chicken, vegetables, and rice. And I always have tea.

UNIT 8

Page 121, Grammar, Ex. A

1. Is there deodorant in the bathroom?
2. Are there any toothbrushes?
3. Is there soap in the kitchen?
4. Are there any razors?
5. Is there sunscreen in her bag?
6. Are there any hairbrushes in the closet?
7. Is there any toothpaste?
8. Are there any combs?

Page 77, Ex. 4A

Clerk: Good evening. Can I help you?
Yusef: Yes. I'd like to check in. I have a reservation—Yusef Sayed.
Clerk: Good evening, Mr. Sayed. Yes, I see your name right here. Three nights. Is that correct?
Yusef: Yes, that's right.
Clerk: Would you like some help with your bags?
Yusef: Actually, I don't have my bag with me. The airline lost it.
Clerk: Oh, no!
Yusef: Yeah, and the real problem is that I don't have a toothbrush, or toothpaste—
Clerk: Oh, don't worry! There are some toothbrushes right here, and ... hmm ... I'm sure there's some toothpaste in the back. Just a sec!
Yusef: Are there any combs back there? Or razors?
Clerk: I'm sure there are. Let me check.
Yusef: Thank you.
Clerk: Here you go! I think we have everything you need. And of course there's shampoo in the room.
Yusef: This is great. Thank you so much. Can I get a bag for all this stuff?
Clerk: I'm sorry. There aren't any bags here. Let me look— Good evening. Center Hotel. Yes, of course. I can— I'm sorry. Can you hold for a moment? Good evening. Center Hotel. Can you hold for a moment? Hi. Sorry for the wait yes, of course...

Page 77, Exs. 4B and 4C

Yusef: I don't have a toothbrush or toothpaste.
Clerk: There's some toothpaste in the back.
Yusef: Are there any combs back there?
Clerk: I'm sure there are. Let me check.
Yusef: Thank you.
Clerk: Here you go! I think we have everything you need. And of course there's shampoo in the room.

Page 122, Grammar, Ex. C

1. A: Excuse me, where can I park my car?
B: I'm sorry. There isn't a garage at the hotel.
2. A: The gym opens at 6:00 a.m.
B: No, thanks. I work out in the evening.
3. A: We have a party tonight. Would you like to go?
B: No, thank you. We're tired.
4. A: You can run in our gym.
B: Actually, is there a park near here? I like to run outside.
5. A: Excuse me. My wife and I are hungry. Are there any good restaurants near the hotel?
B: Of course. Look at this website.
6. A: Is it safe to walk around downtown in the evening?
B: Yes, it is. This is a very nice neighborhood.
7. A: Would you like an umbrella, sir? It's raining.
B: No, thanks. I love the rain.
8. A: How much is breakfast in the morning?
B: It's free.

Page 79, Ex. 4A

Yusef: Excuse me.
Clerk: Oh! Sorry! Good morning. How can I help you Mr. Sayed?
Yusef: Good morning! Well, first, thank you so much for your help last night.
Clerk: Oh no problem, I'm so glad you got your bags. Is there something I can do for you?
Yusef: Yes, there is. Where is the café?
Clerk: It's on the third floor. Take the elevator. Then it's on the left.
Yusef: I see. Do you have a fitness center? I want to Ex. before dinner tonight.
Clerk: Yes, we do, it's on the top floor.
Yusef: Is there a sauna?
Clerk: Yes, there is. It's also on the top floor, next to the pool.

Yusef: That's great! Oh, one more thing ... I need to print some documents. Where's the business center?

Clerk: It's right over there, next to the gift shop.

Yusef: OK, good to know. But I'll do that later. First, I'm going to have a nice breakfast.

Clerk: Mr. Sayed! The elevators are that way.

Yusef: Oh, right. Or, well, left, actually.

Page 79, Exs. 4B and 4C

Yusef: Where is the café?

Clerk: It's on the third floor.

Yusef: I see. Do you have a fitness center? I want to Ex. before dinner.

Clerk: Yes, we do. It's on the top floor.

Yusef: Thanks. And I need to print something. Where is the business center?

Clerk: It's over there, on the right.

Page 123, Grammar, Ex. A

1. Our apartment is on the second floor.
2. Harry is at work.
3. The company is in Colombia.
4. She lives in the neighborhood.
5. The kitchen is on the right.
6. The bank is on Wilson Street.
7. I see Anne at the bus stop.
8. The school is at 176 Mountain Avenue.

Page 81, Exs. 3A and 3B

1. Yusef: Cintra, are there any museums in this area?
Cintra: The Academy of Sciences Museum is in Golden Gate Park. It's a 2.5 mile walk, or you can take public transportation.
2. Yusef: Cintra, is there a department store near here?
Cintra: There is a department store at 6911 O'Farrell Street. Would you like directions?
Yusef: Yes, please.
3. Yusef: Cintra, is there an ATM in this neighborhood?
Cintra: There is an ATM one block from here on Golden Gate Avenue. Do you want directions?
Yusef: Yes.
4. Yusef: Cintra, there's no ATM here.
Cintra: I'm sorry. I don't understand. Can you repeat that, please?
Yusef: Where's the ATM?
Cintra: There's an ATM on the corner. Would you like directions?
Yusef: No, I see it.

5. Yusef: Cintra, I'm at 6911 Fell Street. There's a post office here, but no department store.
Cintra: Do you want directions to the post office?
Yusef: No! I want the Cintra, where is the department store?
Cintra: The department store is at 6911 O'Farrell Street. Would you like directions?
Yusef: (sigh)
6. Yusef: Cintra, is there a subway station near here?
Cintra: The subway station is on Market Street.
Yusef: Cintra, can I take the subway to the Academy of Science museum?
Cintra: No, you can't. The subway doesn't go to Golden Gate Park.
Yusef: Cintra, where is the baseball stadium?
Cintra: It's on Second Street. Would you like directions?

Page 84, Ex. 1A

Ahmet: Hi! I'm Ahmet. This is where I live. These are some of my favorite places. I love this park. There are big trees, and it's cool on hot days. Across from the park there's a beautiful museum on the right. Near the museum there's a cafe with great food and coffee. I like to meet my friends there.

