

StartUp

Ken Beatty, Series Consultant
Teacher's Edition



Robyn Brinks Lockwood

StartUp 2

Teacher's Edition

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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	Conversation/ Speaking	Listening	Vocabulary	Grammar
1 What do you do? page 5	<ul style="list-style-type: none"> Talk about what you do Describe your commute Talk about what people do at work <p>Skill Greet someone</p>	<ul style="list-style-type: none"> Listen to a podcast about commuting <p>Skill Listen for names</p>	<ul style="list-style-type: none"> Jobs Commuting Work activities 	<ul style="list-style-type: none"> Simple present of <i>be</i>: Review Simple present: Review Simple present, <i>yes / no</i> and <i>wh</i>-questions: Review
2 Who's that? page 17	<ul style="list-style-type: none"> Describe someone's personality Describe someone's appearance Talk about skills and abilities <p>Skill Show interest</p>	<ul style="list-style-type: none"> Listen to a podcast about a TV show <p>Skill Imagine what people talk about</p>	<ul style="list-style-type: none"> Family relationships Adjectives to describe personality Appearance Skills and abilities 	<ul style="list-style-type: none"> Questions with <i>who</i> and <i>what</i>; Answers <i>Be</i> vs. <i>have</i> for description <i>Can</i> for ability
3 What are you doing today? page 29	<ul style="list-style-type: none"> Talk about household chores Make and respond to invitations Talk about free time <p>Skill Show you're unsure</p>		<ul style="list-style-type: none"> Household chores Types of movies Free-time activities 	<ul style="list-style-type: none"> The present continuous for events happening now: Review Verbs + infinitives and gerunds
4 Whose phone is this? page 41	<ul style="list-style-type: none"> Talk about who owns something Ask for and give / refuse permission Compare things <p>Skill Show you're confused</p>		<ul style="list-style-type: none"> Personal possessions Verbs used with personal possessions Technology adjectives 	<ul style="list-style-type: none"> Questions with <i>whose</i> Possessive nouns and pronouns Comparative adjectives: Regular and irregular
5 Any plans for the weekend? page 53	<ul style="list-style-type: none"> Talk about plans Plan an activity with friends Talk about problems with plans <p>Skill Change the topic</p>	<ul style="list-style-type: none"> Listen to phone messages about problems with plans <p>Skill Make predictions</p>	<ul style="list-style-type: none"> Time expressions Verbs for offers Activities with <i>go</i> + <i>-ing</i> Problems with plans 	<ul style="list-style-type: none"> Present continuous for the future Object pronouns <i>Will</i> for future intention

Pronunciation	Reading	Writing	Media Project	Learning Strategy
<ul style="list-style-type: none"> Stressed syllables Simple present -s ending 	<ul style="list-style-type: none"> Read about super commuting <p>Skill Make predictions</p>	<ul style="list-style-type: none"> Write a résumé <p>Skill Capitalize proper nouns (review)</p>	<ul style="list-style-type: none"> Describe photos of someone you know and their work 	<p>Vocabulary</p> <ul style="list-style-type: none"> Message words and pictures
<ul style="list-style-type: none"> The vowel sound /ʌ/ Can and can't 	<ul style="list-style-type: none"> Read about a family business <p>Skill Find the topic</p>	<ul style="list-style-type: none"> Describe yourself on an application <p>Skill Use correct punctuation</p>	<ul style="list-style-type: none"> Describe photos of someone you know and their appearance/abilities 	<p>Pronunciation</p> <ul style="list-style-type: none"> Record yourself speaking
<ul style="list-style-type: none"> Stressed words Blending: <i>want to</i> and <i>have to</i> 	<ul style="list-style-type: none"> Read about a problem with technology <p>Skill Find the main idea</p>	<ul style="list-style-type: none"> Write about ways to relax <p>Skill Connect ideas with <i>and</i> and <i>but</i></p>	<ul style="list-style-type: none"> Make a video of things you like and don't like to do 	<p>Vocabulary</p> <ul style="list-style-type: none"> Write about your life
<ul style="list-style-type: none"> Stress in compound nouns Stress in comparative sentences 	<ul style="list-style-type: none"> Read about a lost object <p>Skill Understand time order</p>	<ul style="list-style-type: none"> Write an online product ad <p>Skill Add details</p>	<ul style="list-style-type: none"> Describe photos of things that are important to you and your friends 	<p>Grammar</p> <ul style="list-style-type: none"> Write a conversation
<ul style="list-style-type: none"> Sounds and spelling: the vowels /aɪ/, /ɪ/, and /i/ Contractions with <i>will</i> 	<ul style="list-style-type: none"> Take a personality quiz <p>Skill Think about similar readings</p>	<ul style="list-style-type: none"> Write an email to make plans <p>Skill Use <i>or</i> to describe choices</p>	<ul style="list-style-type: none"> Describe photos of a place for an event 	<p>Grammar</p> <ul style="list-style-type: none"> Write a sentence. Change something.

Unit	Conversation/ Speaking	Listening	Vocabulary	Grammar
6 Are you OK? page 65	<ul style="list-style-type: none"> • Talk about daily routines • Talk about injuries • Talk about illnesses and remedies <p>Skill Show sympathy</p>	<ul style="list-style-type: none"> • Listen to a sports show <p>Skill Listen for agreement and disagreement</p>	<ul style="list-style-type: none"> • Daily routines • Parts of the body • Illnesses • Remedies 	<ul style="list-style-type: none"> • Adverbs of frequency • <i>Should</i> for advice and suggestions
7 How do I get there? page 77	<ul style="list-style-type: none"> • Make a phone call • Ask about public transportation • Give directions <p>Skill Show you understand</p>	<ul style="list-style-type: none"> • Listen to a podcast about transportation <p>Skill Think about the purpose</p>	<ul style="list-style-type: none"> • Tourist attractions and activities • Public transportation • Getting around the city 	<ul style="list-style-type: none"> • <i>There is / There are</i>: Review • Prepositions of movement
8 How was your vacation? page 89	<ul style="list-style-type: none"> • Describe a place • Talk about a vacation • Describe a hotel experience <p>Skill Show surprise</p>		<ul style="list-style-type: none"> • Weather • Travel experience • Things you do on vacation • Hotel activities 	<ul style="list-style-type: none"> • Simple past with <i>be</i>: Review • Simple past, regular verbs: Review • Simple past, irregular verbs: Review
9 What's for dinner? page 101	<ul style="list-style-type: none"> • Talk about food you like • Describe how to cook something • Order food <p>Skill Make sure something is OK</p>	<ul style="list-style-type: none"> • Listen to a recipe <p>Skill Listen for sequence</p>	<ul style="list-style-type: none"> • Common foods • Measurements • Cooking verbs • Foods on a menu 	<ul style="list-style-type: none"> • Questions with <i>How much</i> and <i>How many</i> • <i>Some / any</i> with count and non-count nouns: Review • <i>Would like</i> for preferences and polite requests
10 Where are you going? page 113	<ul style="list-style-type: none"> • Talk about important life events • Describe when events happened • Saying dates • Talk about life plans and goals <p>Skill Invite someone to talk</p>	<ul style="list-style-type: none"> • Listen to a podcast about a famous person <p>Skill Listen for time order</p>	<ul style="list-style-type: none"> • Milestones • Past time markers • Future time markers 	<ul style="list-style-type: none"> • Simple past, <i>yes / no</i> and <i>wh-</i> questions • Future plans with <i>be going to</i>

GRAMMAR PRACTICE page 125

GRAMMAR REFERENCE page 150

Pronunciation	Reading	Writing	Media Project	Learning Strategy
<ul style="list-style-type: none"> Emphatic stress Silent letters 	<ul style="list-style-type: none"> Read about the benefits of hot springs <p>Skill Understand the purpose of each paragraph</p>	<ul style="list-style-type: none"> Write simple health advice <p>Skill Give examples with <i>for example</i> and <i>like</i></p>	<ul style="list-style-type: none"> Make a video about ways to stay healthy 	<p>Pronunciation</p> <ul style="list-style-type: none"> Study syllables
<ul style="list-style-type: none"> Linking a vowel to a vowel The voiceless <i>th</i> sound /θ/ 	<ul style="list-style-type: none"> Read a story about getting lost <p>Skill Identify supporting examples</p>	<ul style="list-style-type: none"> Write directions to a place <p>Skill Show order with signal words</p>	<ul style="list-style-type: none"> Describe photos of special places 	<p>Vocabulary</p> <ul style="list-style-type: none"> Word maps
<ul style="list-style-type: none"> <i>Was / wasn't</i> and <i>were / weren't</i> Simple past -ed ending 	<ul style="list-style-type: none"> Read about an unusual job <p>Skill Find details</p>	<ul style="list-style-type: none"> Write a hotel review <p>Skill Connect ideas with <i>so</i> and <i>that's why</i></p>	<ul style="list-style-type: none"> Describe photos of a person you visited and the things you did 	<p>Grammar</p> <ul style="list-style-type: none"> Find grammar online
<ul style="list-style-type: none"> Consonant groups Unstressed words: <i>a, of, an, and</i> 	<ul style="list-style-type: none"> Read about food and memories <p>Skill Infer meaning</p>	<ul style="list-style-type: none"> Write a restaurant review <p>Skill Connect ideas with <i>this, that</i>, and other pronouns</p>	<ul style="list-style-type: none"> Make a video about how to make a simple food 	<p>Pronunciation</p> <ul style="list-style-type: none"> Sentences with sounds
<ul style="list-style-type: none"> The sounds /ɜː/ and /ɔː/ Blending: <i>going</i> to ("gonna") 	<ul style="list-style-type: none"> Read advice on finding a job <p>Skill Infer why someone does something</p>	<ul style="list-style-type: none"> Write a cover letter <p>Skill Organize a cover letter</p>	<ul style="list-style-type: none"> Describe photos that show your plans 	<p>Vocabulary</p> <ul style="list-style-type: none"> Make a timeline

Key

 00-00 audio

 abc flashcards

 video

 video/coach
COACH

 ActiveTeach

 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

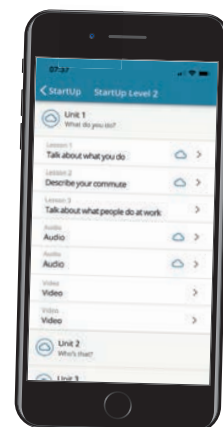
The unit structure and the wealth of support materials give you options to personalize the class to best meet your students' needs. *StartUp* gives you the freedom to focus on different strands and skills; for example, you can spend more class time on listening and speaking. You can choose to teach traditionally 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

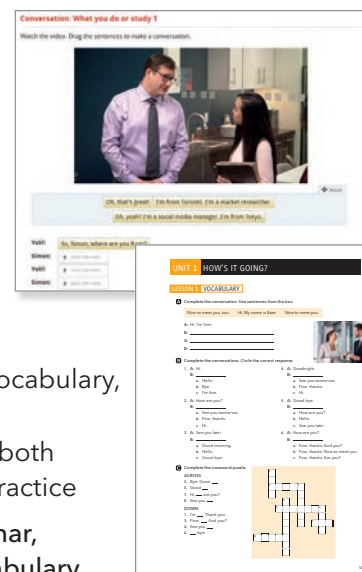
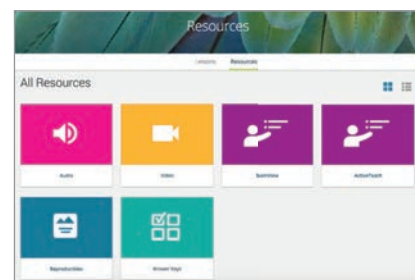
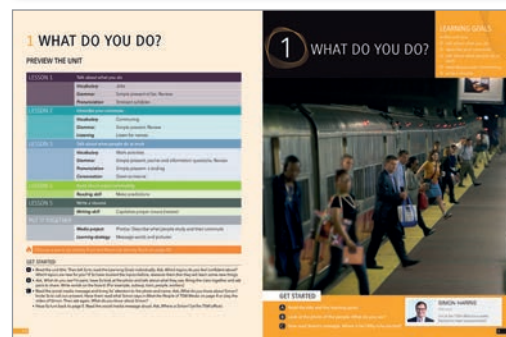
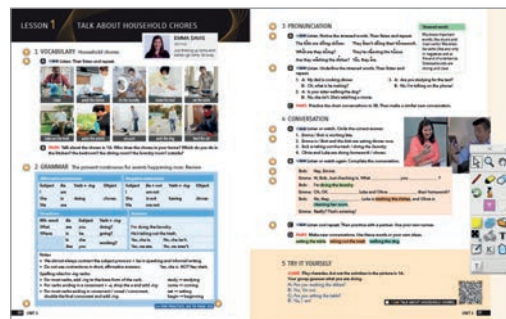
For the Student

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

7 HOW DO I GET THERE?

PREVIEW THE UNIT

LESSON	Topic	Skills
LESSON 1	Make a phone call	Vocabulary: Tourist attractions and activities Speaking: Talking on the phone Pronunciation: Linking a vowel to a vowel
LESSON 2	Ask about public transportation	Vocabulary: Public transportation Grammar: There is / There are: Review Listening Skill: Think about the purpose
LESSON 3	Give directions	Vocabulary: Getting around the city Grammar: Prepositions of movement Pronunciation: The voiceless th sound /θ/ Conversation Skill: Show you understand
LESSON 4	Read a story about getting lost	Reading Skill: Identify supporting examples
LESSON 5	Write directions to a place	Writing Skill: Show order with signal words
PUT IT TOGETHER	Media project	Photos: Talk about places that are special to you Vocabulary word maps

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

GET STARTED

1. Read the unit title. 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, measure them that they will learn some new things.

2. 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 busy city, buses and taxis, people walking and biking, skyscrapers / tall buildings)

3. Focus on the social media message and bring Ss' attention to the photo and name. Ask, What do you know about Rosa? Invite Ss to call out answers. Have them reread what Rosa says in *Meet the People of TSW Media* on page 4 or play the video of Rosa.

4. Have Ss turn back to page 77. Read the social media message aloud. Then ask, Have you ever been to New York City?

LEARNING GOALS

Write and give:

- make a phone call
- ask about public transportation
- give directions
- read a story about getting lost
- write directions to a place

GET STARTED

A Read the title and the learning goals.

B Look at the photo of the city. How can people move around the city?

C Now read Rosa's message. Where is she going next week?

ROSA DELGADO
Artist

I'm going to New York City for work next week! This is going to be so much fun!

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.

LESSON 2 TALK ABOUT A VACATION

1 VOCABULARY Things you do on vacation

A Listen. Then listen and repeat.

B Circle the phrase that does not belong.

C **PAIRS** What do you like to do on vacation? What don't you like to do?

2 GRAMMAR Simple past, regular verbs: Review

Affirmative statements		Negative statements	
Subject	Verb	Subject	Verb
I	visited	I	did not like
She	watched	She	did not like

Notes

- We almost always use the contraction *didn't* in speech and informal writing.
- Spelling rules for regular verbs**
- For most verbs, add *-ed* to the base form. *enjoy* → *enjoyed* *walk* → *walked*
- For verbs that end in *e*, add only *d*. *like* → *liked* *love* → *loved*
- For verbs that end in a consonant + *y*, change the *y* to *i* and add *-ed*. *study* → *studied* *try* → *tried*
- For most verbs that end in consonant + vowel + consonant, double the last consonant. *stop* → *stopped* *plan* → *planned*

3 CONVERSATION

A Have Ss look at the photos of the hotel room. Ask, "What is this? Is it a hotel room? Does this look like a room you have stayed in before?"

B Have Ss preview the chart before they listen or watch. Ask, "What do you think Rosa and Diego are going to talk about now? (hotels in different places)"

C **PAIRS** Listen and watch. Complete the chart. Check the things each hotel has.

	Diego's hotel in Rio	Rosa's hotel in Ecuador	Diego's hotel in London
pool	✓	✓	✓
spa	✓	✓	✓
gym	✓	✓	✓
restaurant	✓	✓	✓
Wi-Fi	✓	✓	✓

4 TRY IT YOURSELF

A Go over the memory game directions. Solicit volunteers to read the example aloud.

B Have each group sit in a circle. Then ask one S to begin the game with a sentence about a hotel he or she stayed at. Go around the circle and have each S try to remember and repeat as many sentences as they can before they add a new sentence. Check to make sure the new sentence is added as grammatically correct and make sense. Each time a S forgets one of the sentences, start the game over.

C **TEACHING TIP** When you conduct an activity that involves the whole class or large groups, consider dividing the class into smaller groups and having each group do the activity separately. This will give each S more time to practice and, in many cases, make the activity easier to complete.

D Go over the Truth or Lies questions. Solicit volunteers to read the example.

E Play one example round of the game with two Ss. Say two true things and one lie about a vacation you recently had and have the Ss guess which statement was the lie. Encourage them to give reasons for their guesses.

F Form groups and have Ss play several rounds of the game.

5 CULTURE NOTE Truth or Lies is a popular game. It is often played at an icebreaker at parties in the United States. An icebreaker is a game or conversation that helps people relax and begin talking.

6 EXTENSION Refer back to Diego's social media message at the beginning of the lesson. Say, "Let's find out about some other unusual hotels. In groups, have Ss do online research to find answers to these questions: What is the smallest hotel in the world? Are there any underwater hotels? Are there any hotels made out of ice? Are there any hotels built in trees? Then have them share their findings with the class."

7 LOOK FOR While Ss are completing the "Try It Yourself" activity, walk around the class and listen to Ss' conversations. Check to see if Ss are:

- using hotel activities vocabulary
- using simple past regular verbs
- showing surprise

8 EXIT TICKET On a blank card or piece of paper, have Ss write a couple of sentences about what they did at the last hotel they stayed at. Collect the cards or papers. Read them to identify areas for review in later lessons and to identify individual Ss who may need additional practice.

2. **Extensions** provide more practice with specific skills.
3. **Teaching Tips** give helpful teaching techniques and strategies.
4. **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.

1. **Language and Culture Notes** offer insightful and helpful information about English.
2. **Look for notes** help you assess your students' performance.
3. **Exit Tickets** are activities students do at the end of each lesson to help you know which students may need additional practice.

3 CONVERSATION

A Listen or watch. Complete the chart. Check the things each hotel has.

	Diego's hotel in Rio	Rosa's hotel in Ecuador	Diego's hotel in London
pool	✓	✓	✓
spa	✓	✓	✓
gym	✓	✓	✓
restaurant	✓	✓	✓
Wi-Fi	✓	✓	✓

4 TRY IT YOURSELF

A **GAME** Work in a group. Student A: Imagine you stayed in a hotel last week. Tell the group that you stayed in a great hotel or a terrible hotel. Then go in a circle. Say each student's sentence and add a new sentence. How many sentences can you say?

B I stayed in a great hotel last week. I went swimming in the pool.

C I stayed in a great hotel last week. I went swimming in the pool. I bought...

5 CULTURE NOTE Truth or Lies is a popular game. It is often played at an icebreaker at parties in the United States. An icebreaker is a game or conversation that helps people relax and begin talking.

6 EXTENSION Refer back to Diego's social media message at the beginning of the lesson. Say, "Let's find out about some other unusual hotels. In groups, have Ss do online research to find answers to these questions: What is the smallest hotel in the world? Are there any underwater hotels? Are there any hotels made out of ice? Are there any hotels built in trees? Then have them share their findings with the class."

7 LOOK FOR While Ss are completing the "Try It Yourself" activity, walk around the class and listen to Ss' conversations. Check to see if Ss are:

- using hotel activities vocabulary
- using simple past regular verbs
- showing surprise

8 EXIT TICKET On a blank card or piece of paper, have Ss write a couple of sentences about what they did at the last hotel they stayed at. Collect the cards or papers. Read them to identify areas for review in later lessons and to identify individual Ss who may need additional practice.

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.

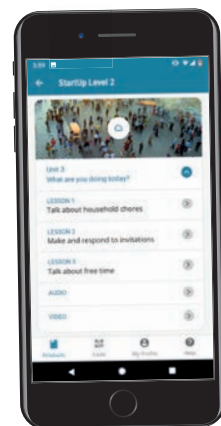


How do you access the app?

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.

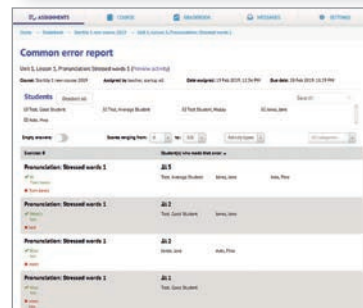
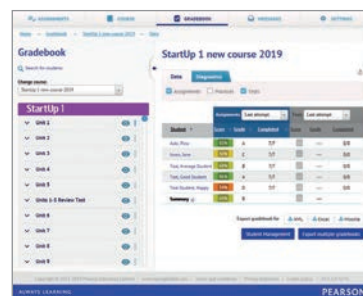
What will you find in MyEnglishLab?

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:

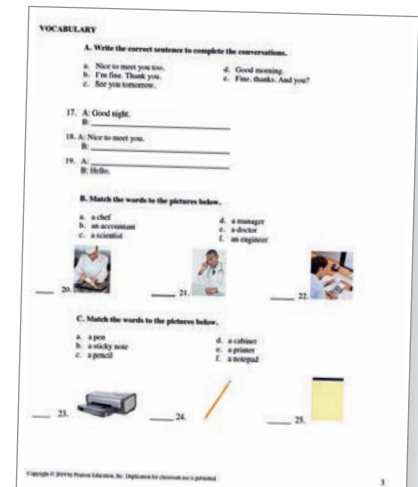
- in class, supply worksheets from the reproducibles in the portal and pair them with a more-able learner class
- for homework, suggest activities in their app or MyEnglishLab

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.

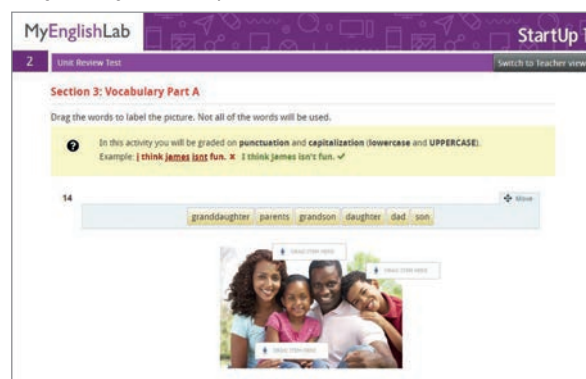
In the assessment program folder, you'll also find Form A and Form B pdf versions of each test, with answer keys. These tests have the same questions, but the answer choices are scrambled.

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

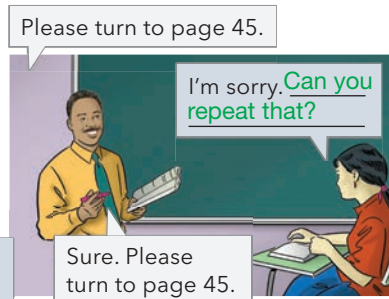
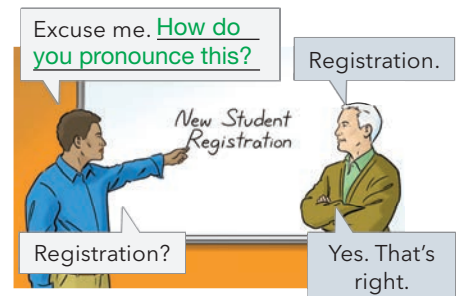
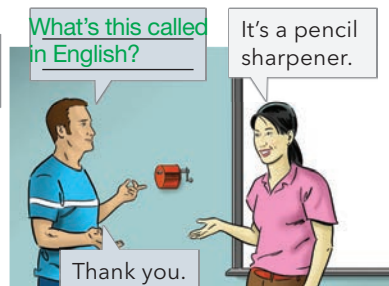
Play the Name Game.



B Ask for help

00-01 Complete the conversations with sentences from the box. Then listen and check your answers.

~~Can you speak more slowly?~~ Can you repeat that? How do you pronounce this?
How do you spell that? What does this word mean? What's this called in English?