UNIT 9

Page 124, Grammar, Ex. A

- A: Delivery! We have the new office furniture and supplies.
B: Oh, come in. Thank you.
A: Where do you want this desk?
B: Over there please.
A: And these chairs?
B: You can put them over here.
A: What about that file cabinet?
B: Hmm. Please put it by that window over there.
A: And those computers?
B: Please keep them here for now. Wait, what's in those boxes?
A: Your new lamps.
B: Wow, these lamps are beautiful! This office is great. Hey, what about this phone?
A: Oh, it's mine.

Page 87, Ex. 4A

- Dan: Hi, Tina.
Tina: Hi, Dan.
Dan: Where's Ester?
Tina: I don't know. She's around. Maybe she's in the ladies' room. Or maybe she's out to lunch.
Dan: Hmm.
Tina: Is everything OK?
Dan: Well... I was hoping Ester could help me. I have a video call in a few minutes and the office is really noisy over there. Is there another desk I can use?
Tina: Oh sure I can help ... you can use Peter's desk. It's over there. He's not here today.
Dan: Great! Thanks. It looks quiet over there.
Dan: Ugh my computer is really slow.
Tina: Well yeah, it is kind of old.
Dan: Yep
Tina: I'm lucky my computer is really fast. Is everything all right now?
Dan: Oh yeah just one more thing do you have a notepad I can use?
Tina: Yeah, you can use this notepad.
Dan: Tina?
Tina: Yes?
Dan: Everything is great and I'm ready for my meeting. I just want to thank you for all your help.
Tina: You're welcome! Any time.

Page 87, Exs. 4B and 4C

- Tina: Is everything OK?
Dan: It's really noisy here. Is there another desk I can use?
Tina: You can use Peter's desk. It's really quiet there.
Dan: Can I use this chair?
Tina: Sure. Are you all right, now?
Dan: Yeah, it's just my computer. It's very old.

Page 125, Grammar, Ex. A

1. What are you doing?
2. Are you looking at the webcam?
3. Is the touchpad working?
4. Do you text your friends?
5. Where is he going?
6. Is it raining?
7. Are you fixing my computer?
8. What do you watch on your tablet?

Page 89, Ex. 4A

- Dan: Hello? Gaby?
Gaby: Hey, Dan. I can hear you, but I can't see you.
Dan: Same here.
Gaby: Maybe it's my computer...
an: Gaby? Are you there? What are you doing?
Gaby: Yeah, I'm here. I'm getting my tablet. Hang up. I'll call you right back.
Dan: OK. Nope. It's not working.
Gaby: How about YOUR computer?
Dan: Oh, okay, it looks like my webcam isn't working. Hang on. I'm doing something.
Gaby: Hmm.
Dan: Yeah, give me a minute. No, it's not working. So ... what should we do? I really need to share my screen ...
Gaby: Umm?
Dan: Just give me a second.
Dan: Wait. I'm trying something different.
Gaby: No problem.
Dan: I see what's going on.
Dan: Hi, there you are. Hi, Gaby.
Gaby: Hi, Dan.
Dan: So ... this is terrible.
Gaby: What's wrong?
Dan: I don't have a power cord for this laptop and the battery is dying.
Gaby: You're kidding, right?
Dan: No, I'm not! We have about 5 minutes now.
Gaby: Hey, great meeting!

Page 89, Exs. 4B and 4C

Dan: What are you doing?
Gaby: I'm calling you on my tablet.
Dan: OK ... Nope. It isn't working.
Gaby: How about *your* computer?
Dan: Let me check ... The webcam isn't working.

Page 90, Ex. 1B

1. SFX: going online
2. SFX: getting up
3. SFX: leaving the house
4. SFX: shower
5. Good night. (SFX: turning off light)
6. SFX: running water and brushing teeth

Page 126, Grammar, Ex. C

1. I wake up at 6:30 Monday to Friday.
2. I take Bus 52 to work every day.
3. I don't like to eat breakfast in the morning. I only eat breakfast when I'm sick.
4. I wear a jacket and tie to work Monday to Thursday. On Friday I wear jeans.
5. I travel for work once a week.
6. I bring my own lunch to work every day. I don't go out for lunch.
7. I stay late at work once or twice a year.
8. After work I run in the park or go to the gym.

Page 91, Exs. 3A and 3B

Welcome to Carly's Corner—my podcast, all about better ways to live your life. Today I'm going to talk about stress. Most of us work too much and relax too little, and the result is lots of stress. I've got some tips to help you feel less stressed.

First, and I know you don't want to hear this, but you need to drink eight glasses of water a day. Yes, that's eight, 8 ounce glasses of water or 2 liters a day. Sounds like a lot, but it's so good for you.

The second tip is: exercise! People always tell me, "I don't have time!" But exercise makes you feel better, so you can do more in less time. Exercise every day!

Third, sleep! Do you usually sleep for eight hours a night? I bet you don't. Sleep makes you feel good and helps with stress, so turn off the TV, put away the phone and the computer, and go to bed! And try to keep a regular schedule. Always get up at the same time in the morning. And try to go to bed at the same time every night!

Fourth, eat healthy food and eat every meal. Yes, that means breakfast! So many people tell me, "Oh, I never eat breakfast. It's fine." But if you're feeling a lot of stress, it's NOT fine. ALWAYS eat breakfast! A good breakfast can help with your stress!

I hope these tips help you. Sometimes our jobs or our lives are difficult, and we just can't change that. But we *can* change our habits so that we feel more relaxed and stay healthy.

Page 94, Ex. 1A

Riko: Hello. My name is Riko. My family and friends all love technology. This is my brother, Ren, and his wife, Yuna. They like to play video games. This my sister, Hana. She's always texting her friends. This is my Mom, Mio. She's on her laptop. I think she's checking e-mail. And this is my friend Karin. She likes to take photos.

UNIT 10

Page 127, Grammar, Ex. A

1. Was the train crowded?
2. When were you in Paris?
3. Was your vacation fun?
4. What was his name?
5. Were the mountains beautiful?
6. Where was the party?
7. Was your weekend relaxing?
8. Were they on time?

Page 97, Ex. 3A

Cole: Hey Tina.
Tina: Hi Cole.
Cole: How was your weekend?
Tina: It was wonderful!
Cole: Looks like you were in the sun.
Tina: I was! I was at the beach all weekend.
Cole: Really?
Tina: Yeah. It was beautiful.
Cole: But it's so cold.
Tina: Not in Miami.
Cole: Lucky you. How was the weather?
Tina: Perfect. It was warm and sunny.
Cole: And how was the beach?
Tina: It was a little crowded. There were a lot of tourists.
Cole: How about the water?
Tina: Water?
Cole: Yeah, you know. Water, the ocean? Was it nice?