C ROLE PLAY Choose one conversation from 1B. Make your own conversation.

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 A2 level learners. A2 learners are high beginners. They can usually understand and use simple language to talk about familiar topics such as family, hobbies, and work. They can communicate basic personal information with ease. To best communicate with A2 learners, use basic language structures, speak clearly, talk slowly, and enunciate. Use body language and facial expressions to help communicate the content. Use visual aids to help when available.

- 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, *What do you think these people are doing?* Give an example. Say, *I think they are taking a vacation.* Give Ss time to brainstorm ideas in pairs. Then ask pairs to share their ideas with the class.



LANGUAGE NOTE *Start up* means to start something, such as a journey. Explain that title means that students will be starting 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.

- B** • Say, *It is okay to ask for help. There are several questions you may ask in this class.* Have Ss look at the pictures.

- Show Ss the first one that has been done for them as an example. Make sure everyone understands.
- Give Ss time to complete the other conversations using the phrases in the box.
- Play the audio for Ss to check their answers.



TEACHING TIP It is important to create a community within 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.



EXTENSION Pair Ss to read the conversations aloud for extra practice. Give them enough time to exchange roles so they have a chance to practice both the questions and the answers.



LANGUAGE NOTE Point out that several of the phrases include the words *I'm sorry*, *Sorry*, or *Excuse me*. These phrases are used to be polite or formal, so they are often used in classrooms or professional settings when asking for help.



- C** • Say, *These questions can be used with other specific information.* Write on the board:
Excuse me. How do you pronounce this?
Registration.
Registration?
Yes. That's right.
- Draw an X through both instances of *Registration*.
 - Say, *For example, you can use this question to ask about other specific information.*
 - Replace the crossed out information with *pharmacist*.
Excuse me. How do you pronounce this?
Pharmacist.
Pharmacist?
Yes. That's right.
Have two students read this new conversation.



OPTION Ask for volunteers to read their new conversations for the rest of the class.

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? on pages 125–149

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

There's practice on 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 13. 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?

in the app and on the website: pearsonELT.com/startup


3. Look at the picture of the app. What do you see? Table of Contents, Activities for Lesson 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.

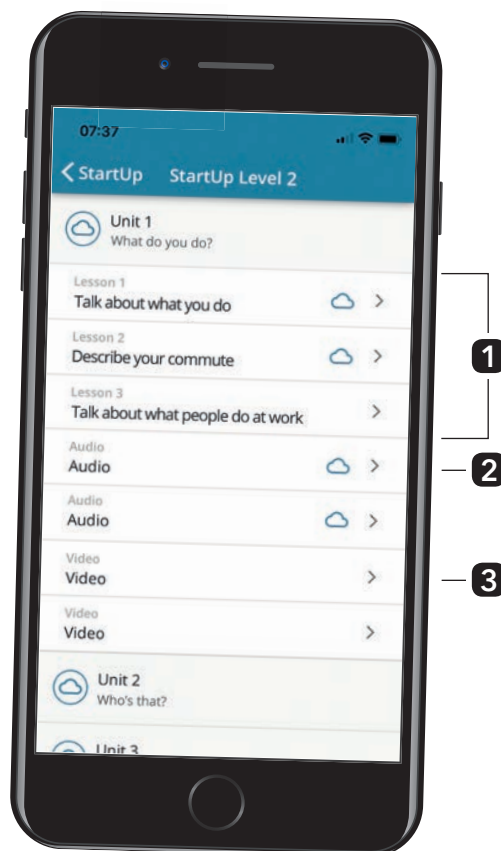
c. Number 2 shows the audio files.

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 for that lesson



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.



SIMON HARRIS

Market researcher

▶ 00-02 Hello. I'm Simon Harris and I'm a market researcher. I live in Toronto, but I often travel to TSW offices around the world. Luckily, I'm really good at sleeping on airplanes!



YUKI OGAWA

Social media manager

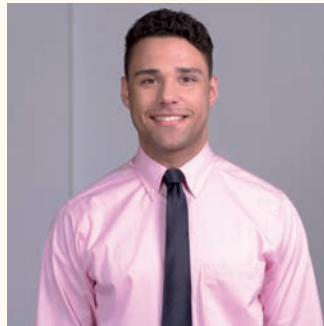
▶ 00-03 Hi there. My name is Yuki Ogawa. I live and work in Tokyo, Japan, as a social media manager. In my free time, I like going to concerts. I saw almost 50 shows last year!



ROSA DELGADO

Video producer

▶ 00-04 Hi! My name is Rosa Delgado, and I'm a video producer in Santiago, Chile. I'm also a photographer. I love to take photos of my two kids. But I don't like photos of me!



CARLOS MORENO

Multimedia artist

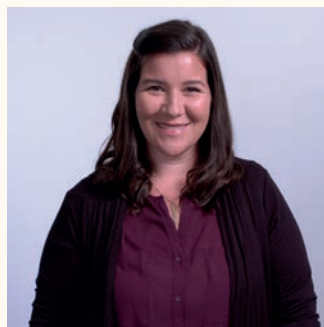
▶ 00-05 Hey. I'm Carlos Moreno. I'm a multimedia artist here in New York City. I like my job. I'm a big soccer fan and I never miss a match!



DIEGO SALAS

Market researcher

▶ 00-06 Hey there. I'm Diego Salas. I work in the Bogotá office. I'm a market researcher. I really like eating healthy and exercising. I go to the gym almost every morning.



EMMA DAVIS

Account manager

▶ 00-07 Hi! I'm Emma Davis. I'm an account manager in New York. I often work late on weekdays, but weekends are for my family and friends. My favorite thing is to invite friends over for dinner.

MEET THE PEOPLE OF TSW MEDIA

TSW Media is a big company that has locations around the world. Simon, Yuki, Rosa, Carlos, Diego, and Emma 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?*
- To help Ss focus while they listen, write the following questions on the board:
Who lives in Toronto?
Who lives in New York?
Who are managers?
Tell Ss to listen and write the answers to the questions.
- Say, *Let's meet the characters now.* Play each clip.
- Go over the answers to the questions on the board. (Simon lives in Toronto. Carlos and Emma live in New York. Yuki and Emma are managers.)
- Ask follow-up questions such as *Which job would you want to have? Who would like to visit 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 Check comprehension by asking questions:

Where does Simon work? (Toronto)
What is Simon's job? (a market researcher)
Where does Simon have to sleep sometimes? (on airplanes)
What does Yuki do? (a social media manager)
Where does Yuki work? (Tokyo)
What does Yuki like to do? (go to concerts)
How many children does Rosa have? (two)
Where is Rosa from from? (Santiago, Chile)
What is Rosa's job? (a photographer)
Where does Carlos work? (New York City)
What is Carlos's job? (a multimedia artist)
What does Carlos never miss? (a soccer match)
Where does Diego work? (Bogotá)
What is Diego's job? (a market researcher)
What does Diego like to do? (eating healthy and exercising)
Where does Emma work? (New York)
What is Emma's job? (an accounts manager)
When does she work late? (during the week)



OPTION For higher-level Ss, have Ss take notes while listening and then close their books. Write the following questions on the board and have Ss answer the questions while they listen.

Why does Simon sleep on airplanes? (he often travels to other TSW offices)
How many concerts did Yuki go to last year? (almost 50)
Where does Diego go almost every morning? (to the gym)
Who likes to spend weekends with family and friends? (Emma)
Who does not like to have her picture taken? (Rosa)



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 WHAT DO YOU DO?

PREVIEW THE UNIT

LESSON 1	Talk about what you do	
	Vocabulary	Jobs
	Grammar	Simple present of <i>be</i> : Review
	Pronunciation	Stressed syllables
LESSON 2	Describe your commute	
	Vocabulary	Commuting
	Grammar	Simple present: Review
	Listening	Listen for names
LESSON 3	Talk about what people do at work	
	Vocabulary	Work activities
	Grammar	Simple present, <i>yes / no</i> and information questions: Review
	Pronunciation	Simple present -s ending
	Conversation	Greet someone
LESSON 4	Read about super commuting	
	Reading skill	Make predictions
LESSON 5	Write a résumé	
	Writing skill	Capitalize proper nouns (review)
PUT IT TOGETHER		
	Media project	Photos: Describe what people study and their commute
	Learning strategy	Message words and pictures



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

GET STARTED

- A** • Read the unit title. 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 what they see. Bring the class together and ask pairs to share. Write words on the board. (For example, subway, train, people, workers)
- C** • Read the social media message and bring Ss' attention to the photo and name. Ask, *What do you know about Simon?* Invite Ss to call out answers. Have them read what Simon says in *Meet the People of TSW Media* on page 4 or play the video of Simon. Then ask again, *What do you know about Simon?*
 - Have Ss turn back to page 5. Read the social media message aloud. Ask, *Where is Simon?* (at the TSW office)



WHAT DO YOU DO?

LEARNING GOALS

In this unit, you

- ⊗ talk about what you do
- ⊗ describe your commute
- ⊗ talk about what people do at work
- ⊗ read about super commuting
- ⊗ write a résumé



GET STARTED

- A** Read the title and the learning goals.
- B** Look at the photo of the people. What do you see?
- C** Now read Simon's message. Where is he? Why is he excited?



SIMON HARRIS

@SimonH

I'm at the TSW office for a week.
Excited to meet everyone here!

LESSON 1

TALK ABOUT WHAT YOU DO



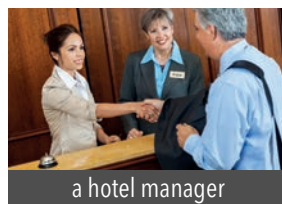
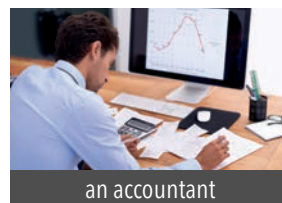
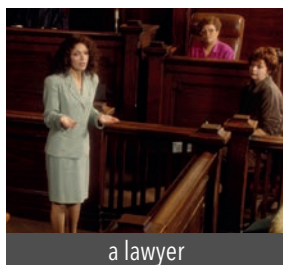
SIMON HARRIS
@SimonH

There's a big meeting this morning.
I don't want to be late ...

1 VOCABULARY Jobs



A 01-01 Listen. Then listen and repeat.



B Look at the jobs in 1A. Who works in an office? a school? a hospital? a restaurant?

C GROUPS Choose one job. Tell your group two things about that job.

Well, I know about chefs. They work in restaurants and cook food.

Office: a lawyer, a software engineer, an accountant, a market researcher, a journalist
School: a teacher
Hospital: a nurse, a doctor, a pharmacist
Restaurant: a chef



2 GRAMMAR Simple present of be: Review

SEE PAGE 150 FOR A COMPLETE CHART.

Affirmative statements			Negative statements			Affirmative contractions
Subject	Be		Subject	Be	Not	
I	am	a doctor.	I	am	not	a doctor.
She	is	in New York.	She	is	not	in New York.
Questions			Answers			Negative contractions
Wh- word	Be	Subject				
	Is	he	Yes, he is . / No, he isn't .			I am not → I'm not
Where	is	she	Brazil.			she is not → she isn't / she's not
Who	are	they?	They're market researchers.			we are not → we aren't / we're not
Notes						Contractions with wh- words
<ul style="list-style-type: none"> We almost always use contractions in speaking and informal writing. Don't use contractions in affirmative short answers. 						Who is → Who's
Yes, he is . NOT Yes, he's.						Where is → Where's

>> FOR PRACTICE, GO TO PAGE 125

LESSON 1 TALK ABOUT WHAT YOU DO

- Read the lesson title aloud. Say, *Talk about what you do* means *Talk about your job*. Call on different Ss and ask, *What do you do?* Write Ss' responses on the board.



LANGUAGE NOTE The most common way to ask about a person's job in English is *What do you do?* You can also ask, *What is your job?* or *Do you have a job?*

- Read the social media message aloud and ask, *Why doesn't Simon want to be late?* (He has a big meeting.)

1 VOCABULARY

- A** • Have Ss scan the pictures and the words as they listen.
• Have Ss listen and repeat.

... **OPTION** Say, *Raise your hand if you are a nurse. Raise your hand if you are a lawyer.* Continue with each occupation.

- B** • Ask Ss to give an example of each location listed in the directions. (For example, *What is a restaurant you know?*)
• Have Ss choose at least one job for each location.
• Go over answers with the class. Call Ss to the board to write their answers.

+ **EXTENSION** Ask, *Which jobs don't work in any of these places?* (hotel manager, pharmacist) *Do you know where these people work?* (at a hotel, in a pharmacy)

- C** • Read the directions and the example aloud. Then ask, *What do you know about teachers?* Elicit ideas and

write them on the board. (For example, *Teachers teach students. Teachers work in a school.*)

- Have groups work together to discuss the jobs. Then have groups share their sentences with the class.



OPTION For lower-level Ss, write a few sentences on the board to guide them as they complete the task. For example, for nurses and lawyers:

_____ work with doctors.

_____ work in courtrooms. They talk in front of people.



EXTENSION Have Ss repeat the activity with new jobs. Ask, *What is another job you know about?* Write any jobs that are not in the book on the board. (For example, *cashier*) Ask Ss to add the new vocabulary to their books. Then make a chart on the board with the locations in 1B (office, school, hospital, restaurant) at the top of each column. Ask, *Where do people do these new jobs?* Complete the chart. Add additional columns with other locations as Ss call them out. (For example, *A cashier works in a store.*)

2 GRAMMAR

- Ask Ss to close their books. To warm up the Ss, write *I am a teacher* on the board. Point to the underlined word. Say, *Am is the simple present of be.* Elicit other examples of sentences that use the simple present of *be*. Write them on the board.
- Focus on the chart. Point to the first affirmative statement and read it aloud. Then read the first negative statement aloud. Ask, *What is the difference between these two statements?* (One uses the word *not*.) *How do we make a sentence negative?* (Add the word *not*.)
- Ask Ss to make one affirmative and one negative simple present *be* statement about themselves. (For example, *I am a student. I am not a doctor.*) Repeat the process using *he* or *she*. (For example, *She is a student. She is not a doctor.*)
- Focus on the *yes / no* question and answer in the chart. Read the examples aloud. Explain that we can answer these questions in the affirmative or negative.
- Read the information questions aloud. Point out that the *Wh-* words *Who* and *Where* can also be contracted in the third person singular.
- Read the Notes aloud. Then go over the list of contractions. Point out that we do not usually contract *Who are* and *Where are*.



EXTENSION To practice *yes / no* and information questions, bring photos of places Ss will recognize. Hold up a photo and ask Ss questions about it. (For example, hold up a photo of the Statue of Liberty.) Ask, *Is she big?* (Yes, she is.) *Where is she?* (She's in New York City.) Encourage Ss to make up their own questions about each place and ask other Ss these questions.



EXTENSION Books closed. To test Ss' understanding of contractions, write the following phrases on the board: *I am, I am not, You are, You are not, He is, He is not, She is, She is not, It is, It is not, We are, We are not, They are, They are not, Where is, When is.* Ask Ss to write the contracted forms of the words in their notebooks. (I'm, I'm not, You're, You aren't / You're not, He's, He isn't / He's not, She's, She isn't / She's not, It's, It isn't, We're, We aren't / We're not, They're, They aren't / They're not, Where's, When's)

- For more information about the simple present of *be*, have Ss turn to the chart on page 150.
- For grammar practice, have Ss turn to the grammar activities on page 125.

3 PRONUNCIATION

- A** • Ask, *What is a syllable?* (a part of a word that has one vowel sound) Then read the Note on stressed syllables aloud. Point out that a large dot and bolded text indicate which syllable is strong and clear in a word.
- Direct Ss' attention to the three words. Point out that each has one stressed syllable. Say, *We stress different syllables in different words.*
 - Play the audio. Have Ss listen. Then have them listen and repeat.
- B** • Focus on the stress patterns at the beginning of each item. Elicit an example of each stress pattern. (For example, for item 1: MEEting)
- Then focus on the list of words that follows each stress pattern. Point out that Ss can circle more than one word for each stress pattern.

- Play the audio. Have Ss mark the stress over the syllables as they listen.
 - Play the audio again. This time, have Ss circle the words that have the stress shown.
- C** • Pair Ss. Have them complete the exercise. Circulate and check pronunciation as Ss work.



EXTENSION Put Ss into small groups. Have them think of two additional words that fit each stress pattern in 3B. Ask Ss to write their words on index cards. Have Ss read their cards aloud to Ss in another group and see if those Ss can identify the stress patterns. Encourage Ss to add any new vocabulary to their notebooks.

4 CONVERSATION

- A** • Draw attention to the picture. Ask, *Who are these people?* (Simon, Yuki, and Zoey) If necessary, have Ss refer back to the character bios on page 4 to remind Ss who the people are. Then ask, *Where are they?* (in a meeting room)
- Have Ss look at the chart. Explain that they will hear Simon, Yuki, and Zoey talking about their jobs.
 - Before they listen, have Ss preview the questions to get an idea of the conversation.
 - Have Ss listen or watch. Have them complete the chart.
 - Have Ss listen again if appropriate.
 - Go over the answers as a class. If appropriate, play the audio / video again.
- B** • Ask Ss to skim 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 is Simon from?* (Toronto, Canada) *Where is Yuki from?* (Tokyo, Japan)
- C** • Play the audio and have Ss repeat chorally, line by line.
- Model the conversation.
 - Have Ss listen and repeat again.
 - Then in pairs, have Ss practice the conversation. Circulate and listen for pronunciation issues. Time permitting, have Ss swap roles and practice again.
- D** • Have Ss use the model in 4B to make new conversations using the new words. Say, *Replace the highlighted words in the model with the words with the same color.*
- Have Ss use the model in 4B to make new conversations again. This time, they should replace the highlighted words with their own ideas.
 - **For lower-level Ss**, Refer them back to the vocabulary list on page 6 for other jobs they can use if they can't think of their own.

5 TRY IT YOURSELF

- A** • Call on two volunteers to read the example conversation aloud.
- In pairs, have Ss conduct their own conversations about what they do. Tell them they can make up answers if they want.
 - Circulate and help as needed.
- B** • Have Ss walk around and tell three classmates what their partner does.



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.



EXIT TICKET Have Ss line up at the door when the class is almost over. To review, shake hands with each S and say:

T: *Hi. I'm [your name]. I'm a teacher.*

S: *Nice to meet you, [your name]. I'm [S's name]. I'm a [job].*

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



LOOK FOR While Ss are completing the Try It Yourself activity, walk around the class and listen to Ss' conversations. Check to make sure that Ss are:

- ✓ using the simple present of the verb *be*
- ✓ using and pronouncing contractions correctly
- ✓ using affirmative statements
- ✓ pronouncing words with the correct syllables stressed



3 PRONUNCIATION

Stressed syllables

In words with more than one syllable, one syllable is stressed: **tea**•cher The stressed syllable is strong and clear.

- A** ▶ 01-03 Listen. Notice the stressed syllable in each word. Then listen and repeat.

sci•ence ac•count•ant hos•pi•tal

- B** ▶ 01-04 Listen. Circle the words that have the stress shown. Then listen and repeat the words with the stress shown.

1. •• doctor hotel lawyer pilot
 2. ••• computer attendant assistant researcher
 3. ••• journalist pharmacist engineer manager

- C** **PAIRS** Say two words. Then talk with your partner. Do the two words have the same or different stressed syllables?

4 CONVERSATION



- A** ▶ 01-05 Listen or watch. Complete the chart. Check the names to answer the questions.

	Simon	Yuki	Zoey
1. Who is a social media manager?		✓	
2. Who is a market researcher?	✓		
3. Who is a marketing student?			✓



- B** ▶ 01-06 Listen or watch. Complete the conversation.

Yuki: So, Simon, where are you from?
 Simon: I'm from Toronto. I'm a market researcher.
 Yuki: Oh, yeah? I'm a social media manager. I'm from Tokyo.
 Simon: Oh, that's great!



- C** ▶ 01-07 Listen and repeat. Then practice with a partner.

- D** **PAIRS** Make two new conversations. Use these words or your own ideas. Use your own names and places.

a lawyer a teacher
 a doctor a nurse

5 TRY IT YOURSELF

- A** **MAKE IT PERSONAL** Introduce yourself to a partner. Talk about what you do.

A: Hi. I'm Lisa. I'm a nurse.
 B: Nice to meet you, Lisa. I'm Franco. I'm a student.

- B** **WALK AROUND** Introduce your partner to three classmates.

A: This is Franco. He's a student.

■ I CAN TALK ABOUT WHAT I DO.



LESSON 2

DESCRIBE YOUR COMMUTE

1 VOCABULARY Commuting

A ▶ 01-08 Listen. Then listen and repeat.



SIMON HARRIS

@SimonH

I just listened to a podcast about how people get to work. One guy travels three and a half hours every day!



B ▶ 01-09 Listen to each person. Circle the correct answer.

1. Anna has a **long** / **short** commute.
2. It takes Jeff a **long** / **short** time to get to work.
3. Melanie's apartment is **close to** / **far from** work.



COACH

2 GRAMMAR Simple present: Review

Affirmative statements			Negative statements				
Subject	Verb		Subject	Do / Does	Not	Base form of verb	
I	live	close to school.	I	do	not	have	a long commute.
We			We				
He	lives		He	does			

Notes

- We almost always use contractions with *do* and *does* + *not* in speaking and informal writing.
do not → **don't** does not → **doesn't**
- *Do*, *have*, and *go* are irregular with *he*, *she*, and *it*. do → **does** have → **has** go → **goes**

Spelling rules for verbs with *he*, *she*, and *it*

- For most verbs, add *-s* to the base form. work → **works** play → **plays**
- For verbs that end in *-ch*, *-s*, *-sh*, *-x*, or *-z*, add *-es*. teach → **teaches** miss → **misses**
- For verbs that end in a consonant + *-y*, change the *-y* to *-i* and add *-es*. study → **studies** carry → **carries**

>> FOR PRACTICE, GO TO PAGE 126



LESSON 2 DESCRIBE YOUR COMMUTE



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

- Read the lesson title aloud. Ask, *What does it mean to commute?* (travel to and from work)
- Read the social media message aloud. Ask, *What did Simon listen to?* (a podcast about how people get

to work) *What is a podcast?* (a digital audio file. You can download it from a computer, phone, tablet, or other mobile device.) *Does anyone here recommend podcasts to people on social media? Do you respond to posts like this one on social media?*

1 VOCABULARY

- A**
- Have Ss look at the photos and map. Then have Ss listen, and then listen and repeat.
 - To test understanding, ask, *Where do these people work?* (in the office) *Where does the man live?* (in an apartment, close to the office, in Manhattan) *Where does the woman live?* (in a house far from the office, in Queens) *How long does it take them to get to work?* (It takes the man fifteen minutes and the woman two hours.)

- B**
- Have Ss preview the statements before they listen. Then have them listen and circle the correct answers.
 - Go over the answers as a class.

+ **EXTENSION** Have Ss listen again and then write two additional sentences about each person in the listening. (For example, Anna lives close to work. It takes Anna ten minutes to get to work.) **For lower-level Ss**, have them complete this task in pairs.

2 GRAMMAR

- Books closed. To review the simple present, write on the board: *I am a teacher. I live in [name of your city or town].* Underline *am*. Ask, *What verb is this?* (be) *What tense is the verb in?* (the simple present) Underline *live*. Say, *What tense is this verb in?* (the simple present) Say, *This lesson is about simple present statements that don't include the verb be.*
- Focus on the grammar chart. Point to the affirmative statements and read them aloud. Ask, *How are these three sentences different from each other?* (They have different subjects and different forms of the verb *live*.) *When do we use live?* (with the subjects *I, you, we, they*) *When do we use lives?* (with the subjects *he, she, it*)
- Point to the negative statements and read them aloud. Say, *The negative form uses not and the base form of the verb.*
- Focus on the first Note. Explain that for the negative, we use *don't* or *doesn't* in speaking and informal writing.
- Focus on the Note about *do, have, and go*. Read the examples aloud. Explain that these verbs have regular forms with *I, you, we, and they*, but they are irregular with *he, she, and it*.

- Focus on the spelling rules. Write on the board: *works, teaches, studys*. Ask, *Which word is spelled correctly?* (*works*) Cross out the two incorrect spellings. Then read the spelling rules for verbs with *he, she, and it* aloud. Tell Ss that spelling errors are common and knowing the spelling rules can help them avoid mistakes.
- Write the spelling rules on the board. Ask, *What is one more verb for each rule?* (For example, *talk / talks, pass / passes, hurry / hurries*) Write the verbs on the board next to the rules.

+ **EXTENSION** Books closed. Give Ss a spelling quiz. Say the base forms of verbs and have Ss write the simple present forms for *he, she, and it*. Give Ss an example. Say *see* and elicit the form *sees*. Write it on the board.
Possible verbs to include in the quiz: *touch* (touches), *worry* (worries), *walk* (walks), *wish* (wishes), *mix* (mixes), *marry* (marries), *stop* (stops), *watch* (watches), *write* (writes)

- For more information about the simple present, have Ss turn to the chart on page 150.
- For grammar practice, have Ss turn to the grammar activities on page 126.

3 LISTENING

- A** • Draw attention to the people in the pictures. Ask, *Where is the man?* (in a car) *Where is the woman?* (in an office in her home) Ask, *What kinds of jobs do you think the people have?* (Answers will vary.) *How do you think they get to work?* (For example, The woman works from home. The man drives to work.)
- Have Ss turn back to Simon's social media message on page 8. Say, *Now we are going to listen to the podcast Simon is talking about in this message.*
 - Before they listen, have Ss preview the sentences. Then have Ss listen and mark the correct answer. If appropriate, have them listen again.
 - Ask a volunteer to identify the true sentence.
- B** • Before Ss start this task, go over the information in the Listening Skill box. Ask, *What are the names you heard in the podcast?* (Randall Baxter, Elena Ortiz, Kingston, New York, New York City, Woodbury, Tarrytown, Mexico City) Write these on the board. Ask Ss to separate the names into people and places. (People: Randall Baxter, Elena Ortiz; Places: Kingston, New York, New York City, Woodbury, Tarrytown, Mexico City)
- Play the audio again and have Ss listen for names and answer the questions. Then play the audio once more to check. Let them listen again if appropriate.



OPTION For lower-level Ss, pause the audio after each name and make sure Ss heard it.



• Pair Ss. Read the example aloud. Have Ss describe the people and their commutes.



OPTION For lower-level Ss, provide additional guidance to help them complete the task. Write *Randall Baxter* and *Elena Ortiz* on the board and elicit a few facts about each person. (For example, Randall Baxter: lives in Kingston, New York; works in New York City...) Then have Ss use this information to describe the people.



EXTENSION Have a class discussion about the people and commutes described in the listening. Ask questions to stimulate the discussion: *Who do you think has a better commute: Randall or Elena? Do you think it's better to have a long commute or no commute? Is Randall's commute too long for you? Is Elena's commute too short? Do you agree that fifteen minutes is a perfect commute? Why / why not? What kind of commute do you want?*

4 TRY IT YOURSELF

- A** • Solicit volunteers to read the example conversation aloud. Encourage Ss to talk about where they live, how they commute, and how long their commute takes. If appropriate, before Ss begin, review vocabulary for ways to commute. (For example, I take the bus. I take the train. I drive. I walk to work.)
- Have Ss talk in pairs. Circulate and help as needed.



TEACHING TIP When you conduct a personalization activity in class, it can be helpful to start the activity by sharing information about yourself. Ss appreciate personal examples, and it helps them to understand the task better. (You can provide false information if you don't feel comfortable giving the class your personal details.)

- B** • Read the directions for the poll. Ask, *What do you think is a short commute?* If Ss have trouble answering, rephrase the question to *Do you think ten minutes is a short commute?* If Ss answer yes, then ask, *Is twenty minutes a short commute?* Keep adding minutes until

Ss answer *no*. Then say, *So you think XX minutes is a long commute.*

- Then say, *Raise your hand if you have a short commute.* Count the number of Ss and write it on the board. Say, *Raise your hand if you have a long commute.* Write this number on the board. Ask, *Do more students have a short commute or a long commute?*



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

- ✓ using the simple present correctly
- ✓ using contractions for negative statements
- ✓ using phrases to describe commuting



EXIT TICKET Have Ss write two or three sentences about their own commutes 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 LISTENING

A ▶01-11 Listen to the podcast about commuting. Check the true sentence, according to the podcast.

- ☐ 1. Most people have long commutes.
- ☒ 2. Many people want to commute.
- ☐ 3. Many people think about work during their commutes.



B ▶01-12 Listen again. Complete the sentences. Circle the correct answer.

1. Randall Baxter lives in ____ .
 - ☒ a. Kingston
 - b. Woodbury
 - c. New York City
2. Randall's commute takes ____ .
 - a. one minute
 - b. one hour
 - ☒ c. more than an hour
3. ____ walks to work.
 - a. Randall Baxter
 - ☒ b. Elena Ortiz
 - c. Nobody
4. For many people, the perfect commute is ____ .
 - a. one minute
 - ☒ b. fifteen minutes
 - c. forty minutes

LISTENING SKILL Listen for names

You don't need to understand every word. Think about the information you need. While you listen to the podcast, listen for the names of the people and places. This can help you understand.

C **PAIRS** Talk about the people in the listening. Describe their commutes.

Randall Baxter lives far from work. Every morning, he drives for about an hour. Then he...

4 TRY IT YOURSELF

A **MAKE IT PERSONAL** Talk about your commute to work or school.

A: I live close to school, so I have a short commute. It takes ten minutes. I take the bus.
B: I live far from school...

B **TAKE A POLL** How many people have short commutes?
How many have long commutes?

■ I CAN DESCRIBE MY COMMUTE.



LESSON 3

TALK ABOUT WHAT PEOPLE DO AT WORK



SIMON HARRIS

@SimonH

What a long day! Great to meet everyone, but now I need some coffee ...

1 VOCABULARY Work activities



A ▶ 01-13 Listen. Then listen and repeat.



cook food



help people



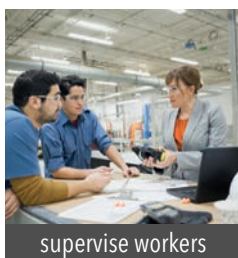
answer phones



travel for work



meet new people



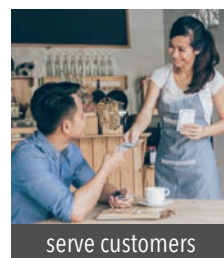
supervise workers



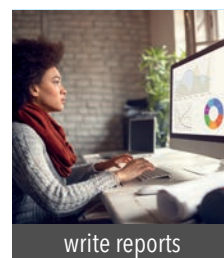
make presentations



order supplies



serve customers



write reports

B Circle the correct phrase.

1. A chef cooks food / *travels for work* in a restaurant.
2. Nurses help people / *serve customers* every day.
3. Lin is a market researcher. She *orders supplies for* / writes reports about products.

C **PAIRS** Talk about jobs you know well. Describe the jobs with the phrases in 1A.

A: How about hotel managers? **B:** They do a lot of things! They supervise workers and...



2 GRAMMAR Simple present, yes / no and wh- questions: Review

Yes / No questions				Short answers					
Do	Subject	Base form of verb		Yes	Subject	do	No	Subject	do not
Do	you	work	at night?	Yes,	I	do.	No,	I	don't.
Does	she				she	does.		she	doesn't.
Wh- questions						Answers			
Wh- word	do / does	Subject	Base form of verb						
What	do	you	do?		I'm a teacher.				
Where		they	work?		In a hotel.				
What	does	she	do	at work?	She serves customers.				
Why		Zac	study	marketing?	Because he likes it.				

>> FOR PRACTICE, GO TO PAGE 127

LESSON 3 TALK ABOUT WHAT PEOPLE DO AT WORK



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

- Read the title of the lesson. Ask, *What kinds of things do people do at work?* See how many activities Ss can think of.
- Read the social media message aloud. Ask, *Why does Simon need coffee?* (He had a long day at work.) *Do you ever feel the way Simon does after work?*

1 VOCABULARY

- A** • Before you present the vocabulary, have Ss turn back to the jobs vocabulary on page 6. Ask, *What does a pilot do?* (For example, She works on an airplane. She flies an airplane.)
- Turn back to the pictures of work activities on page 10. Say, *These are some work activities that people do.* Ask, *Does a pilot do any of these?* (yes—travels for work, meets new people)
- Play the audio and have Ss follow along.
- Ask a few follow-up questions to make sure Ss understand all the terms. For example, point to the picture for *supervise workers*. Ask, *Who is the boss in this picture?* (the woman) *What is she doing?* (She's telling the men what to do.) Focus on the picture for *make presentations*. Ask, *Who is making a presentation?* (the woman in the blue shirt) *What is she doing?* (She's telling people about a business.)
- Have Ss listen again and repeat.
- B** • Have Ss read the sentences and circle the correct phrases. Tell them to look at the pictures in 1A if appropriate.
- Go over the answers as a class.
- C** • Tell Ss they will talk about jobs they know well using the phrases in 1A.
- Ask two Ss to read the example conversation aloud.
- In pairs, have Ss discuss several different jobs. Then call on pairs to share their conversations with the class.



OPTION In pairs, have Ss list other work activities they are familiar with. Make a list of phrases on the board and encourage Ss to add new phrases to their textbooks or notebooks.

2 GRAMMAR

- Books closed. To review simple present questions, write, *Do you work at night?* on the board. Say, *This is my answer to this question.* Then write *Yes, I do.* or *No, I don't.* on the board, depending on if your class is during the day or at night. Leave the words on the board to refer to later.
- Books open. Draw Ss' attention to the *yes / no* questions and short answers in the grammar chart. Then go around the room and ask each S the question, *Do you work at night?*
- After everyone answers the question, quiz Ss to see if they remember what their classmates said. Point to a female S and ask, *Does she work at night?* Elicit answers. (Yes, she does. or No, she doesn't.)
- Focus on the second part of the grammar chart on information questions and answers. Point to the examples and read them aloud. Say, *Look at the word order for information questions. The wh- word comes first, then do / does, then the subject of the question, and then the base form of the verb.* Also point out that we can answer these questions with long answers (for example, *I work in a hotel*) or short answers (*in a hotel*).
- Go around the room and ask each S the question, *Where do you study English?* Elicit answers. (For example, *at school, at home, in the library*)



EXTENSION Pair Ss and ask them to interview each other using the questions in the grammar chart. Have them take notes and then introduce their partner to the class using the information they have learned.

- For grammar practice, have Ss turn to the grammar activities on page 127.

3 PRONUNCIATION

- A** • Read the *Simple present -s ending* Note aloud. Explain that saying the -s sound correctly at the end of simple present verbs is very important for good English pronunciation.
- Draw attention to the three-column chart. Tell Ss that these are the three possible ways to pronounce the -s ending. Point out that the heads in the chart use the phonetic alphabet. Say, *This is an alphabet that shows the way words sound*. Model the sounds in each head for Ss, emphasizing that the /s/ sound is voiceless, the /z/ and /ɪz/ sounds are voiced, and the /ɪz/ sound adds an extra syllable.
 - Have Ss listen to the words in the chart. Have Ss listen and repeat.
- B** • Before they listen, have Ss skim the exercise items.

- Have Ss listen and write each word in the correct column in 3A. Play the audio again if appropriate.
- Go over the answers as a class. Then listen and repeat.



EXTENSION Play a game. Divide the class into small groups. Ask groups to write down as many words as they can for each category of -s ending. Encourage them to write words that include all the sounds listed in the pronunciation box. Give Ss a few minutes to do this. The team with the most correct new words per category wins. Write all the answers on the board so Ss can add new vocabulary to their books.



- Have Ss write sentences individually. Then have Ss read their sentences aloud to their partners.
- Circulate and check that Ss are pronouncing the simple present -s endings correctly.

4 CONVERSATION

- A** • Focus on the video still. Ask, *Who is in the picture?* (Simon and Zoey) Then ask, *What are Simon and Zoey doing?* (drinking coffee, taking a break)
- Ask Ss to preview the exercise items to get an idea of the conversation.
 - Books open. Remind Ss that some items have more than one correct answer. Then have them listen and complete the exercise individually.
 - Go over the answers as a class.
 - Focus on the Conversation Skill box on the right. Read it aloud. Books closed, have Ss listen or watch the video again. Have Ss raise their hands every time they hear a greeting.
- B** • Ask Ss to preview the conversation and predict ways the gaps might be filled.
- 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, *Which question is an information question?* (the first one) *Which is a yes / no question?* (the second one)
- C** • Play the audio and have Ss repeat chorally, line by line.
- Model the conversation in 4B.
 - Have Ss listen and repeat again.
 - Then in pairs, have Ss practice the conversation. Circulate and listen for pronunciation issues. Time permitting, have Ss swap roles and practice again.
- D** • Have Ss use the model in 4B to make new conversations using the new words. They should replace the highlighted words in the model with the words with the same color.
- Have Ss use the model in 4B to make new conversations again. This time, they should replace the highlighted words with their own ideas.

5 TRY IT YOURSELF

- A** • As Ss talk about their jobs, encourage them to use the conversation in 4B as a model.



OPTION For lower-level Ss, before starting the activity, make a list of possible jobs and work activities on the board for Ss to refer to.

- B** • Have Ss walk around the room and interview other classmates.



TEACHING TIP When you conduct conversation-based activities in class, encourage Ss to talk to new classmates that they haven't been paired with before. It is helpful for Ss to be exposed to different people with their different ways of speaking English.



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

- ✓ using simple present *yes / no* and information questions
- ✓ using correct grammar to answer affirmatively and negatively
- ✓ using work activity vocabulary
- ✓ pronouncing the simple present -s ending correctly
- ✓ greeting each other



EXIT TICKET Write on the board: *What do you do? Where do you work?* Have Ss write answers to these questions 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 with the simple present.



3 PRONUNCIATION

- A** ▶01-15 Listen. Notice the sound of the -s/-es ending. Then listen and repeat.

/s/	/z/	/ɪz/
works	serves	supervises
helps	travels	teaches
writes	answers	uses
makes	drives	fixes

Simple present -s ending

We pronounce the -s / -es ending as an extra syllable /ɪz/ after the sounds /s/, /z/, /ʃ/, /tʃ/, and /dʒ/ (spelled -s, -ce, -x, -z, -sh, -ch, -ge). After other sounds, we say the -s ending as the sound /s/ or /z/ and do not add a syllable.

- B** ▶01-16 Listen. Write each verb in the correct column in 3A. Then listen and repeat.

1. answers 2. writes 3. uses 4. fixes 5. makes 6. drives

- C** **PAIRS** Write three sentences about someone you know. Use three words from 3A or 3B.

4 CONVERSATION



- A** ▶01-17 Listen or watch. Circle all the correct answers. Some questions have more than one answer.

- Simon travels / cooks / meets new people for work.
- Zoey cooks food / helps the chef / studies at work.
- Zoey studies marketing so she can be a chef / market researcher / marketing student.

CONVERSATION SKILL Greet someone

To start a conversation, ask:

- How's it going?
- What's up?
- How are you?

Listen to or watch the video again. Raise your hand when you hear someone greet someone.



- B** ▶01-18 Listen or watch. Complete the conversation.

Simon: What do you do ?
 Zoey: I'm an assistant chef. I help the chef. And sometimes I order supplies.
 Simon: Do you like it?
 Zoey: Yes, I do .



- C** ▶01-19 Listen and repeat. Then practice with a partner.

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

a market researcher write reports make presentations

5 TRY IT YOURSELF

- A** **MAKE IT PERSONAL** Ask your partner about his or her job or the job of someone he or she knows. Use the verbs in 1A or your own verbs.
- B** **WALK AROUND** Ask three other classmates questions about their jobs.

■ I CAN TALK ABOUT WHAT PEOPLE DO AT WORK.



LESSON 4

READ ABOUT SUPER COMMUTING



SIMON HARRIS

@SimonH

Zoey gave me a cool article on super commuters. How far would you travel for work?

1 BEFORE YOU READ

- A PAIRS** Describe how your friends commute. Do they have a short or long commute? Do they drive? Walk? Take a train or bus?



- B VOCABULARY** ▶01-20 Listen. Then listen and repeat.

frequent: happening very often
disadvantage: a bad part of something
successful: A successful business makes money.
distance: the space between two places



2 READ

- A READING SKILL** Read the Reading Skill. Answer the questions.

1. What do you think the article will be about?

2. What do you think a *super commuter* is?

- B** ▶01-21 Listen. Read an article about super commuters.

Why do people choose to be super commuters?

Possible answer: They want to live and work in different cities.

READING SKILL

Make predictions

Predicting makes it easier to understand articles. Before you read this article, read the title and subtitles. Then look at the pictures. Can you guess what this article will be about? How does the title help you? How do the pictures help you?

SUPER COMMUTERS

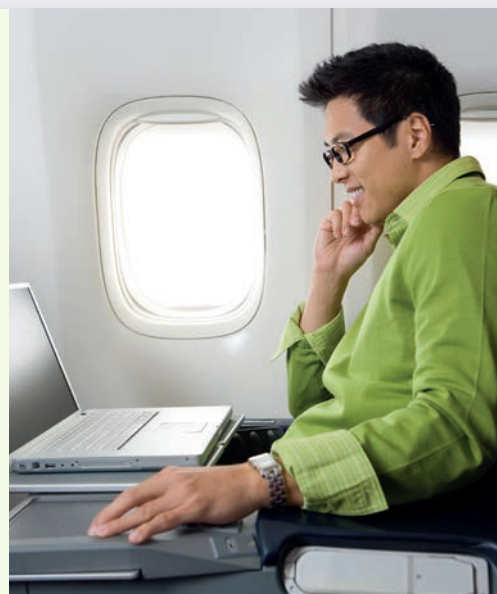
Akio Fujikawa has a long commute. His office is far from his home—almost five hours away by plane! He works in Tokyo, but he lives in Hanoi. Martha Connor's commute is even longer—more than 5,000 miles (about 9,000 km) from London to Mexico City. They are both super commuters—people who travel more than 180 miles (290 km) between their home and office. Why do they do it?

The Fujikawas: A great life at a good price

"The cost of living in Tokyo was too high," explains Akio. "Hanoi is always exciting, but nothing is very expensive," he says. "Also, flights between the two cities are frequent and cheap!" So, five years ago, the family moved to Vietnam. He and his family love Hanoi, especially the Vietnamese food. Every Monday, Akio flies to Tokyo and returns on Thursday night. He stays with his sister while he is in Tokyo. He works from his apartment in Hanoi on Fridays. There is one big disadvantage, though. He misses his children during the week. "I can never go to their school concerts or sports activities."

The Connors: Technology helps a family stay together

Two years ago, Martha Connor's office moved from London to Mexico City. She loves Mexico City, but her family doesn't want to live in another country. Her husband owns a successful restaurant. Her children like their school in London, and they don't want to leave their friends. So Martha became a super commuter. She spends only about ten days a month in Mexico City. She and her coworkers talk face-to-face and share ideas at video meetings almost every day. All the company's documents are available online. "I can live in London and stay up to date with work in the office in Mexico City," she explains. "The only problem is the time difference. My workday starts in the afternoon and ends at midnight!"



▲ Super commuters travel long distances to get to work.

LESSON 4 READ ABOUT SUPER COMMUTING



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

- Read the lesson title aloud. Ask, *What is super commuting?* (very long commutes) *Which characters in this unit have to travel a long way for work? Where do they travel to and from?* (Simon travels from Toronto to New York; Yuki travels from Tokyo to New York.) *Are these people super commuters?* (No, because they

travel long distances for work sometimes, not all the time.)

- Then read the social media message aloud. Ask, *What's your answer to Simon's question? Are you willing to travel a very long way for work?* Give Ss time to share their ideas.

1 BEFORE YOU READ

- A** • Have Ss discuss the questions in pairs. Then bring the class together and have them share answers. On the board, write examples of Ss' answers.
- B** • Play the audio. Have Ss listen and repeat.
- ...** **OPTION For higher-level Ss**, books closed. Write the words on the board and elicit definitions from Ss. Then have Ss open their books and check their answers.



EXTENSION To confirm that Ss understand the definitions, ask them to write a sentence using each of the words. Solicit volunteers to read their sentences aloud. Make sure Ss are using the vocabulary terms correctly.

2 READ

- A** • Present the Reading Skill box. Give Ss time to read it individually and then read it aloud.
 - Say, *Let's practice the Reading Skill. Don't read the whole article yet. What is the title of the article?* (Super Commuters) *What are the subtitles?* (*The Fujikawas: A great life at a good price; The Connors: Technology helps a family stay together*)
 - Draw attention to the picture in the article. Ask, *Where is this man?* (in an airplane) *Why do you think he is traveling?* (He is commuting to work.)
 - Ask Ss to make predictions by answering the exercise questions.
 - Solicit volunteers to share their answers. Write them on the board.
- B** • Have Ss read and listen. If appropriate, have them read and listen again. Then in pairs have them complete the exercise.
 - Bring the class together and draw attention to the predictions on the board from 2A. Ask Ss how many of them predicted correctly.
 - Ask, *Are there any vocabulary words you do not understand in the article?* Address any other questions.



OPTION Ask Ss to underline the vocabulary from 1B in the article. Review the definitions again if appropriate.



TEACHING TIP When you assign a reading in class, for **lower-level Ss**, break the reading down into paragraphs. Read each paragraph aloud. Stop after each paragraph and answer content and vocabulary questions.



EXTENSION Display a world map. Ask Ss to mark the places mentioned in the reading on the map. (Tokyo, Hanoi, Mexico City, London) Have them tie a string or draw a line between each commute to visualize how far it is.




EXTENSION Start a class discussion about super commuting. Ask, *Do you know any super commuters in real life? What are their jobs? What kinds of jobs do you have to be a super commuter for?* If appropriate, have Ss turn back to the jobs vocabulary on page 6 to help them answer these questions. List Ss' ideas on the board.

3 CHECK YOUR UNDERSTANDING

- A** • Have Ss answer the comprehension questions individually. Have them reread the article if appropriate.
- Go over the answers as a class.


... **OPTION For lower-level Ss**, highlight the parts of the reading where Ss can find the answers to each question. Then have Ss answer the questions individually.

 **TEACHING TIP** When you ask Ss to complete an activity in class, for **lower-level Ss**, have them complete the task in pairs or small groups instead of individually. Allow them to work together to determine the correct answers.

- B** • Have Ss read the quotations silently.
- Go over the first item as an example. Read the statement aloud. Ask, *Did Akio or Martha say this?* (Martha) *Why do you think so?* (Because the article says, Her children like their school.)
 - Have Ss complete the rest of the exercise individually. Go over the answers as a class.
 - Ask, *Why do you think Akio or Martha said these things?* Have Ss underline or highlight the parts of the reading that support their answers. Elicit volunteers to share their reasoning with the class.
- C** • Read the sentences aloud.
- Have Ss find the sentences in the reading that use the target language. Have them choose their answers.
 - Go over the answers as a class.


+ **EXTENSION** Have Ss write new sentences with the vocabulary items to describe their own city or country. Solicit volunteers to share their sentences with the class.

- D** • Remind Ss that it is important to be able to identify the main ideas of a reading.
- In pairs, have Ss discuss the most important ideas.
 - Solicit Ss to share their answers with the class.

 **CULTURE NOTE** In the United States, many people think it is okay to leave your family for long periods of time when you have to travel for work.

+ **EXTENSION** Tell Ss the information in the Culture Note. Start a class discussion and ask, *Is it okay to leave your family for a long time in your home country? Do people think super commuting is a good idea there?*

... **OPTION** Focus attention on the box to the right of 3D. Have Ss complete the research task during class or for homework. Then ask Ss to share what they learned. Put Ss in small groups and have them talk for a few minutes about their search results. Encourage Ss to share the most interesting or extreme stories with the class. Ask, *Which super commuter has the longest commute?*

 **TEACHING TIP** Tasks that require online research can be quite time-consuming. Consider asking Ss to complete the research for homework and having them report the results of their searches in the next class. If Ss don't have laptops or phones they can use at home, encourage them to use the computers in your school's computer lab or the local library.