Tina: Oh, no, I never go in the water. I just like to lie on the beach.
 Cole: Hmm. Sounds relaxing.
 Tina: Yeah, it was.
 Cole: Oh you know, I think I need a day at the beach.

Page 97, Exs. 3B and 3C

Cole: How was your weekend?
 Tina: It was wonderful! I was at the beach.
 Cole: Really? Lucky you.
 Tina: Yeah, it was beautiful but crowded. There were a lot of tourists.
 Cole: How was the weather?
 Tina: Perfect. It was warm and sunny.
 Cole: It sounds like it was really relaxing.

Page 128, Grammar, Ex. A

1. Did he stay home all weekend?
2. Does she text every day?
3. Do they clean the house every week?
4. Did we wash the car last week?
5. Did I email you on Saturday?
6. Do you watch movies on your smart phone?
7. Does it rain a lot in London?
8. Did you and Stan work in the yard?

Page 99, Ex. 4A

Tina: How about you? How was your weekend?
 Cole: It was fine. Nothing special.
 Tina: What did you do?
 Cole: Um, I just stayed home mostly.
 Tina: That's too bad.
 Cole: No, it was good. I did a lot of work around the house. I washed the car, I cleaned the garage...
 Tina: Oh, I need to do that! Sometimes that kind of work is relaxing.
 Cole: I think so, too.
 Tina: Did you do anything fun?
 Cole: Oh yeah on Saturday night I went to a club with a friend.
 Tina: Aha! So you didn't just stay home all weekend.
 Cole: No, no. Saturday night was great, actually.
 Tina: So, what club did you go to?
 Cole: A new club downtown. A place called... The Edge.
 Tina: Oh! I've heard about that place! It's really popular right now. Was it crowded?

Cole: Oh, yeah. There were SO many people. My friend knows someone, so we only waited in line for like five minutes.

Tina: Wow ... good for you!
 Cole: I know, right? It was fun. We danced until about 3 in the morning I think.
 Tina: Well, your boring weekend at home sounds pretty exciting to me!

Page 99, Exs. 4B and 4C

Tina: Did you do anything fun this weekend?
 Cole: Not really. I just stayed home. I did some work around the house.
 Tina: That's too bad.
 Cole: No, it was good, actually. I washed the car, and I cleaned the garage.
 Tina: Well, sometimes that kind of work is relaxing.
 Cole: I think so, too.

Page 100, Ex. 1B

1. Welcome to flight 101 to Bangkok. Please fasten your seat belts.
2. A: Hi, I'm Gloria.
B: Hi, Gloria. I'm Olivia.
3. Tickets please.
4. A: Wow! Look at all the fish!
B: (groan)
A: What's wrong?
B: I feel sick.
5. On your left, you can see the famous Museum of Modern Art. We are stopping here for one hour.
6. What can I get for you?
7. (SFX of person swimming in a pool, kicking, arm strokes, and breathing)
8. A: That will be forty-five dollars.
B: Forty-five dollars for a t-shirt!?

Page 129, Grammar, Ex. A

1. I took a lot of pictures at the park.
2. When did you come home?
3. We eat out every Friday.
4. Tim flew to Korea from Germany.
5. I get a lot of texts from Zander.
6. What did they give you?
7. My husband has three sisters.
8. Where did you meet Trevor?

Page 101, Exs. 4A, 4B, and 4C

- A: Welcome to StoryTime Radio. I'm your host, Jerry Allen. Today, I'm pleased to welcome Trudy Stone. Hi, Trudy.
- B: Hi, Jerry. It's nice to be here.
- A: I understand you have an interesting story about a family vacation. Where did you go?
- B: Well, I didn't go. It's not even *my* vacation story. It's really a story about my parents' vacation and how it changed my life.
- A: Wow, sounds fascinating! What happened?
- B: Well, about thirty years ago, my parents went to Europe. My brother and I always stayed with our grandparents during the summers, so we didn't go with them.
- A: What did they do in Europe?
- B: Oh, the usual things—they went on a boat ride in Italy and saw a play in London and ate wonderful food in France. They took a lot of trains.
- A: So ... why did this vacation change your life?
- B: On that trip, my parents met a couple named Don and Cindy. They really liked travelling together. So, Cindy gave my mom her address, and when my parents got home, my mom wrote Cindy a letter.
- A: Ah, and they became friends, right?
- B: Yes, they did. And then they took a lot of vacations together—one every two years. But I never met Don and Cindy. My parents only saw them on vacation. I knew that they had kids about the same age as me and my brother.
- A: I see. And when did you finally meet them?
- B: When I was 18 years old. They came to visit my parents and they brought their kids. One of those kids was an 18-year-old name Mark. Mark and I became good friends. And then, we fell in love, and a few years later, we got married. So now Don and Cindy are my husband's parents—my in-laws! And that's my story of how my parents' vacation changed my life.

Page 104, Ex. 1A

Daniel: Hello! I'm Daniel. I want to show you some of my vacation photos. Here's the beach. Every morning, I went for a run on the beach. Then I always had a big breakfast. My friends and I usually hiked in the afternoon. We went out for dinner at nice places and we ate a lot! Then we went dancing. I met some interesting people. It was really fun!

CONVERSATION VIDEO SCRIPTS

UNIT 1, LESSON 1, Ex. 5A

Cole: Good morning!
Tina: Good morning!
Cole: Are you ready for breakfast?
Tina: Yep
Cole: Great! Come on. Right over here. Oh, I'm so sorry. It's my boss. I'll be right back!
Tina: Oh, OK. Bye!
Ester: Hi!
Ester: Hello. I'm Ester Silva.
Tina: Hi! I'm Tina Adams. Nice to meet you.
Ester: I'm sorry. What's your last name again?
Tina: Adams.
Ester: Oh, OK. Adams. It's nice to meet you, too! You're new, aren't you?
Tina: Yes, I am. I don't know anyone!
Ester: Well don't even—
Voice off-screen: Hi, Ester!
Ester: Oh hi, Alison! How are you?
Voice off-screen: Fine! And you?
Ester: I'm fine.
Voices off-screen: Hi, Ester! Hey, Ester! Hi!
Ester: Hi, guys!
Tina: Wow, you're popular, aren't you?
Ester: Yeah. Don't worry about it. You'll know everyone soon!