4 MAKE IT PERSONAL

- A** • Elicit definitions for *advantages* (positive or good things) and *disadvantages* (negative or bad things). Tell Ss they will discuss the advantages and disadvantages of super commuting.
- To warm up for the task, ask, *Why do Akio and Martha super commute?* If appropriate, have Ss go back to the article on page 12 to answer this question. (Akio super commutes to Tokyo because Hanoi is cheaper and he can save money. Martha super commutes to Mexico City because her family doesn't want to leave London.) Ask, *Are Akio and Martha's reasons for super commuting good or bad?* Have Ss justify their opinions.
 - Focus on the chart. Ask Ss if they agree with the examples already listed. Then have them complete the chart with additional advantages and disadvantages. (possible advantages: getting to know two cities, more time with family when not commuting; possible disadvantages: frequent travel is tiring, jet lag)


For higher-level Ss, have them work alone.

For lower-level Ss, have them work in pairs or groups.

- Ask Ss to share their answers with the class.

... **OPTION For higher-level Ss**, challenge them to write as many advantages and disadvantages as they can. Have Ss read their lists aloud and to explain their reasoning to the class.

- B** • Have Ss work in pairs and to use their completed charts from 4A to discuss what they like or dislike about super commuting.

 **EXIT TICKET** Ask Ss to write one reason they like super commuting and one reason they don't like super commuting 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 CHECK YOUR UNDERSTANDING

A Circle the correct answers.

- Why does Akio super commute?
 - He doesn't want to leave his family during the week.
 - ☒ It was too expensive to live in Tokyo.
 - He likes to work from home.
- Why does Martha super commute?
 - Mexico City was too expensive. London is cheaper.
 - The frequent flights from London to Mexico make super commuting easy.
 - ☒ Her husband and children wanted to stay in London.

B Who probably said it? Write A (Akio) or M (Martha) in the blanks.

- M "My kids' school is great!"
- M "My co-workers are far away, but technology makes it easy for us to work together."
- A "I don't see my children enough."
- A "My apartment was too expensive."
- M "I am so tired in the mornings."
- A "It's so easy to travel between the two cities."

C **FOCUS ON LANGUAGE** Read. What do the underlined words mean?

- The cost of living in Tokyo was too high.
 - ☒ the price of food, clothes, an apartment, etc.
 - money that you get every week or every month from working
- I can live in London and stay up to date with work in the office in Mexico City.
 - know if something is late
 - ☒ know about everything that is happening

D **PAIRS** What is the article about? Retell the most important ideas in the article. Use your own words.

The article is about two super commuters ...

Search for stories about other super commuters.



4 MAKE IT PERSONAL

A What is good about super commuting? What is bad about it? Make two lists. Review the advantages and disadvantages listed in the article and add some of your own.

B **PAIRS** Imagine you are a super commuter. What do you like about it? What do you dislike? Use the information in the chart from A to explain your answer.

I like super commuting because I save money.

Advantages	Disadvantages
saves money	far from family

I CAN READ ABOUT SUPER COMMUTING.

LESSON 5 WRITE A RÉSUMÉ



SIMON HARRIS

@SimonH

Interested in working for TSW Media?
We need people! Send us your résumé.

1 BEFORE YOU WRITE

- A** Read part of a résumé. How many jobs do you see? Which job did Omar have first? **There are two jobs. Omar had his manager job first.**

Omar Sayed

1317 52nd Ave N.
Nashville, TN 37209
Omar.Sayed.22@epiklink.net

E ducation	U niversity of T ennessee B.S. B usiness A dministration 2017
E xperience	G ood S hoes C ompany, N ashville, TN M arket R esearcher: 2017–Present <ul style="list-style-type: none"> • Make presentations • Help clients • Supervise other workers in the office B uena V ista H otel, K noxville, TN M anager: 2015–2017 <ul style="list-style-type: none"> • Help guests • Write reports • Oder supplies

- B** Read the résumé again. Take notes in the chart.

Job title	Market Researcher	Manager
Dates	2017–Present	2015–2017
Place of work	Good Shoes Company	Buena Vista Hotel
Work activities	Make presentations, Help clients, Supervise other workers in the office	Help guests, Write reports, Order supplies

- C** Read the résumé again. Choose the correct answers.

- Where does Omar put his education?

a. before his experience
b. after his experience
- Where does Omar put his name and address?

a. at the bottom of the page
b. at the top of the page
- Where does Omar put his work activities?

a. before the dates he worked at the job
b. after the dates he worked at the job

LESSON 5 WRITE A RÉSUMÉ



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

- Read the title aloud. Ask, *What is a résumé?* (a document that gives details about a person's education, skills, and work experience) *What do*

people usually use résumés for? (to find jobs) Ask, *Do you have a résumé?* Tell Ss they will practice writing one in this lesson.

1 BEFORE YOU WRITE

- A** • Read Simon's social media message aloud. Ask, *Why is Simon sending this message?* (His company is hiring new people. / There are job openings at his company.)

- Draw attention to the example résumé. Say, *This is Omar Sayed's résumé. He sent this to Simon because he read Simon's message and he wants to work at TSW Media.*

- Have Ss skim the résumé quickly. Elicit answers to the questions.

- ⋮ **OPTION** Project the résumé on a screen. Ask Ss to underline the parts of the résumé where the information to answer each question is found.

- B** • Have Ss reread the résumé and take notes in the chart.

- ⋮ **OPTION For lower-level Ss**, help them to complete the task by having them identify the relevant sections of the résumé for each row in the chart. Ask, *What are the job titles in the résumé?* (market researcher, manager) *What are the dates?* (2017, 2017–present, 2015–2017) *What are the places of work?* (Good Shoes Company, Buena Vista Hotel) *What are the work activities?* (make presentations, help clients, supervise other workers; help guests, write reports, order supplies) Have Ss underline all the information in the résumé and then complete the chart.

- ⋮ **OPTION For lower-level Ss**, copy the chart on the board. Fill in parts of the chart to help Ss complete the task. For example,

Job title:	Market researcher	
Dates:	2017–	
Place of work:		Buena Vista Hotel
Work activities:	Make presentations,	

- Have Ss check answers in pairs.

- C** • Read the directions. Ask Ss to read the résumé again and find the answers to the questions.

- Go over the answers as a class.

- Start a class discussion about résumé format. Ask, *Is this résumé short or long?* (short) *Is it easy to understand or hard to understand?* (easy) *Does it contain a lot of details about the different jobs?* (no) *Why do you think people write résumés like this?* (Because employers get lots of résumés and they don't have time to read them carefully. Employers won't read a résumé that is long and difficult to understand.)

- ⊕ **EXTENSION** Ask Ss to work in pairs to write paragraphs to summarize Omar's life story, based on the information in his résumé. (For example, Omar lives in Nashville, Tennessee. He studied at the University of Tennessee...)

- ⊕ **EXTENSION For higher-level Ss**, bring in other sample résumés for Ss to look at. Or, if Ss have their own résumés, have them bring those to class to share. Have Ss identify educational credentials, job titles, dates, places of work, and work activities in the résumés and discuss their different formats.

2 FOCUS ON WRITING

- A** • Have Ss read the Writing Skill box silently. Then read it aloud.
- Ask, *Why are these types of words capitalized?* (Because they are proper nouns. They name a specific person, place or thing.) Ask, *How are proper nouns different from common nouns?* (Common nouns do not name particular things; they describe a class of things.)
 - Point out that résumés have special grammar and punctuation rules. (For example, say, job titles need capital letters in résumés, but they do not need them in other texts.)

+ **EXTENSION** Draw a chart on the board with each category from the skill box: People, Streets, Cities, etc. Put Ss in groups. Have the groups write down one proper noun for each of the categories. (For example, Days: Monday; Company: McDonald's)



LANGUAGE NOTE The following capitalized abbreviations are commonly used for educational credentials in the United States: *B.A. (Bachelor of Arts), B.S. (Bachelor of Science), M.A. (Master of Arts), M.S. (Master of Science), A.A. (Associate of Arts), A.S. (Associate of Science), Ph.D. (Doctorate)*. They often appear on résumés.

- B** • Have Ss turn back to the résumé on page 14. If appropriate, model the task. Ask, *What is the first capitalized word you see? (Omar) Why is it capitalized?* (It's someone's name.)
- Have Ss work individually to circle the rest of the capital letters.
 - In pairs, have Ss explain the reason for each capitalization.

3 PLAN YOUR WRITING

- A** • Tell Ss it is time to start developing their own résumé. Copy the chart on the board and use yourself as a model to complete it as an example.
- Have Ss complete the chart with information about a job they have now or have had in the past. If Ss haven't worked, tell them they can make something up.



OPTION For Ss who have not worked, suggest other categories for their résumé, such as volunteer experience, extra-curricular activities, and skills.



- B** • Pair Ss to talk about the information in their charts.
- Circulate to help Ss as needed.
 - Have Ss tell the class about their partners.

4 WRITE

- Ask Ss to start their résumés. Remind Ss they can make up their address and email if they want to keep their personal information private.

- Tell them to include at least one job. **For higher-level Ss**, encourage them to include two or more jobs.



OPTION Assign this as homework so Ss have more time to work.

5 REVISE YOUR WRITING

- A** • Tell Ss they will peer review their partner's writing. Say, *Read your partner's résumé. Answer the questions in your book.*



- B** • Ask Ss to make suggestions for improvement. Say, *Can you improve your partner's résumé? Make suggestions. Then revise your writing.*

6 PROOFREAD

- Have Ss proofread their résumés one last time.
- Point out the Note. Remind Ss to check their spelling, punctuation, and capitalization.
- Then collect Ss' work and offer individual feedback.



EXIT TICKET Give a mini-quiz on capitalization. Write the following sentences on the board and have Ss copy them, correcting the capitalization. Alternatively, type the sentences on a piece of paper and make photocopies so each S has his or her own copy.

pablo hernandez is from aguascalientes, mexico. he is a software engineer for google. he worked for microsoft before he worked at google. he graduated from the university of texas with a b.s. degree in computer science.

Collect the cards or papers and check them. Make note of areas for review and extra practice in later lessons and identify individual Ss who may need additional practice.

2 FOCUS ON WRITING

- A** Read the Writing Skill.
- B PAIRS** Reread the résumé. Circle all the capital letters. Tell your partner the reason for each of the capital letters.

WRITING SKILL Capitalize proper nouns (review)

Use capital letters for names of people, streets, cities, states, countries, companies, schools, days, and months. Capitalize the first word in a sentence. We also capitalize job titles on résumés. For example:

- Manager
- Market Researcher

3 PLAN YOUR WRITING

- A** Think about the job you have now or a job you had in the past. Use your own information to make a chart like the one in 1B.

Job title	
Dates	
Place of work	
Work activities	

- B PAIRS** Tell your partner about your job.
I'm a nurse. I help patients.

4 WRITE

Start a résumé. Include your name, address, and email. Then write about one job. Remember to use capital letters. Use the example in 1A as a model.

5 REVISE YOUR WRITING

- A PAIRS** Exchange résumés and read your partner's résumé.
1. Circle the capital letters.
 2. Did your partner use capital letters for the names of people, schools, months, streets, cities, states, companies, and job titles?
 3. Did your partner include a job title, place, dates, and work activities?
- B PAIRS** Can your partner improve his or her résumé? Make suggestions.

6 PROOFREAD

Read your résumé again. Can you improve your writing?

Check your

- spelling
- punctuation
- capitalization

PUT IT TOGETHER

1 MEDIA PROJECT



A ▶01-22 Listen or watch. Who does Mia talk about? *Mia talks about her sister, Sara. She describes her job and commute.*



B ▶01-23 Listen or watch again. Answer the questions.

1. What does Sara do? *She's a nurse.*
2. Describe Sara's commute. *She has a long commute on the subway. She listens to music or reads on her commute.*
3. Does Sara like her job? *Yes. She likes to help people.*

C Show your own photos.

Step 1 Think about someone you know. Choose one or more photos of them.

Step 2 Show your photos to the class. Talk about what the person does or studies and where. Then talk about the person's commute.

Step 3 Answer questions about the person.
Get feedback on your presentation.

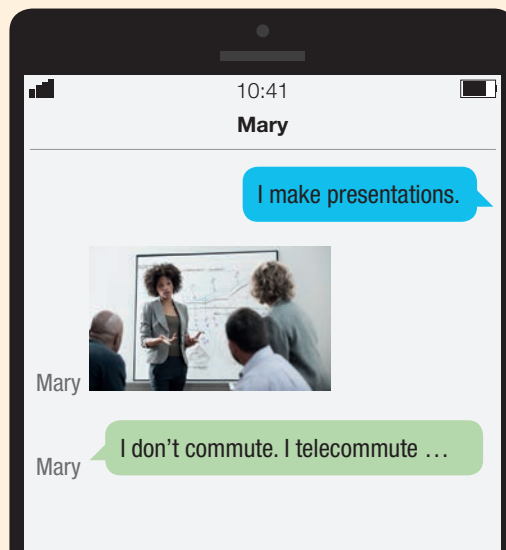


2 LEARNING STRATEGY

MESSAGE WORDS AND PICTURES

Send your friend a message with a word or phrase in English. Your friend finds a picture online that goes with that word or phrase and sends the picture to you.

Find a friend who is studying English. Text your friend sentences about jobs and commuting. Your friend sends you pictures that show your sentences.



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 what you do
- ☐ Describe your commute
- ☐ Talk about what people do at work

Vocabulary

- ☐ Jobs
- ☐ Commuting
- ☐ Work activities

Pronunciation

- ☐ Stressed syllables
- ☐ Simple present -s ending

Grammar

- ☐ Simple present of *be*: Review
- ☐ Simple present: Review
- ☐ Simple present, *yes / no* and *wh-* questions: Review

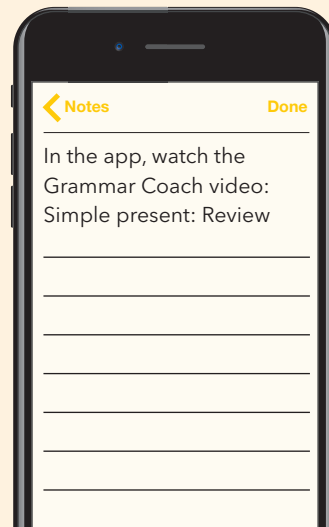
Reading

- ☐ Make predictions

Writing

- ☐ Capitalize proper nouns: Review

B What will you do to learn the things you highlighted? Write notes.



PUT IT TOGETHER

1 MEDIA PROJECT

- A** • Have Ss look at the picture on the right. Ask, *What is her job?* (a nurse) Tell Ss they will listen to or watch a video in which Mia talks about the woman in the picture.
- Listen or watch. Have Ss answer the question in the directions.
- B** • Before they listen or watch the video again, tell Ss to preview the questions. Tell them that this is the information they will be listening for.
- Have Ss listen or watch again. Then have them answer the questions individually. If appropriate, let them listen or watch once more.
 - In pairs, have Ss compare answers. Then bring the class together to go over any questions.
- ... **OPTION** For higher-level Ss, challenge them to raise their hands every time they hear vocabulary they learned in the unit as they watch or listen. (For example, nurse, takes the subway, helps people)
- C** • Explain to Ss that they will create a similar project to the one they watched.
- Have Ss read the three steps silently. Encourage them to make a list of the pictures they want to use.
 - For homework, tell Ss to take and organize the pictures. Clarify that they don't have to print their pictures out, but that they should have them easily accessible on their phone.

- Back in class, write the following questions on the board:
Feedback: Is the student well-prepared?
Are the photos well-organized?
Does the student speak loudly and clearly?
Does the student make eye contact?
Give Ss a few minutes to read over the questions. Say, *Before each student presents, write his or her name on a piece of paper. Then take notes during his or her presentation. You will use these notes later when you answer the questions on the board.*
- Then invite classmates to ask questions and give feedback as other Ss present.
- You may choose to save the feedback until the very end and let Ss walk around and 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 own phones. Then have them look at the recordings for homework and give feedback to themselves on their presentation, using the questions on the board to guide them. Have **higher-level Ss** write a paragraph critiquing their own presentation.

2 LEARNING STRATEGY

- Have Ss look at the text messages.
- Ask Ss to read the Learning Strategy box silently. Ask, *Do you send message words and pictures? Do you think this is a good way to practice English?*

- Tell Ss to exchange messages and pictures with a classmate via texting.

- ... **OPTION** Allow time for Ss to share messages and pictures in small groups during the next class period.

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 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'S THAT?

PREVIEW THE UNIT

LESSON 1	Describe someone's personality	
	Vocabulary	Family and personality
	Grammar	Questions with <i>who</i> and <i>what</i> ; Answers
	Pronunciation	The vowel sound /ʌ/
	Conversation skill	Show interest
LESSON 2	Describe someone's appearance	
	Vocabulary	Words to describe someone's appearance
	Grammar	<i>Be</i> vs. <i>have</i> for description
	Listening	Imagine what people talk about
LESSON 3	Talk about skills and abilities	
	Vocabulary	Skills and abilities
	Grammar	<i>Can</i> for ability
	Pronunciation	<i>Can</i> and <i>can't</i>
LESSON 4	Read about a family business	
	Reading skill	Find the topic
LESSON 5	Describe yourself on an application	
	Writing skill	Use correct punctuation
PUT IT TOGETHER		
	Media project	Photos: Describe someone's appearance and abilities
	Learning strategy	Record yourself speaking



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

GET STARTED

- A** • Read the unit title. 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 picture and talk about what they see. Bring the class together and ask pairs to share. Write words on the board. (For example, people on a city street, a band, people walking)
- C** • Focus on the social media message and bring Ss' attention to the picture and name. Ask, *What do you know about Yuki?* Invite Ss to call out answers. Have them read what Yuki says in *Meet the People of TSW Media* on page 4 or play the video of Yuki. Then ask again, *What do you know about Yuki?*
 - Have Ss turn back to page 17. Read the social media message aloud. Ask, *Why does Yuki like New York City?* (many new friends)

2 WHO'S THAT?

LEARNING GOALS

In this unit, you

- ⊗ describe someone's personality
- ⊗ describe someone's appearance
- ⊗ talk about skills and abilities
- ⊗ read about a family business
- ⊗ describe yourself on an application



GET STARTED

- A** Read the title and the learning goals.
- B** Look at the photo of the street. What do you see?
- C** Now read Yuki's message. Where is she? Is she happy?



YUKI OGAWA

@YukiO

I can't believe I'm in New York City with so many new friends. I love it here!

LESSON 1

DESCRIBE SOMEONE'S PERSONALITY



YUKI OGAWA

@YukiO

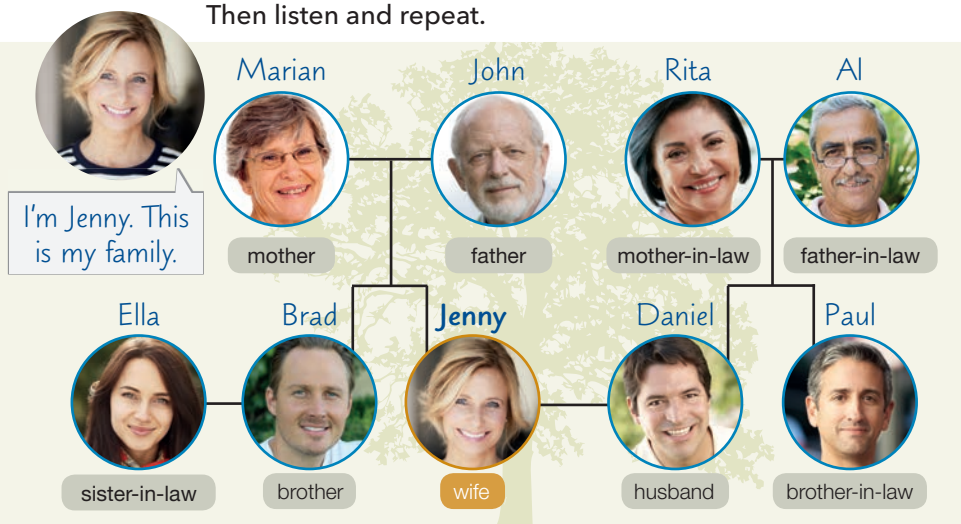
Lunch with my good friend Emma today. We talk a lot, but always online. Can't wait!

1 VOCABULARY Family and personality

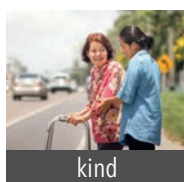
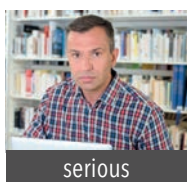
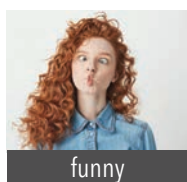
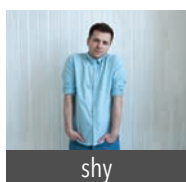
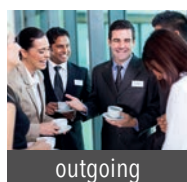


A FAMILY RELATIONSHIPS ▶02-01 Listen.

Then listen and repeat.



B ▶02-02 ADJECTIVES TO DESCRIBE PERSONALITY Listen. Then listen and repeat.



C PAIRS Talk about people in your family.

A: Is anyone in your family shy?

B: Yes, my grandfather is shy. Is anyone ...



2 GRAMMAR Questions with *who* and *what*; Answers

Questions with *who*

Answers

Who	Be	Subject	Subject	Be	
Who	is	that?	That	is	my cousin.
		she?	She		
	are	they?	They	are	my cousins.

Note

We almost always use contractions with question words + *is* and pronouns + *am*, *is*, and *are* in speaking and informal writing.

- Who's that?
- That's my cousin.
- She's nice.

Questions with *what* + *be like*

Answers with *seem* / *look* / *be* + adjective

What	Be	Subject	Like?		Subject	Seem / Look / Be	Adjective
What	is	he	like?		He	seems / looks / is	nice.
	are	they			They	seem / look / are	serious.



>> FOR PRACTICE, GO TO PAGE 128

LESSON 1 DESCRIBE SOMEONE'S PERSONALITY

- Read the lesson title aloud. Ask, *What does personality mean?* Say, *We use the word personality to talk about the way someone is inside, not how the person looks.*
- Read the social media message aloud and ask, *Who is Emma?* (Yuki's friend) *Why is she excited about seeing Emma?* (They usually talk online but today they will meet in person.)

1 VOCABULARY

- A** • Focus on the family tree. Point to the picture of Jenny with the speech bubble. Say, *This is Jenny*. Then point to the picture of Jenny in the bottom row of the family tree. Say, *This is Jenny's family tree. The words describe how all these people are related to Jenny*. Point to the picture of John and say, *Jenny's father is John*. Point to Paul and say, *Jenny's brother-in-law is Paul*.
- Ask, *Is your family similar to Jenny's family? How many brothers and sisters do you have?* Call on a few Ss to answer the questions.
 - Read the blue box aloud. Say, *Marian and John are Jenny's parents. Lily and Miles are her children*.
 - Have Ss listen and repeat.



LANGUAGE NOTE The word *in-law* means related by marriage. In English, we use the phrases *mother-in-law*, *father-in-law*, *sister-in-law*, and *brother-in-law*, but we don't use *in-law* to describe other relatives by marriage. For example, most people will say *my husband's uncle* rather than *my uncle-in-law*.



EXTENSION Have each S draw his or her own family tree and share it with a small group. You can also have Ss create their family trees on large pieces of paper and hang them around the room. Ask each student to present their family members to the class.



- Ask Ss to focus on the pictures and the words as they listen to the adjectives. To test understanding, write sentences on the board and have students complete them with the adjectives. For example:
Maria is friendly and talks to a lot of people. She is _____. (outgoing)
 - Ask, *Which of these words best describes you?* Call on volunteers to answer the question.
 - Then have them listen again and repeat.
- C** • Ask two Ss to read the example conversation aloud. Encourage Ss to use both the family relationships and personality vocabulary to complete the task.

2 GRAMMAR

- To introduce the grammar, write on the board: *Who is Marian?* Have Ss check the family tree in 1A to answer the question. Write Ss' answer on the board. (For example, *She is Jenny's mother.*) Say, *This is a question with who and one way to answer it.*
- Present the first part of the grammar chart. Practice by asking more questions about Jenny's family. For example, point to Marian and John and ask, *Who are they?* (They're Jenny's parents.)
- Point out that Ss can answer the question *Who is that?* with *he*, *she*, or *that*.
- Next, write on the board: *What is Jenny like?* Tell Ss this is a question that uses *what*, a *be* verb, and the word *like*. Then write: *She seems nice*. Explain that this is one way to answer this question.
- Present the second half of the grammar chart. To explain the difference between *looks*, *seems*, and *is*, write on the board:

<i>What is your mother like?</i>	<i>She is nice.</i>
<i>What is the bus driver like?</i>	<i>He seems nice.</i> <i>OR He looks nice.</i>

Point to the first question and answer. Say, *You say She is nice because you know your mother, and you know*

it is true that she is nice. Point to the second question and answer. *When you don't know a person, you use the words seems or looks. Seems means that the speaker is saying what they believe about the person. Looks means the speaker is basing their belief on the way the person looks.*



EXTENSION Bring pictures of people students do not know personally. Hold up each picture and ask, *What's he / she like?* Have Ss answer using the grammar. (For example, *He looks nice.*)



LANGUAGE NOTE Some care needs to be taken when using these verbs with certain adjectives. For example, someone might say *He looks funny* because they see a person making people laugh. But this same statement might be offensive because it might be understood to mean the person is unattractive.

- Draw attention to the Note. Go over the examples.
- For grammar practice, have Ss turn to the grammar activities on page 128.

3 PRONUNCIATION

- A**
- Ask, *Which letters of the alphabet are vowels?* (a, e, i, o u). Read the vowel sound /ʌ/. Note aloud.
 - Read the four words aloud. Point out that all the words contain the vowel sound /ʌ/ despite the spelling differences between them.
 - Play the audio. Have Ss listen and repeat.
- B**
- Before they listen, have Ss focus on the underlined parts of the family words. Have them try to identify which words have the vowel sound /ʌ/.
- C**
- Play the audio. Have Ss listen and check their predictions and circle the words that have the target vowel sound. Play the audio again and have Ss repeat.
 - Go over the example. Tell Ss to make sure only one word of the words they say has the vowel sound /ʌ/.
 - As Ss complete the task, circulate and check pronunciation as needed.

4 CONVERSATION


- A**
- Point to the picture of the two women talking. Ask, *Who are these people?* (Yuki and Emma) Point to the picture of the wedding. Ask, *What is happening?* (a wedding) *What are the people like?* (They seem funny.) Say, *Now we are going to listen to Yuki and Emma talk about Emma's sister's wedding.*
 - Before they listen or watch, have Ss read the questions to get an idea of the conversation.
 - Have Ss listen or watch. Give them time to answer the questions. Have Ss listen again if necessary.
 - Go over the answers as a class.
 - Focus on the Conversation Skill box on the right. Read it aloud. Then play the audio once more. Make sure Ss raise their hands when the characters say *Really?*, *Is that right?*, and *Wow!*
- B**
- 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.
 - Model the conversation.
 - Have Ss listen and repeat again.
 - Then in pairs, have Ss practice the conversation. Circulate and listen for pronunciation issues. Time permitting, have Ss swap roles and practice again.
- D**
- Have Ss use the model in 4B to make new conversations using the new words. They should replace the highlighted words in the model with the words with the same color.
 - Have Ss use the model in 4B to make new conversations again. This time, they should replace the highlighted words with their own ideas.

5 TRY IT YOURSELF

- A**
- Call on two volunteers to read the example conversation aloud.
 - In pairs, have Ss show pictures of their family or friends on their phones and describe them. Circulate and help as needed.

... **OPTION** For lower-level Ss, review the family and lesson vocabulary on page 18 before Ss complete the task.

- B**
- Have Ss walk around and repeat the activity with three other Ss in the class.

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

- ✓ using family relationship and personality vocabulary
- ✓ asking and answering *who* and *what / be + like* questions
- ✓ pronouncing the vowel sound /ʌ/ correctly
- ✓ showing interest in the conversation



EXIT TICKET At the end of the class, have the class stand in a circle. Say, *Now we are going to practice questions with What + be like, family vocabulary, and personality vocabulary.* Ask the S next to you, *What's your sister like?* Have the S answer. (For example, *My sister is shy.*) Then have the S ask the S next to him or her a question about another family member. Continue around the circle until all the Ss have asked and answered questions. Identify areas for review in later lessons and individual Ss who may need additional practice.



3 PRONUNCIATION

The vowel sound /ʌ/

The vowel sound /ʌ/ is usually spelled with the letter *u*. In some words, it is spelled with the letter *o*.

- A** ▶02-04 Listen. Notice the vowel sound /ʌ/ in these words. Then listen and repeat.
funny husband lunch love

- B** ▶02-05 Listen. Circle the family words that have the sound /ʌ/. Then listen and repeat the words with /ʌ/.

- | | | | |
|-----------|--------------------|------------|-----------|
| 1. mother | 3. daughter-in-law | 5. brother | 7. uncle |
| 2. father | 4. son | 6. aunt | 8. cousin |

- C** **PAIRS** Student A: Say two words to your partner—one word with the sound /ʌ/ and one word with a different vowel sound. Student B: Say which word has the /ʌ/ sound.

A: sister, brother B: brother

4 CONVERSATION



- A** ▶02-06 Listen or watch. Complete the sentences.

- Laura and her husband look happy.
- Emma's grandparents are kind.
- Emma's brother is outgoing.
- Emma's brother-in-law isn't serious.
He's funny.

CONVERSATION SKILL Show interest

To show that you are interested in what someone says, say:

- Really?
- Wow!
- Is that right?

Listen to or watch the video again. Raise your hand when you hear someone show interest.



- B** ▶02-07 Listen or watch. Complete the conversation.

Yuki: Who's that?
Emma: That's my brother-in-law.
Yuki: He looks serious.
Emma: Really? Well, he isn't serious at all! He's funny!



- C** ▶02-08 Listen and repeat. Then practice with a partner.

- D** **PAIRS** Make new conversations. Use these words or your own ideas. Change *he* to *she* if necessary.

grandfather shy outgoing



5 TRY IT YOURSELF

- A** **MAKE IT PERSONAL** Show your partner photos of your friends and family. Talk about the people in your photos. What are they like?

A: Who's that?

B: That's my friend Mona.

A: What's she like? She looks kind.

B: She's kind, and she's ...

- B** **WALK AROUND** Show three other students your photos. Talk about the people.

I CAN DESCRIBE SOMEONE'S PERSONALITY.



LESSON 2

DESCRIBE SOMEONE'S APPEARANCE

1 VOCABULARY Words to describe someone's appearance



A 02-09 Listen. Then listen and repeat.



tall

thin



short

average weight



average height

heavy

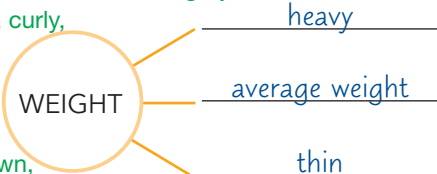
B PAIRS Look at the example chart for weight words. Make charts for hair color, hair type, height, and eyes on a piece of paper.

Hair color: blond, brown, black, gray

Hair type: long, curly, straight, short

Height: tall, average height, short

Eyes: blue, brown, green



YUKI OGAWA

@YukiO

Did you see Marcy on Star Power last night? She's a great singer. Really beautiful.



long hair

blond hair

blue eyes



curly hair

brown hair

brown eyes



black hair

straight hair



short hair

gray hair

green eyes



2 GRAMMAR Be vs. have for description

Questions with <i>How tall / How old</i>				Descriptions with <i>be</i>		
How	Adjective	Be	Subject	Subject	Be	
How	tall	is	he?	He	is	average height.
	old					five years old.

Questions with <i>look like</i>				Descriptions with <i>be</i>		
What	Do / does	Subject	Look like	Subject	Be	
What	does	she	look like?	She	is	tall and heavy.
				Her hair		long and straight.
				Her eyes	are	blue.
				Descriptions with <i>have</i>		
				Subject	Have	
				She	has	green eyes. curly, brown hair.

>> FOR PRACTICE, GO TO PAGE 129

LESSON 2 DESCRIBE SOMEONE'S APPEARANCE



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

- Read the lesson title aloud. Ask, *What is someone's appearance?* (the way they look)
- Focus on the social media message. Ask, *Who do you think Marcy is?* (a singer) *What does Yuki think about Marcy?* (She is a great singer. She is beautiful.) *What is Star Power?* (Answers will vary, but it is likely a reality talent show.) *What kind of show does Star Power resemble in real life?* (*American Idol*, *The Voice*, etc.)



CULTURE NOTE *American Idol* is an American reality show in which people compete to win a recording deal with a major label.



EXTENSION Read the Culture Note aloud to the class. Ask Ss if their countries have similar shows and if they are fans.

1 VOCABULARY

- A**
- Have Ss listen to the vocabulary words, then listen and repeat.
 - Describe yourself using the target vocabulary words. (For example, say, I have brown hair and brown eyes. My hair is curly.) Then test understanding of the words by showing Ss pictures of famous people and asking Ss to describe their appearance.



OPTION Write *blond hair*, *black hair*, *brown hair*, and *gray hair* on pieces of paper and hang them in different corners of the classroom. Ask Ss to go to the corner with the vocabulary that describes them. Repeat the activity with *tall*, *short*, and *average height* and again with the vocabulary for eyes and hair types.



EXTENSION In pairs, have Ss describe themselves using the vocabulary.

- B**
- Focus on the word web. Then, to model the task, draw an empty word web on the board for each of the following: *HAIR COLOR*, *HAIR TYPE*, *HEIGHT*, and *EYES*.

- Have Ss complete their word webs.



OPTION For lower-level Ss, add one word to each word web on the board. For example, draw a line from the *HAIR COLOR* circle and write *blond*.

- Bring the class together and go over the answers.



OPTION Divide the Ss into four groups and have each group draw the word web for one set of vocabulary on the board.



TEACHING TIP Word webs 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.

2 GRAMMAR

- If appropriate, as a warm-up, ask Ss to turn back to page 10 to do a quick review of simple present information questions and answers.
- Present the grammar chart. Read the questions with *How tall* and *How old* aloud. Elicit the difference between the questions. (We use *how tall* to ask about height; we use *how old* to ask about age.)
- Read the descriptions with *be* aloud. Say, *These phrases answer the How tall and How old questions.* Explain that there are three different ways to answer the *how old* questions. (five years old, about twenty, in his thirties) Say, *We use years old when we know exactly how old someone is. We use about and in his or her thirties when we're not sure how old the person is.* Explain that we can substitute any ten-year period of time for *thirties*. (For example, twenties, forties, fifties)
- Show Ss pictures of famous celebrities and ask, *How old is he / she?* Accept any reasonable answers.
- Focus on the second part of the chart and read the question with *look like* aloud. Point out that this question uses *do* or *does*, not the verb *be*.

- Read the second chart section of descriptions with *be*. Point out the difference between the subjects used with singular and plural forms of the *be* verb.
- Explain that *have* can also be used in descriptions. Read the example aloud. Then write on the board: *Her eyes are blue. She has blue eyes.* Ask, *Why do we use are in the first sentence and has in the second sentence?* (In the first sentence, *Her eyes* are the subject, and they are blue. We use *be* to describe the subject of the sentence. In the second sentence, the subject is *She*. The rest of the sentence describes something the subject possesses or has (eyes), not the subject herself.)
- For grammar practice, have Ss turn to the grammar activities on page 129.

3 LISTENING

- A**
- Before Ss listen, focus on the Listening Skill box. Read it aloud. Explain that when Ss create a picture in their mind as they listen, it can help them understand better.
 - Books closed. Read the directions aloud. Ask, *What kind of listening passage will we hear?* (a podcast about the TV show *Star Power*) Reread Yuki's social media message at the beginning of the lesson. Say, *This podcast is about the show that Yuki watched.*
 - With books still closed, have Ss listen to the podcast. Encourage them to imagine what the people look like and where they are. If necessary, have them listen again.
 - Solicit a volunteer to complete the sentence. Go over the answer.
 - Books open. Focus on the photo of the women in the recording studio. Ask, *What do these people look like? Where are they? Is this what you imagined about the people who are talking in the podcast?*
- B**
- Play the audio and have Ss listen for names and match them to the pictures. Then play the audio again to check. Let them listen again if appropriate.
- ...
- OPTION For lower-level Ss**, draw their attention to the pictures first. Have them describe the people. Then play the audio again for Ss and have them complete the task.
- C**
- Read the directions and the example aloud. Give another example using one of your favorite shows or a popular show on television. For example, *My favorite show is The Big Bang Theory. One of the main characters is Penny. She is pretty. She has blond hair.* **For lower-level Ss**, show a picture of the character you are talking about.
 - Have Ss talk about their favorite shows and characters. Then ask volunteers to describe their shows and characters to the class.

4 TRY IT YOURSELF

- A**
- Go over the game directions. Read the first line of the example conversation aloud. Let Ss guess the answer using the second line of the conversation.
 - Have Ss write sentences to describe the people individually. Then, in groups, have them read their descriptions and see if others can guess who their description is of.
- ...
- OPTION** Bring in pictures of famous singers and actors that Ss will know. Hand one picture to each student. Tell Ss not to show their picture to anyone. Give them a few minutes to write a description of the person in their picture. Then collect the pictures and hang them in the front of the room. Ask Ss to read their description and let the other Ss identify the picture based on the description.
- B**
- Go over the directions and example. Then, to illustrate how the game works, play one round by giving an example of two of your friends. Solicit a volunteer to play the second role and repeat your description. Mark the points on the board so Ss can see how the point system works.
 - Have Ss play the game in pairs. Circulate and help as needed.
- +
- EXTENSION** Have Ss return to Yuki's social media message at the beginning of the lesson. Ask a S to read it aloud. Then write it on the board. Have volunteers come to the board and write responses to Yuki's message about their favorite singers. For example, *Taylor Swift is a great singer, too. She's beautiful. She has blond hair and blue eyes.*
- 👓
- LOOK FOR** While Ss are completing the Try It Yourself activity, walk around the class and listen to Ss' conversations. Check to see if Ss are
- ✓ using words to describe someone's appearance
 - ✓ using questions with *How tall / How old*
 - ✓ using questions with *look like*
 - ✓ giving descriptions with *be* and *have*
- 🗒
- EXIT TICKET** Have Ss work in pairs. Give each pair a picture from a magazine. Have Ss write a description of the person on the back of the picture or a piece of paper. Collect the pictures and papers as Ss leave. Check their descriptions to note any vocabulary or grammar issues that need to be reviewed in future classes.

3 LISTENING

LISTENING SKILL Imagine what people talk about

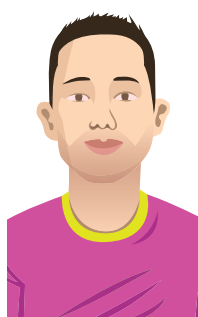
When you listen, imagine the things you hear. Think about what the people look like and where they are. Make a picture in your head. Imagining this picture can help you understand what the people say.

- A** ▶02-11 Listen to the podcast about the TV show *Star Power*. Circle the correct answer. The performers on *Star Power* sing / act / tell stories.

- B** ▶02-12 Listen again and write each singer's name on the lines below.



Marcy



Edgar



Richard



Kate

- C** **PAIRS** Talk about your favorite show. What do the characters look like?
My favorite show is *True Story*. The main character is short. He has brown hair ...



4 TRY IT YOURSELF

- A** **GAME** Choose four people from this photo. Write sentences about them. Then read your sentences to your group. Can they guess which people you chose?

A: He's tall and thin. He has black hair and

B: Is it ...?



- B** **GAME** Student A: Describe two friends. Student B: Repeat the descriptions. Student A gets a point if Student B makes a mistake. Student B gets a point if the descriptions are correct.

■ I CAN DESCRIBE SOMEONE'S APPEARANCE.



LESSON 3

TALK ABOUT SKILLS AND ABILITIES



YUKI OGAWA

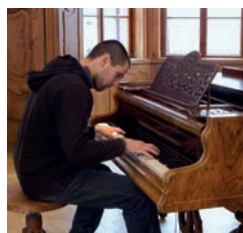
@YukiO

I love music! New music, old music ... I love it all 😊

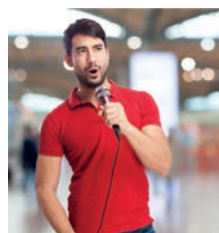
1 VOCABULARY Skills and abilities



A 02-13 Listen. Then listen and repeat.



play the piano



sing



dance



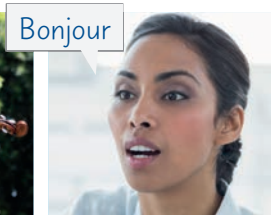
draw



paint



play the violin



speak French



ride a horse

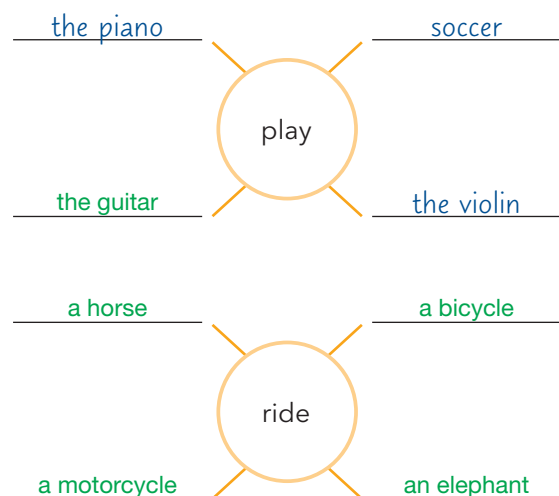


ride a motorcycle



play the guitar

B What words go with these words? For each word, write as many phrases as you can. You have two minutes. *Possible answers:*



More languages

Arabic Portuguese
Chinese Russian
Hindi Spanish
Japanese



2 GRAMMAR Can for ability

Statements			Yes / no questions			Short answers		
Subject	Can / can't	Base form of verb	Can	Subject	Base form of verb	Yes / no	Subject	Can / can't
I	can	sing.	Can	you	draw?	Yes,	I	can.
She	can't	dance.		he	paint?	No,	he	can't.
We				they			they	

FOR PRACTICE, GO TO PAGE 150

>> FOR PRACTICE, GO TO PAGE 130

LESSON 3 TALK ABOUT SKILLS AND ABILITIES



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

- Read the lesson title aloud. Ask, *What are skills and abilities?* (things people can do; things people are good at)
- Read Yuki's social media message aloud. Ask, *What kinds of music does Yuki love?* (all kinds)

1 VOCABULARY

- A** • Draw attention to the pictures and their captions. Play the audio and have Ss follow along.
- Have Ss listen and repeat.
 - Call on a S to read the first description aloud. Then ask volunteers to read the remaining descriptions.
 - Focus on the Note about languages. Say, *Some people speak French. Other people speak Arabic, or Chinese, or these other languages.* Poll the class. Ask, *How many of you speak French?* Have Ss raise their hands. Repeat the same question for each language in the box. Keep a tally of answers on the board to see which language is spoken by the most Ss in the class.
- + EXTENSION** Play a game of charades. Form groups of Ss. Ask one S to act out one of the skills or abilities silently while the other Ss in the group guess what the skill or ability is.
- B** • Say, *Some words go with other words.* Focus on the word web for *play*. Elicit other sports or instruments that can complete the word web. (For example, basketball, football, the trumpet)
- ...** **OPTION For higher-level Ss**, ask Ss to think of more answers to add to each word web.



TEACHING TIP When teaching a new vocabulary set, give Ss the opportunity to suggest additional examples of words or phrases that belong to the set. Encourage Ss to add any new words and phrases to their textbooks or notebooks.

2 GRAMMAR

- Write two statements about yourself on the board, one describing something you can do and one describing something you can't do. For example, *I can play the piano. I can't play the violin.*
- Ask, *What is the difference between these two sentences?* (The first uses the affirmative form *can*, and the second uses the negative, contracted form *can't*.) Say, *The verb can is often used to describe ability.*
- Focus on the statements section of the grammar chart. Read the examples aloud. Point out that we use the base form of the verb after *can* or *can't*. Give additional examples if appropriate. For example, *I can speak Arabic.*
- Explain that *can't* is the short form of *cannot*, but English speakers rarely say *cannot*.
- Bring Ss' attention to the *yes / no* questions and short answers. Read the examples aloud. Point out that in short answers, people usually only say *can* or *can't*, not the base form of the verb.
- Ask one S, *Can you draw?* Elicit the answer *Yes, I can* or *No, I can't*. Then ask another S a question about the first student: *Can [he / she] draw?* (Yes, he / she can. OR No, he / she can't.) Solicit a few volunteers to ask and answer more *yes / no* questions with *can*.
- For grammar practice, have Ss turn to the grammar activities on page 130.

3 PRONUNCIATION

- A** • Read the *can* and *can't* pronunciation box aloud. Focus on the example sentences. Then have Ss listen and repeat. Make sure that Ss do not stress *can* unless it is at the end of a sentence (for example, Yes, I CAN), and that they stress *can't*.
- B** • Before they listen, have Ss skim the exercise items.
- Have Ss listen and circle the words they hear. Play the audio again if appropriate.
- Go over the answers as a class. Then listen and repeat.
- C** • Circulate as Student As read the sentences aloud and Student Bs stand or sit as they listen to their partners. Check that Ss are stressing the words correctly. Make sure Ss switch roles.

4 CONVERSATION

- A** • Have Ss look at the video still. Ask, *Who is in the picture?* (Carlos and Yuki). *What are they doing?* (listening to music)
 - Before Ss listen or watch, have them preview the exercise to get an idea of the conversation.
 - Books closed, have Ss listen or watch the video.
 - Books open, have Ss complete the exercise individually.
 - Go over the answers as a class. Replay the audio if necessary.
 - Ask, *What happens at the end of the video? Does Yuki like Carlos's singing? Can Carlos sing?*
- B** • Ask Ss to preview the conversation and predict ways the gaps might be filled. Remind Ss again to listen carefully for *can* versus *can't*.
 - 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.
 - Model the conversation.
 - Have Ss listen and repeat again.
 - Then in pairs, have Ss practice the conversation. Circulate and listen for pronunciation issues with *can* and *can't*. Time permitting, have Ss swap roles and practice again.
- D** • Have Ss use the model in 4B to make new conversations using the new words. They should replace the highlighted words in the model with the words with the same color.
- Have Ss use the model in 4B to make new conversations again. This time, they should replace the highlighted words with their own ideas.

5 TRY IT YOURSELF

- A** • Go over the directions. Ask two Ss to read the example conversation aloud.
 - Copy the chart on the board. Say, *Let's find someone who can sing*. Model how to do this by asking a S, *Can you sing?* If the answer is yes, write the S's name in the chart under *Sing*.
 - Tell Ss to add two other skills to their charts. Tell them they can choose a skill or ability from page 22 or make up their own.
 - Have Ss walk around and complete the activity. Tell Ss to keep switching partners until they find a S match for each of their skills.
 - Have Ss summarize their results.



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

- ✓ Using skills and abilities vocabulary
- ✓ Using *can* and *can't* to describe ability
- ✓ Pronouncing *can* and *can't* correctly



EXIT TICKET At the end of class, poll the Ss about each activity on page 22. For example, say, *Can you play the piano? Raise your hand*. Count hands and write the number on the board. Repeat for each skill or ability and keep a tally. See which activity the most Ss can do.

- ... **OPTION** For higher-level Ss, have them write one skill or ability that was not covered in the textbook to the activity. At the end of the activity, ask Ss to talk about the skill or ability they added and announce who they found that has that skill or ability.