UNIT 1, LESSON 1, Ex. 5B

Ester: Hello. I'm Ester Silva.
Tina: Hi! I'm Tina Adams. Nice to meet you.
Ester: I'm sorry, what's your last name again?
Tina: Adams.
Ester: Oh, OK. Adams. It's nice to meet you, too!

UNIT 1, LESSON 2, Ex. 4A

Cole: Good morning. How are you doing?
Tina: Hi, Cole. I'm great. Happy to be here! How are you?
Cole: Good, I'm good. Ready to get to work?
Tina: I am!
Cole: Great. Well, let me show you around the office.
Tina: Sounds good.

Cole: My desk is over there. Come see me if you need anything. Your desk is over here.
Tina: Ah, Ok, thanks.
Cole: Just let me know if you need anything else. Oh! And this is Ester. She's a social media manager. Ester, this is Tina. She's a new illustrator.
Tina: Hey, Ester!
Ester: Hey, look at that! We're neighbors! Tina and I are old friends.

UNIT 1, LESSON 2, Ex. 4B

Cole: Tina, this is Ester. She's a social media manager.
And Ester, this is Tina. She's an illustrator.
Tina: Hi, Ester. Nice to meet you.
Ester: Hi, Tina. Nice to meet you, too.

UNIT 2, LESSON 1, Ex. 4A

Ester: Hi, Pedro! Long time no see!
Pedro: Ester! Nice to see you again! How are you doing?
Ester: I'm doing well! How are you?
Pedro: I'm good.
Ester: I guess you're here to take pictures again.
Pedro: Yep. It's nice to be here.
Ester: Looking at photos now?
Pedro: Uh-huh. But these aren't for work. They're my own photos. Want to see?
Ester: I'd love to! Who are they? Are they your brothers?
Pedro: No, they're my friends. That's my brother.
Ester: I see! What's his name?
Pedro: His name is Eddy.
Ester: Who's *that*?
Pedro: That's my father.
Ester: Oh! What's his name?
Pedro: Eddy.
Ester: Nice photo! Is that your grandfather?
Pedro: Yep. His name is Eddy, too. And this is my sister. Her name is—
Ester: Wait. Let me guess! Eddy?
Pedro: No. Her name is Amelia.
Ester: That's good!

UNIT 2, LESSON 1, Ex. 4B

Ester: Who's that?
Pedro: That's my father.
Ester: Oh! What's his name?
Pedro: His name is Eddy.
Ester: And who's that?
Pedro: That's my sister. Her name is Amelia.

UNIT 2, LESSON 2, Ex. 3A

Ester: This is my family.
Pedro: Nice! Is that your mother?
Ester: No, she's my grandmother! This is my mother.
Pedro: Really? And are those your sisters?
Ester: Yep. All four of them.
Pedro: Wow. Four?
Ester: Yep. And they're all married. These are their children.
Pedro: Aw. What a beautiful family. So, no brothers?
Ester: Oh yeah. This is my brother.
Pedro: Ah. Is he married, too?
Ester: No! He's only 17. He's a high school student.
Pedro: Oh, and that's you. Is that your husband?
Ester: No, he's my boyfriend. His name is Eddy.
Pedro: What?
Ester: Oh no, just kidding. His name is Pedro.

UNIT 2, LESSON 2, Ex. 3B

Ester: This is my family.
Pedro: Really? Are those your sisters?
Ester: Yes, they are.
Pedro: And is he your brother?
Ester: No, he isn't. He's my boyfriend.

UNIT 2, LESSON 3, Ex. 4A

Pedro: So, is your family in New York City?
Ester: No, my mom and dad and my brother live in Brazil.
Pedro: Oh, that's far.
Ester: But I have one sister in New York. She and her husband work for Super Cola.
Pedro: Really? That's a good company!
Ester: Yeah, it is. In fact ... Look—this is my uncle. He lives in Florida, and he also works for Super Cola.
Pedro: Oh yeah?

Ester: Yeah. He's a general manager. He has three children, and they all work there, too.
Pedro: Wow! Why don't *you* work at Super Cola?
Ester: I have a good job here!

UNIT 2, LESSON 3, Ex. 4B

Ester: This is my uncle. He lives in Florida, and he works for Super Cola.
Pedro: Really? Super Cola is a good company.
Ester: Yeah, it is. My uncle is a general manager. He has three kids, and they all work there, too.

UNIT 3, LESSON 1, Ex. 4A

Cole: Hey, Dan! Welcome!
Dan: Nice to see you.
Cole: How's everything? How's the new baby? How's your family?
Dan: They're great! And yours?
Cole: Good, good. You're here for three weeks, right?
Dan: Yeah. Three weeks.
Cole: That's a long time! Are you in a hotel?
Dan: No, I'm house-sitting for a friend. He's on vacation, so I have the whole house to myself.
Cole: Cool! Is it nice?
Dan: Yeah. It's a little far from here, but it's very nice.
Cole: That's great.
Dan: But it's really small.
Cole: Mmm, too bad.
Dan: Yeah. It only has five bedrooms and three bathrooms.
Cole: What? Five bedrooms and three bathrooms? Wow!
Dan: Yeah and it has a beautiful living room and a *great* kitchen.
Cole: Oh.
Dan: This morning I got lost looking for it! I walked around the house for five minutes!
Cole: Ha-ha! Very funny!

UNIT 3, LESSON 1, Ex. 4B

Cole: Is the house nice?
Dan: Yes, it is. It has a big living room.
Cole: Oh yeah?
Dan: Yeah, and a great dining room, but the bedroom is small.
Cole: Oh, that's too bad.

UNIT 3, LESSON 2, Ex. 4A

Dan: These designs look really great, Tina.
Tina: Thanks!
Dan: I'm glad you're working here now.
Tina: Me, too. I'm happy to be here.
Tina: So, I hear you're house-sitting in a big house.
Dan: Yeah. It's a great house and it's in a nice neighborhood.
Tina: Yeah? What's it like?
Dan: Umm. There's a big park near the house.
Tina: That sounds great.
Dan: Yeah, and there's a coffee shop across from the park.
Tina: Wonderful!
Dan: And there's a fantastic restaurant next to the coffee shop!
Tina: It sounds perfect!
Dan: Well, it's not perfect. There's no supermarket, and I don't have a car.
Tina: Oh, no!
Dan: Yeah. There *is* a bus stop next to the house. I guess I can take the bus ...
Tina: Yeah, or call a cab or car service.
Dan: Yeah. Or maybe I'll just eat at the restaurant every day!

UNIT 3, LESSON 2, Ex. 4B

Tina: So, I hear you're house-sitting in a big house?
Dan: Yes, it's a great house and it's in a nice neighborhood.
Tina: Yeah? What's it like?
Dan: There's a big park near the house.
Tina: Sounds great!
Dan: And there's a coffee shop across from the park.

UNIT 4, LESSON 1, EX. 4A

Yusef: Dan?
Dan: Hey, Yusef! Great to see you!
Yusef: You, too! What are you doing here?
Dan: Oh, there's a new project. I'm here for three weeks. How about you?
Yusef: I'm just here for a couple of days. Then I'm off to San Francisco and then home. But I'm coming back here for the Leadership Conference.
Dan: Oh, when's the conference?
Yusef: It's from October fifteenth to the seventeenth.
Dan: Oh, yeah, that's really soon.
Yusef: I arrive on Monday the fourteenth. And the conference is Tuesday through Thursday.
Dan: Whoa! That's only two weeks from now! That's a lot of traveling!
Yusef: Good thing I can work on the plane.
Dan: I think you'll need to sleep on the plane!

UNIT 4, LESSON 1, Ex. 4B

Dan: When is the conference?
Yusef: It's from October fifteenth to the seventeenth.
Dan: That's really soon.
Yusef: Yeah, it's from Tuesday to Thursday.
Dan: Oh, that's in two weeks.

UNIT 4, LESSON 2, Ex. 4A

Dan: You're here until Thursday, right?
Yusef: Yep. I leave Thursday afternoon. We should get together.
Dan: Definitely! Are you free for lunch tomorrow?
Yusef: Sure! What time?
Dan: How about 1 o'clock?
Yusef: Um. I'm sorry, I have a meeting from 1:30 to 4:30.
Dan: How about dinner?
Yusef: Perfect
Dan: Perfect! I know a great restaurant. I'll make reservations. Reserve Putnam's Grill. Thursday. I'm sorry. What time?
Yusef: Six o'clock. Oh! Excuse me. I have to make a call. Text me the information about the restaurant. OK?
Dan: Sure! Hey, Yusef! Yusef! What's your number?

UNIT 4, LESSON 2, Ex. 4B

Dan: Are you free for lunch tomorrow?
Yusef: Sure! What time?
Dan: How about 1 o'clock?
Yusef: Oh, I'm sorry. I have a meeting from 1:30 to 4:30.
Dan: How about dinner?
Yusef: Perfect.

UNIT 5, LESSON 1, Ex. 3A

Gaby: Excuse me.
Clerk: Yes?
Gaby: How much is this, please?
Clerk: The water? It's \$2.50.
Gaby: Oh! And how much are the gloves?
Clerk: They're \$12.99.
Gaby: Thanks. And the umbrella?
Clerk: Let's see. I know the price is on it somewhere. Here it is! It's \$4.50
Gaby: I see.
Clerk: Will that be all?
Gaby: Yes. Thank you.
Gaby: That's OK. I don't need a bag.
Clerk: OK. That's \$19.99.
Clerk: Oh, well. Maybe she'll come back.

UNIT 5, LESSON 1, Ex. 4B

Gaby: Excuse me.
Clerk: Yes?
Gaby: How much is this, please?
Clerk: The water? It's \$2.50.
Gaby: Oh! And how much are the gloves?
Clerk: They're \$12.99.

UNIT 5, LESSON 3, Ex. 4A

Bill: Hello. Bill Holder.
Gaby: Hi, Bill. This is Gaby Ramos from TWS Media. I'm just confirming dinner tonight.
Bill: Oh, hi, Gaby. Yes. I'm looking forward to meeting you.
Gaby: Same here. Our reservation is for 7:00. Let's meet in front of the restaurant.
Bill: Great. I have the address.
Gaby: Excellent! Oh. I'm wearing black pants, a white shirt, and a purple jacket.
Bill: Really? Me, too!
Gaby: You're joking!

Bill: Yes, I am! I'm just joking. I'm wearing blue pants, a pink shirt, and a gray jacket.

Gaby: See you there.

Gaby: Bill?

Bill: Uh, hi.

Gaby: Hi, Bill. I'm Gaby Ramos.

Bill: Oh! But you're wearing khaki pants, a pink top, and a blue jacket.

Gaby: I know. It's a long story.

UNIT 5, LESSON 3, Ex. 4B

Gaby: I'm wearing black pants, a white shirt, and a purple jacket.

Bill: And I'm wearing blue pants, a pink shirt, and a gray jacket.

UNIT 6, LESSON 1, Ex. 3A

Ester: Hi, Gaby. I'm glad you stayed for the party! Mmm. That looks good, doesn't it? I love cake.

Gaby: Me, too. Actually, I like all sweet things.

Ester: Yeah, it's ... Ooh, I love this song! Do you like pop music?

Gaby: Yeah, I guess so.

Ester: What kind of music do you listen to?

Gaby: I like R&B.

Ester: I love R&B!

Gaby: Who's your favorite artist?

Ester: I love Beyoncé! Who do you like?

Gaby: I don't know, there are so many.

Ester: Oh! Here's Cole. I guess it's time to sing Happy Birthday. I love music, but I can't sing.

UNIT 6, LESSON 1, Ex. 3B

Ester: What kind of music do you listen to?

Gaby: I like R&B.

Ester: Me too. I love R&B!

Gaby: Who's your favorite artist?

Ester: I like Beyoncé! How about you?

Gaby: I don't know, there are so many.

UNIT 6, LESSON 2, Ex. 4A

Ester: This is so good!

Gaby: I know. It's delicious!

Ester: Gaby, you have a beautiful singing voice!

Gaby: Thanks, I love to sing. I sing in the car and in the shower. Sometimes at work.