- + **EXTENSION** Refer back to Yuki's social media message at the beginning of the lesson. Ask the class, *What kind of music do you like? What is your favorite band? Write a social media message about it*. Have Ss write their messages on a blank card or piece of paper and collect them. Then read the messages aloud. Ask Ss to guess who wrote each message.



3 PRONUNCIATION

- A** ▶02-15 Listen. Notice the pronunciation of *can* and *can't*. Then listen and repeat.

I can dance. I can't sing.

Can you play the piano? Yes, I can.

Can you play the violin? No, I can't.

Can and can't

Can is usually unstressed. The vowel is short and weak. Note that *can* is stressed at the end of a sentence.

Can't is always stressed. The vowel is strong and clear.

- B** ▶02-16 Listen. Circle the word you hear. Then listen and repeat.

1. I **can** / **can't** speak Japanese.

4. I **can** / **can't** draw.

2. He **can** / **can't** play the guitar.

5. He **can** / **can't** ride a motorcycle.

3. She **can** / **can't** ride a horse.

6. She **can** / **can't** sing, but I **can** / **can't**.

- C** **PAIRS** Student A: Say each sentence in 3B, choosing *can* or *can't*. Student B: Stand up if your partner says *can*. Stay seated if your partner says *can't*.

4 CONVERSATION



- A** ▶02-17 Listen or watch. Circle the correct answers.

1. Rodrigo **can** / **can't** play the guitar.

2. Carlos **can** / **can't** play the guitar.

3. Yuki **can** / **can't** play the violin.

4. Carlos says he **can** / **can't** sing.



- B** ▶02-18 Listen or watch. Complete the conversation.



Carlos: Can play the guitar?

Yuki: No, I can't. But I can play the violin.

Carlos: Are you any good?

Yuki: Yeah, I'm pretty good. What about you? Can you play the guitar?

Carlos: No, I can't, but I can sing!



- C** ▶02-19 Listen and repeat. Then practice with a partner.

- D** **PAIRS** Make new conversations.

Use these words or your own ideas.

speak Chinese

speak Spanish

speak French

5 TRY IT YOURSELF

- A** **WALK AROUND** Can your classmates do these things? Write two more abilities. Then find one person for each skill.

A: Can you play the piano?

B: No, I can't. Can you?

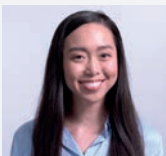
Ability:	sing	draw
Name:		



I CAN TALK ABOUT SKILLS AND ABILITIES.

LESSON 4

READ ABOUT A FAMILY BUSINESS



YUKI OGAWA

@YukiO

Ever hear of the Epper family? They're in hundreds of movies, but nobody knows their names.

1 BEFORE YOU READ

- A PAIRS** What makes a movie exciting? Name a movie with a lot of action—for example, car accidents or fights. What do you like or dislike about it?



- B VOCABULARY** ▶02-20 Listen. Then listen and repeat.

exploding: breaking into many pieces, often with a loud noise

generation: people who are all about the same age—for example, the brothers and sisters in a family

bones: parts of your body that are hard and white and give your body its shape

create: make something new

instead: in place of something or someone else

result in: make something happen; cause

2 READ

- A PREVIEW** Read the title and subtitles, and look at the photo. What do you think a *stunt* is?
- B** ▶02-21 Read and listen to an article about the Epper family. What do they do? **They're stunt people.**

AN UNUSUAL FAMILY BUSINESS

Who was the driver of the exploding bus in the movie *Transformers*? His last name is Epper. Who crashed through the window in the TV show *Wonder Woman*? Her last name is Epper. When you see someone crash a car, run through fire, or jump from a train in a movie or on television, that person may not be a movie star. He or she is probably a stunt person. Stunt people do the dangerous work—the stunts—for movie stars.

The most dangerous job in the movies

More than twenty members of the Epper family are stunt people. For the Eppers, stunts are a family business that started in the 1930s. John Epper was the first stunt person in the family. He did stunts for famous Hollywood actors, including Gary Cooper and Ronald Reagan. His six children all followed him in the family business. They learned to ride horses when they were very young. His daughter Stephanie practiced horse stunts after school with her father. She jumped off the horse into his arms over and over, until the stunt was perfect. His daughter Jeannie had the longest career. She worked as a stunt person for more than 60 years. She jumped off roofs and horses, crashed cars, and had lots of fights. Sometimes she got hurt. All those stunts resulted in 56 broken bones!

What is in the future for the stunt business?

And now, a third and fourth generation of Eppers are working in the family business. Will there be a fifth generation? Perhaps, but the future of the stunt business is not clear. Today, many movie directors don't use people for the most dangerous stunts. Instead, they use computers to create scenes that are exciting but safe.



LESSON 4 READ ABOUT A FAMILY BUSINESS



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

- Read the lesson title aloud. Then read the social media message aloud. Ask, *Has anyone ever heard of the Epper family? How can they be in hundreds of movies,*

but no one knows their names? Write Ss' ideas on the board. Leave the predictions on the board to refer to later. Say, *We will see if we're right after we read.*

1 BEFORE YOU READ

- A** • Read the questions in the directions aloud. Offer your own personal answers. (For example, I think a movie is exciting when there is a lot of action. A movie with a lot of action is *Star Wars: The Force Awakens*. I like the battles between the Galactic Empire and the Rebel Alliance.)
- Have Ss discuss the questions in pairs. Then bring the class together and have them share answers. On the board, write examples of Ss' answers.
 - If Ss have trouble thinking of movies, give them a few examples. (the *Mission Impossible* series, James Bond movies, *The Avengers* [or other superhero movies], the *Fast and Furious* series, or Jason Bourne movies)
- B** • Draw attention to the vocabulary words. Play the audio. Ask Ss to listen and repeat.
- Make sure Ss understand the definitions by asking questions using the words in context. For example, *How many generations are there in your family? How many bones do you think are in the human body?*

(270 at birth, 206 by adulthood—bones join together as people age)



OPTION For lower-level Ss, write sentences that include the vocabulary words on the board first. Then go over the words and definitions.



OPTION For higher-level Ss, books closed. Write the list of words on the board and have Ss guess the definitions. Then have Ss open their books and check their definitions.



EXTENSION Ask Ss to write a sentence using each of the words. Solicit volunteers to write their sentences on the board. Ask them to leave a blank line where the vocabulary word goes. Ask the other Ss to guess what word is missing from each sentence.

2 READ

- A** • Consider presenting the Reading Skill box and 3A item 1 on page 25 before or in combination with this preview task so that Ss can practice the skill on the reading.
- Focus on the picture. Say, *These people are doing a stunt*. Solicit volunteers to share their guesses about what a stunt is. Ask, *What are some different stunts that people do in movies?* (For example, driving cars very fast, hanging from high places, fighting, performing martial arts, or doing acrobatics)
- B** • Have Ss read and listen. If appropriate, have them read and listen again. Then, in pairs, have them discuss what the Epper family does.
- Remind Ss about the predictions they made about the Eppers at the beginning of the lesson. Say, *Remember your predictions? Let's see how many were correct*. Bring the class together and ask Ss how many of them correctly predicted what the Epper family does.
 - Address any questions.



OPTION Have Ss underline the vocabulary words from 1B in the reading so that they see them used in context.



CULTURE NOTE Some actors are famous for doing their own stunts, such as Tom Cruise, Matt Damon, Kristin Stewart, Cameron Diaz, Jackie Chan, Jason Statham, Arnold Schwarzenegger, and Sylvester Stallone.



EXTENSION Read the Culture Note aloud. Ask, *Do you think actors should do their own stunts? Why or why not? Would you do your own stunts? What stunts would you do?* Write answers on the board as Ss offer their opinions.



OPTION Assign the reading to Ss as homework. In the next class, answer any questions Ss have about the reading before starting the follow-up exercises on page 25.

3 CHECK YOUR UNDERSTANDING

- A** • Have Ss read the Reading Skill box silently. Then read it aloud. Ask, *Why is it important to be able to find the topic in a reading before you read?* (It makes it easier to understand the reading passage.)

- Call on volunteers to read the title and subtitles from the reading on page 24 aloud.
- Have Ss find the repeated words in the reading and underline them. Have pairs compare answers.

- ... **OPTION** Divide the class into four groups and assign each group one of the words in 3A item 2. Have them find the repeated words and underline them. Then have them present the answers to the other groups.

- Have Ss choose the topic of the reading individually. Check their answers.

- B** • Have Ss complete the exercise. Go over the answers as a class.

- ... **OPTION** For each item, have Ss underline the part of the text that helped them figure out the answer. Then have them compare answers with a partner.

- ... **OPTION For higher-level Ss**, have them write their own additional comprehension questions about the reading and quiz a partner.

- C** • Read the sentence aloud. Have Ss identify the correct meaning.
- Go over the answer as a class.

- + **EXTENSION** Ask Ss, *What have you done over and over?* Write answers on the board. Put a check mark next to duplicate answers. See what activities have been done over and over by more than one student.

- D** • Draw attention to the example. Ask Ss to start their sentences using this sentence frame.
- Pair Ss to discuss the most important ideas. Have them share their answers with the class.

- ... **OPTION** Focus attention on the box to the right of 3D. Have Ss complete the research task during class or for homework. Then ask Ss to share what they learned. Put Ss in small groups and have them talk for a few minutes about their search results.

4 MAKE IT PERSONAL


- A** • Copy the chart on the board. Complete it with details about the people in the 4B example: Will Smith, Jada Pinkett Smith, and their children. (For example: Will Smith: Actor, singer, comedian, producer. Will started acting in 1986 in the TV show *The Fresh Prince of Bel-Air*.) Jada Pinkett Smith: actress, dancer, singer. Jaden Smith: actor, rapper. Willow Smith: actress, singer.

- Have Ss work individually to complete their own charts about the famous family they want to describe. Allow them to do research in the school's computer lab, on their phones, or at home if appropriate.

- ... **OPTION For lower-level Ss**, give them some examples of families they can look up. For example, *Baldwin brothers* (actors), *Banai Family* (Israeli musicians), *Barrymore family* (actors), *Carter-Cash families* (singers), *Casadesus family* (French composers, musicians), *Hadid sisters* (models), *Lauren family* (designers).

- B** • In pairs, have Ss use their charts to discuss the famous family they chose to describe.

- + **EXTENSION** Have Ss present their families to the class.

-  **EXIT TICKET** Have Ss write a couple of sentences about a family (famous or not) and its business on a piece of paper. Collect the papers as students leave. Read the papers to identify areas for review in later lessons and individual Ss who may need additional practice.

3 CHECK YOUR UNDERSTANDING

A READING SKILL Read the Reading Skill. Answer the questions.

1. What is the title of the article? What are the subtitles of each paragraph?

Title An Unusual Family Business

Subtitles The most dangerous job in the movies

What is in the future for the stunt business?

2. Which words are repeated in the article?

a. school ☐ **c. family**
b. business d. computer stunt

3. What is the topic of the article?

a. dangerous stunts b. unusual movie jobs **c. a family of stunt people**

READING SKILL Find the topic

The *topic* is what the article is about. When you know the topic before you begin, it is easier to understand the article. One way to find a topic is to look at the title and subtitles. You can also look for repeated words.

B Choose the correct answer.

1. The Eppers ____.

a. do stunts for actors b. are famous actors c. direct movies

2. ____ generations of Eppers have worked as stunt people.

a. Three **b. Four** c. Five

3. Stephanie Eppers did stunts with ____.

a. cars b. fights **c. horses**

4. Movie directors sometimes use ____ instead of stunt people.

a. the Eppers **b. computers** c. movie stars

C FOCUS ON LANGUAGE Read. What do the underlined words mean?

She jumped off the horse into his arms over and over, until the stunt was perfect.

a. high up **b. many times**

D PAIRS What is the article about? Retell the most important ideas. Use your own words.

The article is about the Epper family ...

Find out about movie stunts. How much money do stunt people make?



4 MAKE IT PERSONAL

A Think of famous family members who work in the same area. What jobs do they have? What do you know about their personalities, appearances, and skills? Describe each person in the family.

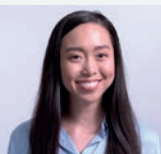
Family: _____				
Family members				
Descriptions				

B PAIRS Tell your partner about your famous family.

A: Will Smith and Jada Pinkett Smith are both famous actors. Their kids are actors, too.

B: That's right! Will Smith started acting ...

☐ I CAN READ ABOUT A FAMILY BUSINESS.



YUKI OGAWA

@YukiO

TSW has this great program where employees help students get ready to work. I hope I can do it!

1 BEFORE YOU WRITE

- A** Read the poster. Then read Yuki's message. What does Yuki want to do? *Yuki wants to become a mentor.*

Become

a mentor!

While you're at work, help students who are looking for work!

1-2 hours a week

→ To apply, go to TSW's website

Tell us your name, job, and how you can help students!

Name:

Job:

Why do you want to be a mentor?

This is a great idea! I really want to help some students. A social media manager is a very interesting job. Many students want to be social media managers because they use social media a lot. However, many students don't understand the job well. I can talk about my work. I can also answer any questions they have about my job. Finally, I'm kind, outgoing, and funny. I can be a good mentor.

- B** Read Yuki's application. Take notes in the chart. What does Yuki write about social media managers? What does Yuki write about herself?

Social media managers	Yuki
Interesting job	Wants to help students
Students want to be social media managers.	Can talk about her work
Students don't understand the job well.	Can answer questions
	Is kind, outgoing, and funny

- C PAIRS** What is a good mentor like? Write 3-5 things.

I think a good mentor is friendly.

Possible answer: A good mentor is friendly, smart, and kind.

LESSON 5 DESCRIBE YOURSELF ON AN APPLICATION



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

- Read the lesson title aloud. Ask, *What is an application?* (a form that you fill out when you are asking for something, such as a job)
- Ask Ss if they have ever applied for a job. Ask, *Did you have to describe yourself on the application? Do you think this is easy or hard? Why?*

1 BEFORE YOU WRITE

- A** • Draw attention to the poster and application that Yuki has completed. Have Ss read them silently.
- Read Yuki's social media message aloud. Say, *A mentor is a person who helps students who are looking for work. To be a mentor, it's good if you have a job. Then you can tell students about your job.*
- Ask, *Why did Yuki fill out this application?* (She wants to become a mentor.) *What is Yuki's current job?* (social media manager) *How can Yuki help students?* (She can answer their questions about her job.)
- Answer any other vocabulary or content questions about the poster, application, or message.
- B** • Have Ss look at the chart. Say, *In the first column, write how Yuki describes her job. In the second column, write how Yuki describes herself and her personal qualities and goals.*
- Have Ss skim the application again and take notes in the chart.
- Have Ss check answers in pairs.
- C** • Start a class discussion about mentors. Ask, *Does anyone want to be a social media manager like Yuki? Would you like to have Yuki for a mentor? Do you think Yuki can be a good mentor? Why or why not?* Have Ss justify their answers.
- Then ask, *Have you ever had a mentor? Was he or she a good mentor? What kind of person is a good mentor?* Write Ss' ideas on the board.
- Draw attention to the example sentence. Ask Ss if they agree.
- In pairs, have Ss complete the task. Then go over answers as a class.
- OPTION** For lower-level Ss, write a list of adjectives or qualities on the board. Then have Ss use them to describe good mentors. (For example, kind, outgoing, smart, funny)
- OPTION** Copy the chart on the board and call on volunteers to complete it with their answers. Then go over the answers as a class.

2 FOCUS ON WRITING

- A** • Read the Writing Skill box on punctuation aloud. Ask, *Why is it important to use correct punctuation in an application?* (Employers don't like applications with incorrect punctuation. They think the applicant is careless, or not smart enough for the job.)
- B** • Direct attention back to Yuki's application. Have Ss circle one example of each type of punctuation.
- Go over the answers as a class.



OPTION Have Ss circle ALL the examples of the punctuation in Yuki's application.



EXTENSION Choose a simple reading from another lesson in the Student Book. Ask Ss to circle examples of punctuation in the reading. Have them work in pairs or compare answers in groups.

3 PLAN YOUR WRITING

- A** • Tell Ss it is time to start planning their own application. Encourage them to choose a job or activity that other people want to learn about. They can also make up information if they prefer.
- Have Ss complete the chart. Say, *Complete the second column with your own personal qualities and goals.* Remind them to use the chart from 1B on page 26 as an example as they work.
 - Circulate to help Ss as needed.



OPTION Ss might find this challenging. If they need more examples, write an example chart on the board using *Teacher* as the job. Write positive qualities to describe yourself in the second column or ask Ss to describe what they think you are like.



- Read the example aloud. Then pair Ss to talk about their charts.
- If time allows, ask Ss to share the information in their charts with the class.

4 WRITE

- Have Ss write a short application for the job or activity they want to become a mentor for. Encourage them to use the information in the chart they completed in

3A. Refer them back the Writing Skills box if they need help with punctuation.

5 REVISE YOUR WRITING

- A** • Tell Ss to peer review their partner's applications. Ask them to answer the questions in the book about their partner's application.
- B** • Ask Ss to make suggestions for improvement.



TEACHING TIP To ensure that Ss are kind and constructive during peer reviews, conduct a model peer review session before pairing Ss to review each other's work. Write a sample paper, or use a former

student's paper with the name deleted. Ask Ss to take a few minutes to read the paper and make comments using the peer review questions. Display the peer review questions and ask Ss to volunteer comments on it. Write comments that are constructive, polite, and relevant on the board. Encourage Ss to use phrases like *Maybe you should...* or *This is good, but maybe this is better:* ... to soften criticism when they conduct their own peer reviews.

6 PROOFREAD

- Have Ss proofread their applications one last time.
- Direct their attention to the Note. Ask them to check their spelling, punctuation, and capitalization again.
- Then collect Ss' work and offer individual feedback.



EXIT TICKET Give Ss a short punctuation quiz. Write a few sentences that need punctuation on the board. For example,
Juan Carlos Martinez is a social media manager at Twitter
He works hard but he really loves his job
Where is Twitter
Twitter is in San Francisco California
Have Ss rewrite the sentences with the correct punctuation on a blank card or pieces of paper. (Juan Carlos Martinez is a social media manager at Twitter. He works hard, but he really loves his job! Where is Twitter? Twitter is in San Francisco, California.)
Collect cards as Ss leave. Check them to identify areas for review in later lessons and individual Ss who may need additional practice.

2 FOCUS ON WRITING

- A** Read the Writing Skill.
- B** Read Yuki's application again. Circle one example of a period, a question mark, a comma, and an exclamation point.

WRITING SKILL Use correct punctuation

Use a period (.) at the end of a sentence. Use a question mark (?) at the end of a question. Use a comma (,) after transition words (but, and, etc.) and between things in a list. Use an exclamation point (!) to show excitement.

3 PLAN YOUR WRITING

- A** Look at the chart in 1B. Then think about a job or other activity you know how to do. Choose something other people want to learn about. Complete the chart below. Write notes about the job or activity and about yourself.

Job or activity: _____	You

- B PAIRS** Tell your partner about the job or activity and about yourself.
My activity is playing the guitar. I really like playing the guitar. I'm a good teacher ...

4 WRITE

Imagine you can become a mentor. What can you help people learn about?
Write an application to be a mentor for a job or activity and why you can be a good mentor.
Remember to use correct punctuation. Use 1A as a model.

5 REVISE YOUR WRITING

- A PAIRS** Exchange applications and read your partner's application.
1. Check the ends of sentences and any lists in the application.
 2. Did your partner use periods at the ends of sentences and commas in lists?
 3. Did your partner include good details about himself or herself?
- B PAIRS** Can your partner improve his or her application? Make suggestions.

6 PROOFREAD

Read your application again. Can you improve your writing?

Check your

- spelling
- punctuation
- capitalization

PUT IT TOGETHER

1 MEDIA PROJECT



A ▶ 02-22 Listen or watch. Who does Alex describe? Alex describes his father, his mother, and himself.



B ▶ 02-23 Listen or watch again. Describe the people.

1. Describe Alex's father. Alex's father is tall. He has brown eyes and curly black hair. He's really funny. He rides a motorcycle in his free time.
2. Describe Alex's mother. Alex's mother is kind and pretty. She has brown eyes and long, straight black hair. She is short and average weight. She plays the piano and sings.
3. Describe Alex. Alex has brown eyes and black hair. He is short. He can't ride a motorcycle or play the piano. He can draw and paint.

C Show your own photos.

Step 1 Think about your family and friends. Choose or take photos of three people you know.

Step 2 Show the photos to the class. Talk about each person's appearance and abilities.

Step 3 Answer questions about the people. Get feedback on your presentation.



2 LEARNING STRATEGY

RECORD YOURSELF SPEAKING

Choose 3-5 sentences to read out loud. Write them down. Then record yourself speaking and listen to your recording. What parts were hard for you to say? Practice these words and get feedback from your teacher or classmates.



Go to Exercise 4A on page 19. Write down 3-5 sentences from Yuki and Emma's conversation. Then read the sentences out loud and record yourself. Listen to your recording. What words are difficult for you? Practice the words and phrases. Ask your teacher or classmates for help.

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 someone's personality
- ☐ Describe someone's appearance
- ☐ Talk about skills and abilities

Vocabulary

- ☐ Family
- ☐ Personality
- ☐ Words to describe someone's appearance
- ☐ Skills and abilities

Pronunciation

- ☐ The vowel sound /ʌ/
- ☐ Can and can't

Grammar

- ☐ Questions with *who* and *what*; Answers
- ☐ Be vs. have for description
- ☐ Can for ability

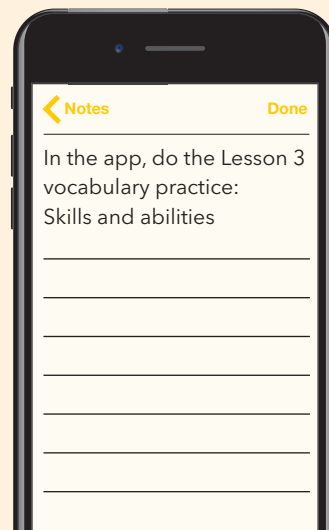
Reading

- ☐ Find the topic

Writing

- ☐ Use correct punctuation

B What will you do to learn the things you highlighted? Write notes.



PUT IT TOGETHER

1 MEDIA PROJECT

- A** • Have Ss look at the picture. Ask, *What do you see?* (a woman)
 - Tell Ss they will hear Alex describe people in his family. Play the audio. Have Ss answer the question. Then ask, *Which person in Alex's family does this picture show?* (Linda)
- B** • Before they listen or watch, have Ss preview the sentences. Tell them that this is the information they need to listen for.
 - Play the video. Then have Ss complete the task individually. If appropriate, have them listen or watch again.
 - In pairs, have Ss compare answers. Then bring the class together to go over any questions.

+ **EXTENSION** To review, ask Ss to write down all the vocabulary words from the unit that they hear in the video. To check answers, print copies of the script and ask Ss to underline the words. Ask, *How many of these words did you hear?* Also review the unit grammar. Ask, *What can Alex's father do?* Elicit answers using *He can*. Repeat for Alex's mother and Alex.

- C** • Explain to Ss that they will create a similar project to the one they watched.
 - Give Ss a few minutes to read the three steps. Encourage them to make a list of what pictures they want to use.

- Tell Ss they can film themselves or have someone else film them.
- For homework, tell Ss to take and organize the pictures. Clarify that they don't have to print their pictures out, but that they should have them easily accessible on their phone.
- Assign the filming as homework or schedule time in the computer lab or in class for Ss to work on their videos.
- Back in class, write the following questions on the board:

Feedback: Is the student well-prepared?

Are the pictures well-organized?

Does the student speak loudly and clearly?

Does the student make eye contact?

Give Ss a few minutes to read over the questions. Then say, *Before each student presents, write his or her name on a piece of paper. Then take notes during his or her presentation. You will use these notes later when you answer the questions on the board.*

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

2 LEARNING STRATEGY

- Ask Ss to read the Learning Strategy box silently. Then read it aloud. Ask, *Do you think this is a good way to practice English? Why or why not?*
- Have Ss complete the task. Circulate to help as needed. Encourage Ss to listen to each other's recordings and attempts to practice difficult words

and to let their classmates know if they are successfully pronouncing the difficult words.



OPTION Give Ss time to record three to five other sentences and actually implement the strategy in class. Ask them the questions in the Learning Strategy box. Solicit volunteers to share answers.

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, and so on 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 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 ARE YOU DOING TODAY?

PREVIEW THE UNIT

LESSON 1	Talk about household chores	
	Vocabulary	Household chores
	Grammar	The present continuous for events happening now: Review
	Pronunciation	Stressed words
LESSON 2	Make and respond to invitations	
	Vocabulary	Types of movies
	Speaking	Accept or decline invitations
	Pronunciation	Blending: <i>want to</i> and <i>have to</i>
LESSON 3	Talk about free time	
	Vocabulary	Free-time activities
	Grammar	Verbs + infinitives and gerunds
	Conversation skill	Show you're unsure
LESSON 4	Read about a problem with technology	
	Reading skill	Find the main idea
LESSON 5	Write about ways to relax	
	Writing skill	Connect ideas with <i>and</i> and <i>but</i>
PUT IT TOGETHER		
	Media project	Talk about activities you like and don't like
	Learning strategy	Write about your life



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

GET STARTED

- A** • Read the unit title. 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 what they see. Bring the class together and ask pairs to share. Write words on the board. (For example, a busy town square; people walking, talking, and shopping)
- C** • Focus on the social media message and bring Ss' attention to the photo and name. Ask, *What do you know about Emma?* Invite Ss to call out answers. Have them read what Emma says in *Meet the People of TSW Media* on page 4 or play the video of Emma. Then ask again, *What do you know about Emma?*
 - Have Ss turn back to page 29. Read the social media message aloud. Ask, *Are you glad when it is Friday? Why?*



WHAT ARE YOU DOING TODAY?

LEARNING GOALS

In this unit, you

- 🕒 talk about household chores
- 🕒 make and respond to invitations
- 🕒 talk about free time
- 🕒 read about a problem with technology
- 🕒 write about ways to relax



GET STARTED

- A** Read the title and the learning goals.
- B** Look at the photo. What do you see?
- C** Now read Emma's message. What does she want to do this weekend?



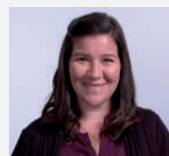
EMMA DAVIS

@EmmaD

I'm so glad it's Friday. I need to do something fun this weekend! Any ideas?

LESSON 1

TALK ABOUT HOUSEHOLD CHORES



EMMA DAVIS

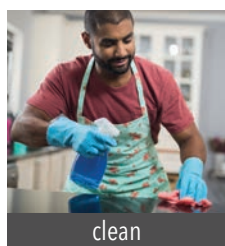
@EmmaD

Just finishing up some work before I go home. So busy.

1 VOCABULARY Household chores



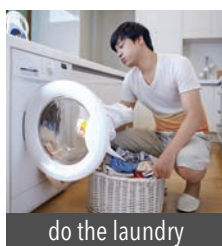
A 03-01 Listen. Then listen and repeat.



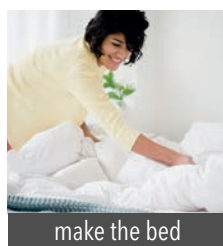
clean



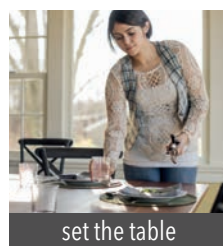
wash the dishes



do the laundry



make the bed



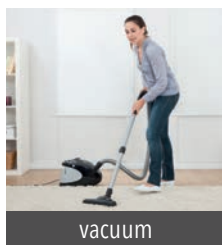
set the table



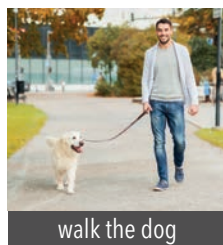
take out the trash



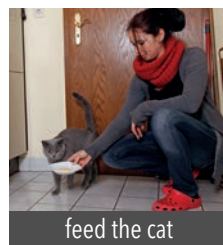
water the plants



vacuum



walk the dog



feed the cat

B PAIRS Talk about the chores in 1A. Who does the chores in your home? Which do you do in the kitchen? the bedroom? the dining room? the laundry room? outside?



2 GRAMMAR The present continuous for events happening now: Review

Affirmative statements

Subject	Be	Verb + -ing	Object
I	am		
She	is	doing	chores.
We	are		

Negative statements

Subject	Be + not	Verb + -ing	Object
I	am not		
She	is not	having	dinner.
We	are not		

Questions

Wh- word	Be	Subject	Verb + -ing
What	are	you	doing?
Where	is	he	going?
	Is	she	working?
	Are	you	

Answers

I'm doing the laundry.
He's taking out the trash.
Yes, she is .
No, she isn't .
Yes, we are .
No, we aren't .

Notes

- We almost always contract the subject pronoun + be in speaking and informal writing.
- Do not use contractions in short, affirmative answers. Yes, she is. NOT Yes, she's.

Spelling rules for -ing verbs:

- For most verbs, add -ing to the base form of the verb. study → studying
- For verbs ending in a consonant + -e, drop the e and add -ing. come → coming
- For most verbs ending in consonant / vowel / consonant, double the final consonant and add -ing. set → setting
- begin → beginning

>> FOR PRACTICE, GO TO PAGE 131

LESSON 1 TALK ABOUT HOUSEHOLD CHORES

- Read the lesson title aloud. Ask, *What is a household chore?* (work you do in your house)
- Read the social media message aloud and ask, *Where is Emma?* (at work) *Why is she not at home?* (She is finishing up some work.)

1 VOCABULARY

- A** • Play the audio. Then focus on the pictures and ask, *Do you do any of these chores? Which chores do you do?* Have Ss listen and repeat.

- +** **EXTENSION** Put Ss into groups. Ask them to write down as many other household chores as they can. Then have a class competition. Give small prizes to the team that can think of the most household chores.

- B** • Have Ss work individually to make lists of who does each chore in 1A in their homes.
- Write this example conversation on the board:
A: I usually do the dishes at home. How about you?
B: My wife usually does the dishes.
- Solicit volunteers to read the conversation aloud. Then pair Ss to have their own conversations about who

does the chores in their homes. Have Ss share their conversations with the class.

LANGUAGE NOTE *How about you?* and *What about you?* are ways to ask another person to talk about themselves.

- Ask, *What are some places in a house?* (For example, the kitchen, bedroom, dining room, laundry room, bathroom, outside) Make a chart on the board with the places as column headings.
- Ask, *Where can you do the chores in 1A?* Have Ss copy the chart in their notebooks and discuss this question in pairs.
- Solicit volunteers to suggest tasks for each location and complete the chart on the board. (If the 1A extension was completed, add those additional tasks to the chart on the board.)

2 GRAMMAR

- Say, *We use the present continuous to describe what is happening now.* Ask, *What am I doing now?* (teaching, talking) Then write on the board: *What are you doing now?* Elicit answers from Ss and write one of them on the board. (For example, *I am learning English.*) Leave the question and answer on the board to refer to later.
- Read the first half of the grammar chart aloud. Point out that the only difference in form between affirmative and negative statements is that we add the word *not* to the negative statements.
- Focus on the question and answer you wrote on the board. Point to the answer. Say, *This is an affirmative statement. Can you answer the question with a negative statement?* Write Ss' answers on the board. (For example, *I am not teaching English.*)
- To introduce the second part of the chart, point to the question *What are you doing?* on the board again. Say, *This is an information question in the present continuous.*
- Read the questions and answers in the chart aloud.
- Point out that the last two questions are *yes / no* questions, not information questions. They do not include a *wh-* word. Ask, *How do we answer a yes / no question?* (with *yes* or *no*)
- Draw attention to the Notes. Say, *We use contractions with subject pronouns like she, but not as often with proper nouns.* (For example, *Jack is* washing the dishes.) Remind Ss we do not use contractions in short, affirmative answers. Go over the examples.

- +** **EXTENSION** Write on the board: *I am, He is, She is, They are, It is not, We are not.* Ask Ss to write down the contracted forms of these phrases. (*I'm, He's, She's, They're, It isn't / It's not, We aren't / We're not*)

- Teach the spelling rules for *-ing* verbs. Present the examples.
- Elicit two or three more examples of verbs that follow each spelling rule. Write them on the board.

- +** **EXTENSION** Organize a spelling bee. Divide the class into two teams. Send one student from each team to the board. Give Ss the base form of the verb and ask them to write the present continuous. For every correct answer, the team earns one point. The team with the most points wins. You can use the following words: *buy* (buying), *store* (storing), *let* (letting), *start* (starting), *bite* (biting), *stop* (stopping), *try* (trying), *write* (writing), *sing* (singing), *dance* (dancing), *eat* (eating), *rob* (robbing), *go* (going), *lose* (losing), *win* (winning). **For lower-level Ss**, create a written spelling quiz and have Ss do the quiz in pairs or small groups instead of individually.

- For more information about the present continuous for events happening now, have Ss turn to the chart on page 151.
- For grammar practice, have Ss turn to the grammar activities on page 131.

3 PRONUNCIATION

- A** • Read the Stressed words Note aloud. Explain that a stressed word sounds louder and longer than the other words. If appropriate, review the definitions of nouns and verbs. (Nouns are people, places, and things. Verbs are actions.)
- Read the first sentence aloud. **For lower-level Ss**, clap your hands as you say each word in the sentence. Clap more loudly for the stressed words *kids*, **doing**, and *chores*. Point out that the *be* verb (*are*) and the *-ing* ending of *do* are not stressed. Ask, *Why are kids and chores stressed in this sentence?* (They are nouns.) *Why is doing stressed?* (It is a main verb.)
- Play the audio. Have Ss listen. Then have them listen and repeat.
- B** • Before they listen, have Ss preview the conversations.

... **OPTION** In small groups, have Ss underline the stressed words **BEFORE** they listen, using the pronunciation rules in the Stressed words Note as a guide. Then have them listen and check their answers.

- Play the audio and have Ss complete the task.
- Play the audio again. Ask Ss to repeat the sentences.
- C** • Pair Ss. Have them practice reading the conversations. Circulate and offer feedback on pronunciation.
- Ask pairs to write a new conversation on their own.
- Have Ss share their conversations with the class. Correct pronunciation as needed.

+ **EXTENSION** Ask pairs to write their new conversations on the board before they role-play them. Have other Ss mark the stressed words in the conversations, either on the board or in their notebooks. Then have them check whether they identified the stressed words correctly or not by listening as Ss perform the conversations.

4 CONVERSATION

- A** • Focus on the picture. Ask, *Who is this?* (Emma) *What is she doing?* (talking on the phone) Explain that Ss will hear a conversation between Emma and her husband.
- Have Ss listen or watch. Give them time to complete the task.
 - Have Ss listen again if necessary.
 - Go over the answers as a class. If appropriate, play the audio / 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.
- Ask, *What does Emma think is amazing?* (Her kids are doing chores.) *Why does she think this is amazing?* (Her kids don't usually do chores.)
 - C** • Play the audio and have Ss repeat chorally, line by line.
 - Model the conversation.
 - Have Ss listen and repeat again.
 - Then in pairs, have Ss practice the conversation using their own names. Circulate and listen for pronunciation issues. Time permitting, have Ss swap roles and practice again.
 - D** • Have Ss use the model in 4B to make new conversations using the new words. They should replace the highlighted words in the model with the words with the same color.
 - Have Ss use the model in 4B to make new conversations again. This time, they should replace the highlighted words with their own ideas.

5 TRY IT YOURSELF

- Model how to play charades. Act out a chore, such as vacuuming. Say, *Guess what I am doing?* (vacuuming)
- Tell students they should use present continuous *yes / no* questions and answers as they play the game.
- Have Ss play the game. 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. Check to see if Ss are

- ✓ using household chores vocabulary
- ✓ asking and answering questions using the present continuous
- ✓ using contractions and pronouncing them correctly
- ✓ pronouncing stressed words correctly



EXIT TICKET Have Ss turn back to the unit opener on page 29. Ask present continuous information questions and *yes / no* questions about different people in the picture. For example, point to the man taking a picture and ask, *What is he doing?* (He's taking a picture.) Point to a woman walking and ask, *Is she riding a bicycle?* (No, she's not.) Say, *Now write one information question and one yes / no question about people in this picture, and the answers to your questions.* Have Ss write their name, questions, and answers on a blank card or piece of paper. Collect the cards as Ss leave. Read them to identify areas for review in later lessons and individual Ss who may need additional practice.



3 PRONUNCIATION

A ▶ 03-03 Listen. Notice the stressed words. Then listen and repeat.

The kids are **dōing** **chōres**. They **āren't** **dōing** their **hōmework**.

What **āre** they **dōing**? They're **clēaning** the **hōuse**.

Are they **wāshing** the **dishes**? **Yēs**, they **āre**.

B ▶ 03-04 Listen. Underline the stressed words. Then listen and repeat.

1. A: My dad is cooking dinner.

B: Oh, what is he making?

2. A: Is your sister walking the dog?

B: No, she isn't. She's watching a movie.

3. A: Are you studying for the test?

B: No, I'm talking on the phone!

C **PAIRS** Practice the short conversations in 3B. Then make a similar new conversation.

Stressed words

We stress important words, like nouns and main verbs. We stress *be* verbs (like *are*) only in negatives and at the end of a sentence. Stressed words are strong and clear.

4 CONVERSATION



A ▶ 03-05 Listen or watch. Circle the correct answer.

1. Emma / Bob is working late.

2. Emma is / Bob and the kids are eating dinner now.

3. Bob is taking out the trash / doing the laundry.

4. Olivia and Luke are doing homework / chores.



B ▶ 03-06 Listen or watch. Complete the conversation.



Bob: Hey, Emma.

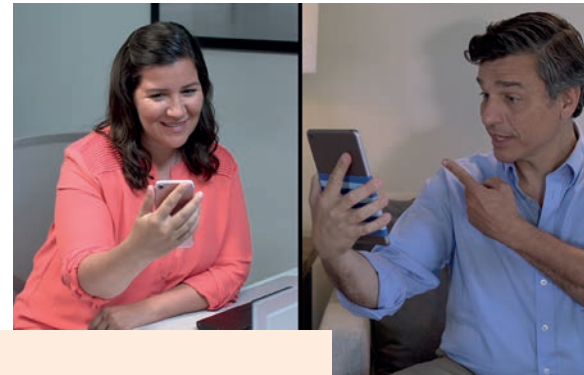
Emma: Hi, Bob. Just checking in. What are you doing ?

Bob: I'm doing the laundry.

Emma: Oh, OK. Are Luke and Olivia doing their homework?

Bob: No, they aren't. Luke is washing the dishes, and Olivia is cleaning her room.

Emma: Really? That's amazing!



C ▶ 03-07 Listen and repeat. Then practice with a partner. Use your own names.

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

setting the table

taking out the trash

walking the dog

5 TRY IT YOURSELF

GAME Play charades. Act out the activities in the picture in 1A.

Your group guesses what you are doing.

A: Are you washing the dishes?

B: No, I'm not.

C: Are you setting the table?

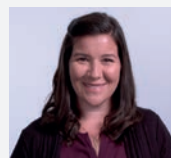
B: Yes, I am!

■ I CAN TALK ABOUT HOUSEHOLD CHORES.



LESSON 2

MAKE AND RESPOND TO INVITATIONS



EMMA DAVIS

@EmmaD

Finally, work is done.
Time to go home!

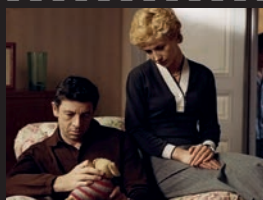
1 VOCABULARY Types of movies



A ▶ 03-08 Listen. Then listen and repeat.



an action movie



a drama



a comedy



a fantasy



a science fiction movie



a thriller



a documentary



an animated movie

B PAIRS Which types of movies are usually funny? Which types are usually serious? *Possible answers:*

Funny: an action movie, a comedy, an animated movie

Serious: a drama, a fantasy, a science fiction movie, a thriller, a documentary

C PAIRS Choose one type of movie that you like. Tell your partner two examples of that type.

I really like science fiction movies. Alien and The Martian are both great.

2 SPEAKING

A ▶ 03-09 Notice how we accept or decline invitations politely. Then listen and repeat.

Are you free tonight? Do you want to go to the movies?

Would you like to come over for dinner tomorrow?

How about lunch?

Sure. I'd love to.

That sounds great!

Oh, sorry, I can't.
I have to work.

I'd love to, but I can't.
I have to study.

B ▶ 03-10 Listen. Does each person accept or decline the invitation? Then listen again and check.

	1	2	3	4	5
Accept	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Decline	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

C ▶ 03-11 Listen. Match the invitations and the responses.

- A: How about a movie tonight? ————— B: Sure. That sounds great.
A: Do you want to play with us? ————— B: Sorry, I'm not. I have to work.
A: Are you free for lunch today, Rachel? ————— B: Sorry, I can't. I have to do homework.
A: I'm having a birthday party on Saturday. ————— B: That sounds great!
Would you like to come? ————— B: Sure! I'd love to.
A: Would you like to have dinner with me tonight? —————

LESSON 2 MAKE AND RESPOND TO INVITATIONS



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

- Read the lesson title aloud. Ask, *What happens when you make an invitation?* (You ask someone to do something with you.) *What about when you respond to an invitation?* (Someone invites you to do something, and you answer yes or no.)
- Read the social media message aloud. Ask, *Where is Emma going?* (home) *Where do you go after work or school?*

1 VOCABULARY

- A** • Ask, *Does anyone like going to the movies?* Go over the types of movies vocabulary and make sure Ss know what they mean. Elicit one example of each type.
- Then have Ss listen, and then listen and repeat.
- ⋮ **OPTION** Show online movie trailers for popular movies and ask Ss to classify them into the different movie types.
- B** • Go over the directions. In pairs, have Ss complete the exercise.
- Check answers. Be prepared for more than one possible answer. For example, some Ss might think an action movie is serious (for example, *Taken*), but they might also think an action movie is funny (for example, *Spy*).
- + **EXTENSION** Have Ss list other words that describe movies. Give an example, such as *sad*. Then ask, *Which types of movies are sad?* (For example, dramas) Write Ss' answers on the board.
- C** • Read the example aloud. Then have Ss talk to a partner about their favorite type of movie.
- Bring the class together to share their answers.

2 SPEAKING

- A** • Ask, *What does it mean to accept an invitation?* (Say yes when someone invites you to something.) *What does it mean to decline an invitation?* (Say no.) Ask, *Why is it important to be polite when you accept or decline an invitation?* (so you won't hurt someone's feelings) Say, *When you accept an invitation, you should show that you really want to go with words like I'd love to and Great. When you decline, you should say Sorry and explain why you can't go.*
- Read the example invitations, acceptances, and refusals aloud. Make sure students understand that the top row of purple speech balloons are invitations. In the bottom row of responses, the two yellow speech balloons are acceptances to the invitations, and the two red speech balloons are refusals. Say, *You can use any of these responses for any of these invitations.*
- Point out that the responses don't have to be exactly as they appear in the book. (For example, someone might say *Sure. I'd like that.* or *Sorry, but I have to study.*)
- Play the audio. Then have Ss listen and repeat.
- ⋮ **OPTION** Pair Ss to read the invitations, acceptances, and refusals aloud. Have one Ss read an invitation aloud and the other Ss choose one of the acceptances or refusals to respond. Continue until all the invitations and all the responses have been read.
- 💬 **LANGUAGE NOTE** *I'd love to* is different than *I love to*. We say *I'd love to* when we accept an invitation. We say *I love to* when we talk about how much we like doing an activity in general.
- B** • Play the audio for the first conversation. Go over the example answer. Ask, *Why is Accept the correct answer?* (The man says, *Sure. That sounds great.*)
- Play the audio again to check answers. Have Ss explain why they chose each answer.
- C** • Tell Ss they should pay attention to the exact wording as they listen and complete this task.
- Play the audio for the first item and match the first question with the correct response as an example.
- Have Ss listen and complete the other items.
- Go over the answers as a class.
- ⋮ **OPTION** Before listening, have Ss try to complete the matching exercise. Point out that not all responses work with all items because the grammar won't always work. (For example, *How about a movie tonight?* can't be matched with *Sorry, I'm not.*) Then have Ss listen and check whether they predicted the answers correctly.

3 PRONUNCIATION

- A** • Have Ss read the Pronunciation Note about blending *want to* and *have to* silently. Then read it aloud.
- Before Ss listen to the examples, draw attention to the subheads. Say, *These are written using the phonetic alphabet. This alphabet shows how words sound. This word in the first column shows how want to usually sounds; the word in the second column shows how have to sounds.*
- Then have Ss listen and repeat.

... **OPTION** Contrast the blends with how unnatural *want to* and *have to* sound when pronounced clearly. Say *I have to go shopping twice*. The first time, pronounce *have to* as **have to** and the second time, pronounce it *hafta*. Say, *It's difficult for English speakers to pronounce these words clearly. That's why they are blended.*

- B** • Before they listen, have Ss preview the exercise items. Explain that *want to* and *want* a sound similar, as do *have to* and *have* a. Ss may have to listen to all the words in each conversation to figure out which option they are hearing.
- Go over the first item with the class as an example. Then have Ss listen and complete the exercise. Play the audio again if appropriate.
- Listen again to check answers.

+ **EXTENSION** Challenge Ss to write their own sentences with *want to* and *have to*. Ask them to read their sentences aloud, pronouncing the words as the blends /wʌnə/ and /hæftə/. Listen to make sure Ss are blending the words properly.

🗨 **LANGUAGE NOTE** *Wanna* and *hafta* are not correct English. They should not be used in formal or written English.

4 CONVERSATION

- A** • Have Ss look at the video still. Ask, *Who are these people?* (One woman is Emma. We don't yet know who the other woman is.) *What are they doing?* (talking)
- 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 necessary.
- 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.
- Model the conversation.
- Have Ss listen and repeat again.
- Then in pairs, have Ss practice the conversation. Circulate and listen for pronunciation issues. Time permitting, have Ss swap roles and practice again.
- D** • Have Ss use the model in 4B to make new conversations using the new words. They should replace the highlighted words in the model with the words with the same color. Remind them to use new movie names.
- Have Ss use the model in 4B to make new conversations again. This time, they should replace the highlighted words with their own ideas.

5 TRY IT YOURSELF

- A** • Solicit two volunteers to read the example conversation aloud.
- Make sure Ss take turns being Student A so they practice both making the invitation and accepting or declining it.
- **For lower-level Ss**, write a skeleton conversation on the board for reference. Have them fill in the blanks in the skeleton to create their conversations.
A: _____, do you want to go to _____ with me tonight? It's a _____.
B: _____.
- B** • As Ss invite other Ss to movies, encourage them to talk about new kinds of movies.
- Circulate to help Ss as needed.



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

- ✓ using types of movies vocabulary
- ✓ making invitations
- ✓ accepting and / or declining invitations politely
- ✓ pronouncing blended versions of *want to* and *have to* correctly



EXIT TICKET Have Ss repeat the activity in 5A. Explain that this time, they should invite a classmate to do something other than go to the movies. Have Ss repeat this three times. Circulate and note common errors Ss make. Identify areas for review in later lessons and individual Ss who may need additional practice.



3 PRONUNCIATION

- A** ▶ 03-12 Notice the blended pronunciations. Then listen and repeat.

/wʌnə/

/hæftə/

Do you want to watch the game? Sorry. I have to go home.

Do you want to go to the movies? Sorry. I have to work late.

Blending: *want to* and *have to*

Sometimes we blend *to* with the word before it. We blend *want to* together as "wanna" /wʌnə/. We blend *have to* together as "hafta" /hæftə/.

- B** ▶ 03-13 Listen. Circle the words you hear. Then listen again.