Ester: Nice. Do you play an instrument?
 Gaby: No, I don't. Do you?
 Ester: I play the guitar a little, but I'm not very good. I love to dance, though. Do you dance?
 Gaby: No, I don't. I'm a terrible dancer. But it's on my list.
 Ester: Your list?
 Gaby: You know, my list of all the things I want to learn!
 Ester: Oh, great idea. I need to make a list. Listen! This is a great song to dance to! Just do this!
 Gaby: Tell you what—you dance. I'll just sing!

UNIT 6, LESSON 2, Ex. 4B

Ester: Do you play an instrument?
 Gaby: No, I don't. Do you?
 Ester: I play the guitar a little. I love to dance though. Do you dance?
 Gaby: No, I don't. But it's on my list.
 Ester: Your list?
 Gaby: You know, my list of all the things I want to learn!

UNIT 6, LESSON 3, Ex. 4A

Gaby: You're a good dancer. Do you go dancing?
 Ester: Oh, yeah. Pretty much every weekend.
 Gaby: Where do you go?
 Ester: I go to a few different clubs in the city. So what do you do for fun?
 Gaby: Oh, I'm really into the outdoors. I like to hike.
 Ester: Oh, you like to hike? Where do you go?
 Gaby: The mountains. I go when I have a couple of days off work. I also like to bike. I bike around the city a lot. How about you?
 Ester: Ehh. I don't like to do things, you know, that I have to wear sneakers for. But I like to swim! I swim every Tuesday and Thursday.
 Gaby: Oh, wow. Do you go to a gym?
 Ester: No, there's a new indoor swimming pool in my neighborhood. It's really nice – a big beautiful pool and not too many people.
 Gaby: I don't like to swim very much. We don't have much in common, do we?
 Ester: Hey, we both like cake!

UNIT 6, LESSON 3, Ex. 4B

Ester: What do you do for fun?
 Gaby: I like to hike.
 Ester: Where do you go?
 Gaby: The mountains. How about you? What do you like to do?
 Ester: I like to swim.

UNIT 7, LESSON 1, Ex. 4A

Pedro: So, it's really nice to meet you in person!
 Lily: I know! After all those video calls! Do you like New York?
 Pedro: I always do!
 Lily: The food here is great. You're going to love it.
 Pedro: Hmm.
 Lily: What's the matter?
 Pedro: There's a lot of meat on the menu. I don't eat meat.
 Lily: Oh! I'm sorry. I didn't know.
 Pedro: It's OK. Don't worry about it. I forgot to tell you.
 Lily: How about the tomato soup?
 Server: Do you have any questions?
 Pedro: Yes. Does the tomato soup have any dairy in it?
 Server: Yes, it does. There's milk in it.
 Pedro: Oh, I don't eat dairy.
 Server: We have chicken soup.
 Pedro: Yeah. I don't eat any meat.
 Server: Oh. Well, how about some vegetable soup?
 Pedro: Does it have onions in it?
 Server: Yes, it does.
 Pedro: Hmm. Yeah. I don't eat onions. I'm sorry! There are a lot of things I don't eat!

UNIT 7, LESSON 1, Ex. 4B

Pedro: Does the tomato soup have any dairy in it?
 Server: Yes, it does. There's milk in it. We have chicken soup.
 Pedro: Oh ... I don't eat meat.
 Server: Oh. Well, how about some vegetable soup?
 Pedro: Does it have onions in it?
 Server: Yes, it does.

UNIT 7, LESSON 2, Ex. 4A

Lily: Do you see anything you like?
Pedro: Oh, yeah. Their salads look good.
Lily: Yeah? That's not much food. The pizza looks good, but maybe I want a hamburger.
Server: Are you ready to order?
Pedro: Yes, we are.
Lily: You go first.
Server: What would you like?
Pedro: I'll have the garden salad.
Server: OK. And would you like something to drink?
Pedro: I'd like some tea.
Server: Iced or hot?
Pedro: Hot, please.
Server: Thank you. And for you?
Lily: I'd like the burger.
Server: Do you want cheese on that?
Lily: Yes, please. And extra onions. And tomatoes!
Server: OK. And what would you like to drink?
Lily: I'll have iced tea.
Server: Anything else?
Pedro: No, thanks.
Lily: Well, actually, I'll have tomato soup with that.
Server: OK. Tomato soup. Is there any—
Lily: And, um, some french fries! I'm really hungry!

UNIT 7, LESSON 2, Ex. 4B

Server: Are you ready to order?
Pedro: Yes, I am. I'd like the garden salad, please.
Server: And would you like something to drink?
Pedro: I'll have some tea.
Server: Thank you. And for you?
Lily: I'd like the hamburger.

UNIT 7, LESSON 3, Ex. 3A

Pedro: Excuse me. Could I get some water with no ice?
Server: Of course.
Pedro: How's the burger?
Lily: It's delicious! Oops! Can I have another napkin, please?
Server: Yes, of course.
Lily: And how is your salad?
Pedro: It's good. It needs a little pepper, though.

Pedro: Could I have some pepper, please?
Server: Oh! Sorry. Yes, of course. I'll be right back.
Lily: Oh, oh! There's no ketchup. Can you bring some, please?
Server: Absolutely. I'll be back with pepper and ketchup. Anything else?
Lily: No, I think that's it. Thanks.
Pedro: Your soup looks good.
Lily: I know! It looks great. I need to try some. Oops! I'm so sorry. Could I get another spoon?
Server: That's no problem.
Pedro: You're right. This is a nice restaurant.
Lily: Isn't it? The food is good and the servers are great.
Pedro: Could you bring the check when you get a chance? We don't have a lot of time.
Server: Sure. I'll be right back.
Lily: I feel bad for her.
Pedro: Yeah. We need to leave a big tip!

UNIT 7, LESSON 3, Ex. 3B

Pedro: Excuse me. Could I have some pepper, please?
Server: Yes, of course.
Pedro: Also, there's no ketchup. Can you bring some, too?
Server: Sure. Anything else?
Pedro: No, I think that's it. Thanks.

UNIT 8, LESSON 1, Ex. 4A

Clerk: Good evening. Can I help you?
Yusef: Yes. I'd like to check in. I have a reservation—Yusef Sayed.
Clerk: Good evening, Mr. Sayed. Yes, I see your name right here. Three nights. Is that correct?
Yusef: Yes, that's right.
Clerk: Would you like some help with your bags?
Yusef: Actually, I don't have my bag with me. The airline lost it.
Clerk: Oh, no!
Yusef: Yeah, and the real problem is that I don't have a toothbrush, or toothpaste—
Clerk: Oh, don't worry! There are some toothbrushes right here, and ... hmm ... I'm sure there's some toothpaste in the back. Just a sec!

Yusef: Are there any combs back there? Or razors?

Clerk: I'm sure there are. Let me check.

Yusef: Thank you.

Clerk: Here you go! I think we have everything you need. And of course there's shampoo in the room.

Yusef: This is great. Thank you so much. Can I get a bag for all this stuff?

Clerk: I'm sorry. There aren't any bags here. Let me look. Good evening. Center Hotel. Yes, of course. I can. I'm sorry. Can you hold for a moment? Good evening. Center Hotel. Can you hold for a moment? Hi. Sorry for the wait yes, of course...

UNIT 8, LESSON 1, Ex. 4B

Yusef: I don't have a toothbrush or toothpaste.

Clerk: There's some toothpaste in the back.

Yusef: Are there any combs back there?

Clerk: I'm sure there are. Let me check.

Yusef: Thank you.

Clerk: Here you go! I think we have everything you need. And of course there's shampoo in the room.

UNIT 8, LESSON 2, Ex. 4A

Yusef: Excuse me.

Clerk: Oh! Sorry! Good morning. How can I help you Mr. Sayed?

Yusef: Good morning! Well, first, thank you so much for your help last night.

Clerk: Oh no problem, I'm so glad you got your bags. Is there something I can do for you?

Yusef: Yes, there is. Where is the café?

Clerk: It's on the third floor. Take the elevator. Then it's on the left.

Yusef: I see. Do you have a fitness center? I want to exercise before dinner tonight.

Clerk: Yes, we do, it's on the top floor.

Yusef: Is there a sauna?

Clerk: Yes, there is. It's also on the top floor, next to the pool.

Yusef: That's great! Oh, one more thing. I need to print some documents. Where's the business center?

Clerk: It's right over there, next to the gift shop.

Yusef: OK, good to know. But I'll do that later. First, I'm going to have a nice breakfast.

Clerk: Mr. Sayed! The elevators are that way.

Yusef: Oh, right. Or, well, left, actually.

UNIT 8, LESSON 2, Ex. 4B

Yusef: Where is the café?

Clerk: It's on the third floor.

Yusef: I see. Do you have a fitness center? I want to exercise before dinner.

Clerk: Yes, we do. It's on the top floor.

Yusef: Thanks. And I need to print something. Where is the business center?

Clerk: It's over there, on the right.

UNIT 9, LESSON 1, Ex. 4A

Dan: Hi, Tina.

Tina: Hi, Dan.

Dan: Where's Ester?

Tina: I don't know. She's around. Maybe she's in the ladies' room. Or maybe she's out to lunch.

Dan: Hmm.

Tina: Is everything OK?

Dan: Well, I was hoping Ester could help me. I have a video call in a few minutes and the office is really noisy over there. Is there another desk I can use?

Tina: Oh. Sure, I can help. You can use Peter's desk. It's over there. He's not here today.

Dan: Great! Thanks. It looks quiet over there.

Dan: Ugh my computer is really slow.

Tina: Well yeah, it is kind of old.

Dan: Yep

Tina: I'm lucky my computer is really fast. Is everything all right now?

Dan: Oh yeah just one more thing do you have a notepad I can use?

Tina: Yeah, you can use this notepad.

Dan: Tina?

Tina: Yes?

Dan: Everything is great and I'm ready for my meeting. I just want to thank you for all your help.

Tina: You're welcome! Any time.

UNIT 9, LESSON 1, Ex. 4B

Tina: Is everything OK?

Dan: It's really noisy here. Is there another desk I can use?

Tina: You can use Peter's desk. It's really quiet there.

Dan: Can I use this chair?
Tina: Sure. Are you all right, now?
Dan: Yeah, it's just my computer. It's very old.

UNIT 9, LESSON 2, Ex. 4A

Dan: Hello? Gaby?
Gaby: Hey, Dan. I can hear you, but I can't see you.
Dan: Same here.
Gaby: Maybe it's my computer.
Dan: Gaby? Are you there? What are you doing?
Gaby: Yeah, I'm here. I'm getting my tablet. Hang up. I'll call you right back.
Dan: OK. Nope. It's not working.
Gaby: How about *your* computer?
Dan: Oh, okay, it looks like my webcam isn't working. Hang on. I'm doing something.
Gaby: Hmm.
Dan: Yeah, give me a minute. No, it's not working. So, what should we do? I really need to share my screen.
Gaby: Umm?
Dan: Just give me a second.
Dan: Wait. I'm trying something different.
Gaby: No problem.
Dan: I see what's going on.
Dan: Hi, there you are. Hi, Gaby.
Gaby: Hi, Dan.
Dan: So, this is terrible.
Gaby: What's wrong?
Dan: I don't have a power cord for this laptop and the battery is dying.
Gaby: You're kidding, right?
Dan: No, I'm not! We have about 5 minutes now.
Gaby: Hey, great meeting!

UNIT 9, LESSON 2, Ex. 4B

Dan: What are you doing?
Gaby: I'm calling you on my tablet.
Dan: OK ... Nope. It isn't working.
Gaby: How about *your* computer?
Dan: Let me check ... The webcam isn't working.

UNIT 10, LESSON 1, Ex. 3A

Cole: Hey Tina.
Tina: Hi Cole.
Cole: How was your weekend?
Tina: It was wonderful!
Cole: Looks like you were in the sun.
Tina: I was! I was at the beach all weekend.
Cole: Really?
Tina: Yeah. It was beautiful.
Cole: But it's so cold.
Tina: Not in Miami.
Cole: Lucky you. How was the weather?
Tina: Perfect. It was warm and sunny.
Cole: And how was the beach?
Tina: It was a little crowded. There were a lot of tourists.
Cole: How about the water?
Tina: Water?
Cole: Yeah, you know. Water, the ocean? Was it nice?
Tina: Oh, no, I never go in the water. I just like to lie on the beach.
Cole: Hmm. Sounds relaxing.
Tina: Yeah, it was.
Cole: Oh, you know, I think I need a day at the beach.

UNIT 10, LESSON 1, Ex. 3B

Cole: How was your weekend?
Tina: It was wonderful! I was at the beach.
Cole: Really? Lucky you.
Tina: Yeah, it was beautiful but crowded. There were a lot of tourists.
Cole: How was the weather?
Tina: Perfect. It was warm and sunny.
Cole: It sounds like it was really relaxing.

UNIT 10, LESSON 2, Ex. 4A

Tina: How about you? How was your weekend?
Cole: It was fine. Nothing special.
Tina: What did you do?
Cole: Um, I just stayed home mostly.
Tina: That's too bad.
Cole: No, it was good. I did a lot of work around the house. I washed the car, I cleaned the garage...

Tina: Oh, I need to do that! Sometimes that kind of work is relaxing.

Cole: I think so, too.

Tina: Did you do anything fun?

Cole: Oh yeah on Saturday night I went to a club with a friend.

Tina: Aha! So you didn't just stay home all weekend.

Cole: No, no. Saturday night was great, actually.

Tina: So, what club did you go to?

Cole: A new club downtown. A place called *The Edge*.

Tina: Oh! I've heard about that place! It's really popular right now. Was it crowded?

Cole: Oh, yeah. There were so many people. My friend knows someone, so we only waited in line for like five minutes.

Tina: Wow. Good for you!

Cole: I know, right? It was fun. We danced until about 3 in the morning I think.

Tina: Well, your boring weekend at home sounds pretty exciting to me!

UNIT 10, LESSON 2, Ex. 4B

Tina: Did you do anything fun this weekend?

Cole: Not really. I just stayed home. I did some work around the house.

Tina: That's too bad.

Cole: No, it was good, actually. I washed the car, and I cleaned the garage.

Tina: Well, sometimes that kind of work is relaxing.

Cole: I think so, too.

PUT IT TOGETHER VIDEO SCRIPTS

UNIT 1, Ex. 1A, p. 14

Fumi: Hello! My name is Fumi. I'm an illustrator at The Art Company in Tokyo, Japan. I'm also a student. I study English. In my office I have a desk, a computer, notepads, pencils, a phone, and pens.

UNIT 2, Ex. 1A, p. 24

Rafael: Hi. It's Rafael. I want to show you some of my friends. This is Leo. He lives in Bolivia. He's a doctor. He's single. These are my friends Tom and Lisa. They're married. They live in New York City. Tom is an architect and Lisa is an engineer. And this is my good friend Frida. She's single and she lives in Mexico. She's a teacher.

UNIT 3, Ex. 1A, p. 34

Pilar: Hi. My name is Pilar. This is my bedroom. It's small but it has everything that I need. Here's my desk. This is where I do my homework. Here's a lamp and that's my computer on the desk. Next to the desk is my bed. Then there's a dresser. It's between the bed and the closet. That's my new rug. I really like it.

UNIT 4, Ex. 1A, p. 44

Lena: Hi. My name is Lena. I'm a university student. This is my school. I take the bus to school every day. I have English classes on Monday and Wednesday. This is my classroom. I work in an office after school.

UNIT 5, Ex. 1A, p. 54

Martin: Hi! I'm Martin. These are some of my favorite clothes. This is my favorite T-shirt. Here are my favorite jeans and these are my favorite sneakers. This black jacket is my favorite jacket. I wear it when it's cold and rainy. Can you guess my favorite color?

UNIT 6, Ex. 1A, p. 64

Silvia: Hello! I'm Silvia and this is my friend, Lucas. He does martial arts. He's very good. He takes classes every Tuesday and Thursday. I do martial arts, too. But I'm not very good. I really like to swim. I swim every Saturday morning. Thanks Lucas.

UNIT 7, Ex. 1A, p. 74

Ji-Ho: Hello. I'm Ji-Ho. Do you like Chinese food? I do! It's my favorite! And this is my favorite restaurant. The food is really good. I eat lunch here every Wednesday. They have a big menu. You can get fish, chicken, or beef. This is fish soup. And this is my favorite dish. It has chicken, vegetables, and rice. And I always have tea.

UNIT 8, Ex. 1A, p. 84

Ahmet: Hi! I'm Ahmet. This is where I live. These are some of my favorite places. I love this park. There are big trees, and it's cool on hot days. Across from the park there's a beautiful museum on the right. Near the museum there's a cafe with great food and coffee. I like to meet my friends there.

UNIT 9, Ex. 1A, p. 94

Riko: Hello. My name is Riko. My family and friends all love technology. This is my brother, Ren, and his wife, Yuna. They like to play video games. This my sister, Hana. She's always texting her friends. This is my Mom, Mio. She's on her laptop. I think she's checking e-mail. And this is my friend Karin. She likes to take photos.

UNIT 10, Ex. 1A p. 104

Daniel: Hello! I'm Daniel. I want to show you some of my vacation photos. Here's the beach. Every morning, I went for a run on the beach. Then I always had a big breakfast. My friends and I usually hiked in the afternoon. We went out for dinner at nice places and we ate a lot! Then we went dancing. I met some interesting people. It was really fun!

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Welcome unit

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Unit 1

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Grammar Practice

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PRONUNCIATION TABLE

Vowels		Consonants	
Symbol	Key Words	Symbol	Key Words
i	beat, happy	p	pack, happy
ɪ	bit	b	back, rubber
eɪ	date, paid	t	time, butter
ɛ	bet	d	do, middle
æ	bat	k	come, quick, key
ɑ	box, father	g	game, guest
ɔ	dog, bought	tʃ	church, nature
oʊ	boat, go	dʒ	judge, general
ʊ	book, put	f	fan, photograph
u	boot, new	v	van, cover
ʌ	cup, mother	θ	thing, breath
ə	banana, about	ð	then, breathe
ʃ	shirt, murder	s	sit, city
aɪ	bite, buy, eye	z	zoo, please, goes
aʊ	about, how	ʃ	ship, machine, action
ɔɪ	voice, boy	ʒ	measure, vision
ɪr	deer, near	h	hot, who
ɛr	hair, bare	m	man, some
ɑr	bar, heart	n	sun, know
ɔr	door, more	ŋ	sing
ʊr	tour, poor	w	wet, white
		l	long, silly
		r	right, wrong
		y	yes, use, music