1. want / want to

4. have a / have to

2. have a / have to

5. want / want to

3. want / want to

6. have a / have to

4 CONVERSATION



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

- Emma and Lucy are *coming to work* / going home.
- Emma and Lucy like / *don't like* the book *A New Life*.
- The movie *A New Life* is / isn't playing at a theater now.
- Emma is going home / *to a movie* tonight.



- B** ▶ 03-15 Listen or watch. Complete the conversation.



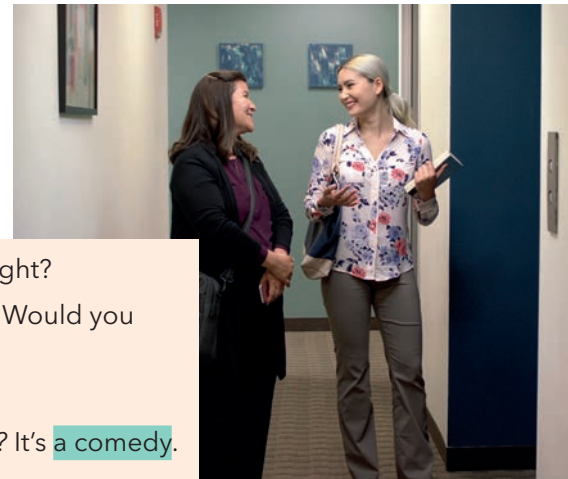
Lucy: Would you like to go to a movie tonight?

Emma: I'd love to, but I can't. I have to get home. Would you like to go on Sunday?

Lucy: That sounds great.

Emma: What should we see? How about *My Friend Jane*? It's a comedy.

Lucy: Sure!



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

- D PAIRS** Make new conversations. Use these words or your own ideas. Use different movie names.

Sure!

Would you like to see
an action movie

5 TRY IT YOURSELF

- A MAKE IT PERSONAL** Student A: Invite your partner to go to a movie with you.

Student B: Accept or decline the invitation.

A: Vera, do you want to go to *Journey to Mars* with me tonight? It's a science fiction movie.

B: Um ... sorry, I can't. I have to go to English class.

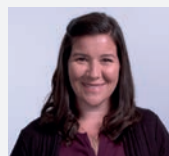
- B WALK AROUND** Invite three other people to go to a movie with you. Talk about different kinds of movies. Then accept or decline their invitations.



■ I CAN MAKE AND RESPOND TO INVITATIONS.

LESSON 3

TALK ABOUT FREE TIME



EMMA DAVIS

@EmmaD

There's nothing better than a good movie with a good friend.

1 VOCABULARY Free-time activities



A 03-17 Listen. Then listen and repeat.



listen to music



go to a concert



go online



do yoga



go hiking



play games



hang out with friends



spend time with family



watch TV



work out

B Look at the words. Circle the words that do not belong. Then say why you chose those words.

- | | | |
|--------------------------|------------------------|------------------------|
| 1. listen to music | go to a concert | work out |
| 2. hang out with friends | go online | spend time with family |
| 3. go hiking | work out | watch TV |
| 4. play games | spend time with family | do yoga |

C PAIRS Which activities from 1A do you do? Say the activity and when you do it or why you like it.

I listen to music when I work out.



2 GRAMMAR Verbs + infinitives and gerunds

Some verbs take infinitives or gerunds. Some verbs take only infinitives or only gerunds.

Verb + gerund / infinitive, infinitive, or gerund				Common verbs for ...	
Subject	Verb	Infinitive or gerund		Infinitive or gerund	
I	love	to listen listening	to music.	love like don't like hate	
		Infinitive only			
He	wants	to go	to a concert.		
		Gerund only		Infinitive only	Gerund only
We	dislike	watching	TV.		
				want plan hope	enjoy dislike avoid

>> FOR PRACTICE, GO TO PAGE 132

LESSON 3 TALK ABOUT FREE TIME



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

- Read the lesson title aloud. Ask, *What is free time?* (time when people don't have to work or study and they can do what they want)
- Read the social media message aloud. Ask, *What is Emma doing in her free time?* (going to the movies) Ask, *Does anyone here go to the movies in their free time?*

1 VOCABULARY

- A** • Draw attention to the pictures. Play the audio and have Ss follow along.
- Have Ss listen and repeat.
 - To check pronunciation, call on a student to read the first activity caption aloud. Then ask volunteers to read the remaining activities.
- ⋮ **OPTION** In pairs, have Ss list other free-time activities they are familiar with. Make a list of answers on the board and encourage Ss to write down the new words and phrases.
- B** • Explain that some of the free-time activities in 1A have similarities. (For example, *go online* and *watch TV* both use technology with screens.) Say, *In this exercise, for each group of activities, you have to figure out which activity is different from the other two.*
- Have Ss complete the task. Then go over the answers as a class. Call on Ss to explain why they chose the answers they did.
- ⊕ **EXTENSION** In small groups, ask Ss to think of other activities that belong in each group. (For example, for 1, they could add *play an instrument*, since *listen to music* and *go to a concert* have music in common.)
- C** • Go over the directions and the example. In pairs, have Ss discuss the activities they enjoy doing.
- ⋮ **OPTION** Poll the Ss by asking how many of them do each activity. (For example, ask, *Do you listen to music? Raise your hand.*) Write a tally for each activity on the board.

2 GRAMMAR

- To define infinitives and gerunds, write these examples on the board: *to play* *playing*
Explain that the *to* form of the verb is the infinitive. The *-ing* form is a gerund. Say, *The gerund form looks the same as the -ing present continuous form that we just learned, but we use it differently.*
 - Give Ss a short list of verbs and ask them to write them in the infinitive and the gerund forms. For example, *buy* (to buy, buying), *shop* (to shop, shopping), *walk* (to walk, walking)
 - Tell Ss that some verbs are followed by infinitives, others are followed by gerunds, and others can be followed by both.
 - Read the example sentences in the grammar chart aloud. Point out that *love* is a verb that can be followed by either the gerund or the infinitive. *Want* can only be followed by an infinitive, and *dislike* can only be followed by a gerund.
 - Present the lists of verbs in the second half of the grammar chart. Say, *Let's make sentences with the infinitive or gerund forms of the verb play.* Write on the board: *I like ____ soccer.* Ask, *Can we use *to play* or *playing* in this sentence, or both?* (both) Write on the board: *I like to play soccer. / I like playing soccer.* Repeat this process for other verbs in the chart. (For example, I plan ____ soccer.) Elicit from Ss the correct form of the verb *play* for each sentence you write.
- Answer any questions.
- ⊕ **EXTENSION** In pairs, have Ss interview each other by asking and answering questions that use infinitives or gerunds. Encourage them to use vocabulary from other units. Write two example questions on the board: *Do you like playing basketball? Do you hate to get up early?* Then write example responses: *No, I don't like playing basketball. Yes, I avoid getting up early.* Give Ss a few minutes to interview each other. Then call on volunteers to share what they learned about their partners.
- For grammar practice, have Ss turn to the grammar activities on page 132.

3 CONVERSATION

- A** • Have Ss look at the video still. Ask, *Who are these people?* (Emma and Lucy) If necessary, have Ss refer back to the conversation in 4A on page 33 to remind them who the people are. Ask, *What are they doing?* (*eating in a restaurant*)
- Before they listen, ask Ss to preview the chart 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 necessary.
 - Focus on the Conversation Skill box on the right. Read it aloud.
 - Play the audio again. Have Ss raise their hands when they hear someone sound unsure.
- ⊕ **EXTENSION For higher-level Ss**, have Ss write their own short conversations in pairs, using the language from the Conversation Skill box. Then have them share their conversations with the 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, *Do you think Emma is in good shape? Does she exercise a lot? What about Lucy? Are you more like Emma or Lucy?*
- C** • Play the audio and have Ss repeat chorally, line by line.
- Model the conversation.
 - Have Ss listen and repeat again.
 - Then in pairs, have Ss practice the conversation. Circulate and listen for the target language. Time permitting, have Ss swap roles and practice again.
- D** • Have Ss use the model in 4B to make new conversations using the new words. They should replace the highlighted words in the model with the words with the same color.
- Have Ss use the model in 4B to make new conversations again. This time, they should replace the highlighted words with their own ideas.

4 TRY IT YOURSELF

- A** • In pairs, have Ss make up new conversations about what they like and don't like doing in their free time. Tell them to use the conversation in 4B as a model, but encourage them to use their own words if they can.
- B** • Copy the chart on the board. Call on a S and ask, *Do you love listening to music?* Write the S's name in the chart if they answer affirmatively.
- Ask different Ss, *Do you want to listen to music right now? Do you dislike listening to music?* Complete the rest of the first line of the chart with Ss' names.
 - Have Ss interview their classmates and complete their own charts.
 - Read the example aloud. Then have Ss present their classmates to the class.

⊕ **EXTENSION** Have the class create their own chart with different activities. Ask each student to contribute one new activity. Photocopy the charts and repeat the Walk Around activity with the student-created chart in the next class period.

⊕ **EXTENSION** To review invitations, say, *Find someone who enjoys an activity that you like. Invite that person to do the activity with you.* Model the activity. Write an example conversation on the board:

Student A: Do you want to work out with me?
Student B: Sure. I'd love to.

Have Ss take turns making and accepting invitations. 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. Check to see if Ss are

- ✓ using free-time activities vocabulary
- ✓ using verbs with gerunds and infinitives correctly
- ✓ asking and answering questions about free-time activities



EXIT TICKET Refer back to Emma's social media message at the beginning of the lesson. Say, *Write a response to Emma's message. Describe your own favorite free-time activities.* Write the following skeleton frame on the board:

Movies are fun, but I love _____. I enjoy _____, too.

Ask Ss to complete their messages on a blank card or piece of paper. Then collect the cards and check them. Identify areas for review in later lessons and individual Ss who may need additional practice. If time allows, in the next class, read the cards aloud. Ask Ss to guess who wrote each message.

3 CONVERSATION



- A** ▶ 03-19 Listen or watch. Complete the chart. Check the activities that each person likes or loves doing.

	Emma	Lucy
going to the movies	✓	✓
going hiking		✓
working out		✓
going online	✓	
spending time with family	✓	



- B** ▶ 03-20 Listen or watch. Complete the conversation.

Emma: Do you like
to work out?

Lucy: Yes. What about you?

Emma: Me? No, I hate it!

Lucy: Well, what do you like to do in your free time?

Emma: Lots of things! I like playing games, going online ...

CONVERSATION SKILL Show you're unsure

To show that you are unsure about what someone says, say:

- Really? • I guess so. • I don't know about that.

Listen to or watch the video again. Raise your hand when you hear someone sound unsure.

- C** ▶ 03-21 Listen and repeat. Then practice with a partner.

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

to do yoga listening to music watching TV

4 TRY IT YOURSELF

- A MAKE IT PERSONAL** Have similar conversations. Talk about what you like and don't like doing in your free time.

- B WALK AROUND** Ask three classmates what they like and don't like to do in their free time. Ask what they want to do. Take notes in the table. Then tell the class about one of the people.

Anna loves to play games and go to concerts. She doesn't like doing the laundry. She wants to work out.

Name of classmate	Loves	Wants	Dislikes

■ I CAN TALK ABOUT FREE TIME.



LESSON 4

READ ABOUT A PROBLEM WITH TECHNOLOGY



EMMA DAVIS

@EmmaD

Check out this article. I think I need to spend less time on my phone ...

1 BEFORE YOU READ

- A PAIRS** How many minutes do you spend on your phone every day? How about in front of your TV or computer?



- B VOCABULARY** 03-22 Listen. Then listen and repeat.

device: a technology item such as a phone or tablet

screen: the flat glass front of a TV or computer

task: something you have to do

positive: good

active: doing a lot of things, having a lot of energy

explore: think about or do things that are new to you

creative: good at thinking of new ideas

power: strength

a little while: a short period of time

2 READ

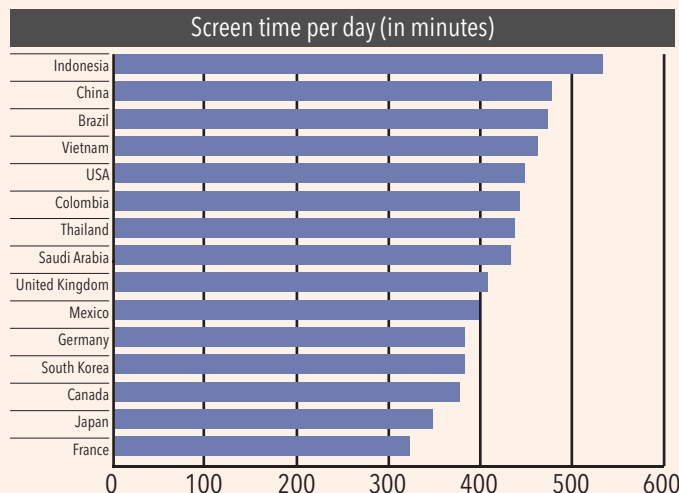
- A PREVIEW** Read the title and first two sentences of the article. Then look at the photo and the chart. Is the article about a problem or a solution? How do you know? *Possible answer: The article is about a problem. Tied to is a negative phrase and it's bad that people don't have real conversations.*
- B** 03-23 Listen. Read an article about technology. What do you think "tied to our devices" means?

TIED TO OUR DEVICES

You hear it all the time, "My kids are always looking at their phones!" Or, "People are always texting. They don't have real conversations!" Look around you—at the office, at home, on the street. Almost everyone is using at least one device. Very few people are just sitting, doing nothing at all. We are always using a device or looking at a screen. A recent study of 30 countries showed that people spend a lot of their free time in front of a screen—an average of more than seven hours a day. What's wrong with that? Maybe a lot.

When people are using their devices, they often don't pay close attention to what is happening around them. They don't really listen, so they don't remember details. They often don't sleep well, and so they have less energy. Some people believe that their devices help them do more than one task at the same time. But studies show that when people do many tasks at the same time, they usually don't do any of them very well.

Turning off your devices—even for a short time—can be very positive. Maybe you are thinking—no phone, no computer? So boring! That's true; you may get bored. But that's not always bad. When you're not doing anything, your brain is still active. It's free to explore and be creative. Why do think your best ideas come when you're taking a shower? You can't take your devices with you! The author J.K. Rowling understands the power of doing nothing. Many years ago, she was on a long train ride with no book and no devices. She wasn't doing anything, but her mind was working hard. During that journey, she got the idea for *Harry Potter*. So, turn off your devices for a little while and do nothing. It could be the beginning of a great idea.



Source: Millward Brown, 2014



LESSON 4 READ ABOUT A PROBLEM WITH TECHNOLOGY



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

- Read the lesson title aloud. Ask, *What are some problems people have with technology? Do you have any problems with technology?*
- Then read the social media message, and ask *Why do you think Emma needs to spend less time on her phone? Does anyone feel the same way as Emma?*

1 BEFORE YOU READ

- A** • Have Ss discuss the questions in pairs. Then bring the class together and have them share answers.
- On the board, make a chart with rows for *phone*, *TV*, and *computer*. Then add columns for time periods: *0-59 minutes*, *1-2 hours*, *3-4 hours*, and *more than 4 hours*. Ask, *How many of you spend less than an hour on your phone every day?* Write the number of Ss who raise their hands in the *0-59 minutes* column chart. Repeat this process for the other columns. Then ask about the time Ss spend in front of their TVs and computers. Which type of screen is the most popular in your class?
- B** • Draw attention to the vocabulary words. Play the audio. Ask Ss to listen and repeat.
- Ask questions to make sure Ss understand the definitions. For example, ask, *What is another type of device? What else has a screen? What is a task you do every day?*
- +** **EXTENSION** Have Ss write a sentence using each of the words. Solicit volunteers to write their sentences on the board. Have them leave a blank line where the vocabulary word goes. Ask the rest of the class to guess which word is missing from each sentence.

2 READ

- A** • Review the concept of making predictions before you read. If appropriate, have Ss review the Unit 1 Reading Skills box on page 12.
- Ask Ss to look at the title, the first two sentences, the picture, and the chart in the article. Ask, *What are the people in the picture doing?* (looking at their devices) *What does the chart show?* (how much time people spend looking at screens)
 - Solicit volunteers to share their answers to the questions.
- B** • Have Ss read and listen. If appropriate, let them read and listen again.
- Solicit volunteers to share their answers to the question.
 - Draw Ss' attention to the chart in the reading. Explain how the chart works. Say, *The left side of the chart lists countries. The bottom of the chart lists how many minutes people from those countries spend on screens per day.* Ask, *Which country spends the most time looking at screens?* (Indonesia) *Which country spends the least time?* (France) *How many minutes do people in the USA spend on screens?* (about 450 minutes) Have Ss see if their country is listed. If it is, ask, *How does your country compare?* If their country is not listed, ask them to find a country that has a similar culture, or to compare their country to the USA. Ask, *Does the article describe what you observe in your own country?*
- ...** **OPTION** Ask Ss to underline any words or phrases they are unfamiliar with. Write the words on the board and define them. Encourage Ss to write the words in their notebooks.
- TEACHING TIP** When you assign a reading in class, have **higher-level Ss** read the entire article silently on their own. Then have them summarize what they read.

3 CHECK YOUR UNDERSTANDING

- A** • Have Ss read the Reading Skill box silently. Then read it aloud. Explain that writers include many ideas, but the main idea is the most important one, and they should try to identify the main idea of anything they read.
- Have Ss answer the questions. Point out that all the answer options in item 2 are included in the reading. Remind Ss they need to choose the writer's most important point.
- Go over answers as a class.
- B** • Have Ss read the questions and choose the correct answers individually. Remind Ss that there can be more than one correct answer to each question.
- Have Ss compare answers with a partner.
- Go over the answers as a class.

⋮ **OPTION** If appropriate, show Ss how to figure out the correct answer to item 2. Project the chart in the reading on a screen and find the 450 mark. (halfway between 400 and 500) Line up a ruler with this mark so that it's obvious which countries' bars extend beyond the 450 mark. Say, *In these countries, people spend more than 450 minutes a day in front of a screen.*

+ **EXTENSION** To test comprehension, ask Ss additional questions about details in the article. Write these questions on the board:

How many countries were studied? (thirty)

What happens when people don't sleep well? (They have less energy.)

Who is J. K. Rowling? (the author of the Harry Potter series)

Why is J. K. Rowling mentioned? (She was on a train ride with no devices and this is when she thought of her idea for the book.)

What does the author recommend at the end of the article? (Turn off your devices for a while.)

Have Ss answer the questions individually. Then go over the answers.

- C** • Read each sentence aloud. Have Ss choose the correct meanings for the underlined phrases.
- Go over the answers as a class.

+ **EXTENSION** Ask, *What device do you have at least one of? Are there times when you don't pay close attention to what is happening around you?* Have Ss write or say responses. Solicit volunteers to share with the class.

- D** • Go over the directions and the example and ask a volunteer to complete the sentence.
- Pair Ss to discuss the article's most important ideas in their own words.

+ **EXTENSION** Hold a class discussion. Ask groups to discuss these questions: *Do you agree with the main ideas of the article? Why or why not?* If some groups disagree with the article and feel that lots of screen time is a good thing, write a chart on the board with two columns: *Advantages* and *Disadvantages*. Say, *What are some good things about getting a lot of screen time? What are some bad things?* Write Ss' opinions in the chart.

⋮ **OPTION** Ask, *Which kinds of screens do you think people spend the most time using? Televisions, computers, phones, or tablets?* Write Ss' guesses on the board. Then focus attention on the box to the right of 3D. Say, *We're going to find out how much time people spend in front of different kinds of screens.* Have Ss complete the research task during class or for homework. Then ask Ss to share what they learned. Put Ss in small groups and have them talk for a few minutes about their search results. Ask, *Were your guesses about screens correct?*

4 MAKE IT PERSONAL

- A** • Tell Ss they will discuss their own problems related to device use. Read the problems listed in the chart aloud and encourage Ss to add new ones to the bottom rows.
- Have Ss write yes or no for each problem in the second column.
- B** • In pairs, have Ss share the problems they have with screens. Say, *If you don't think you have any problems with screens, talk about why you enjoy using them.*
- Have each pair share their list with the class. Write answers on the board.

- Conduct a poll from the list. For each item ask, *How many of you have a problem with...?* Write the number of Ss who raise their hands.

🗉 **EXIT TICKET** Have Ss write three sentences about the most common problems the class has with screens, using the poll figures from 4B. Collect the papers. Check them to identify areas for review in later lessons and individual Ss who may need additional practice.

3 CHECK YOUR UNDERSTANDING

READING SKILL Find the main idea

The main idea is what the writer wants you to know about the topic. To find the main idea, first find the topic. Then ask yourself: What does the writer want to tell me about this topic?

A READING SKILL Read the Reading Skill.

Answer the questions.

- The topic of the article is using electronic devices.
- What is the main thing the writer wants to tell you about the topic?
 - Our devices are not good for our health.
 - The time that people spend on their devices is increasing.
 - ☒ It is a good idea to spend some free time without devices.

B DETAILS Check all the correct answers.

- According to the article, what can happen when people are "tied to their devices"?

a. <input type="checkbox"/> They don't have enough time.	d. <input type="checkbox"/> They don't make a lot of friends.
b. <input checked="" type="checkbox"/> They don't listen carefully.	e. <input checked="" type="checkbox"/> They often don't sleep well.
c. <input checked="" type="checkbox"/> They don't remember things.	f. <input type="checkbox"/> They don't do well in school.
- In which countries do people spend more than 450 minutes a day in front of a screen?

a. <input type="checkbox"/> United Kingdom	d. <input type="checkbox"/> Mexico
b. <input checked="" type="checkbox"/> Brazil	e. <input checked="" type="checkbox"/> Vietnam
c. <input checked="" type="checkbox"/> China	f. <input type="checkbox"/> South Korea
- According to the article, what are some positive things about doing nothing?

a. <input checked="" type="checkbox"/> You can be creative.	d. <input type="checkbox"/> You can remember better.
b. <input type="checkbox"/> You can think about other people.	e. <input type="checkbox"/> You can rest your brain.
c. <input checked="" type="checkbox"/> You can get some great ideas.	f. <input type="checkbox"/> You can meet new people.

C FOCUS ON LANGUAGE Read. What do the underlined words mean?

- Almost everyone is using at least one device.
 - Almost everyone is using one device.
 - ☒ Almost everyone is using one or more devices.
- When people use their devices, they often don't pay close attention to what is happening around them.
 - ☒ People don't watch or listen carefully to what is happening around them.
 - People are far away from things that are happening around them.

D PAIRS What was the article about? Retell the most important ideas. Use your own words.

When we use our devices ...

Find out how much time people spend in front of different screens: TVs, computers, phones, tablets.



4 MAKE IT PERSONAL

A What problems do you have with screens? Complete the chart and add your own ideas.

Problems	Yes / No
I don't remember well.	
I don't have much energy.	

Problems	Yes / No

B PAIRS How much do you use your devices? Do you have any problems?

☐ I CAN READ ABOUT A PROBLEM WITH TECHNOLOGY.



EMMA DAVIS

@EmmaD

Just posted on Good Questions. Check it out! What do you think?

1 BEFORE YOU WRITE

- A** Read the discussion board post. What does the writer do to relax? *The writer listens to music, watches TV, spends time with family, goes to the movies, and hangs out with friends. She also likes doing laundry.*

Good Questions

Home | Discussion Board | Logout

Home

Relaxing

Busy life

Family

Friends

Indoors

Outdoors

What do you do to relax?

Emma D July 2

I work 60 hours a week. So, the weekend is my time to relax. I like to listen to music and watch TV. I usually spend time with my family at home, but I also love going to the movies and hanging out with my friends. Everyone is really busy, so sometimes I just stay home and do chores. I know it's funny, but I like doing laundry. For me, doing laundry is relaxing. As for other chores, like washing dishes and taking out the trash? No thanks!

Leave a Reply

Enter your comment here...

Do you like this answer? 😊 (22) ☹️ (3)

- B** Read the post again. Take notes in the chart. What does Emma like to do? What doesn't she like to do?

Likes

- listening to music
- watching TV
- spending time with family
- going to the movies
- hanging out with friends
- doing laundry

Doesn't like

- washing dishes
- taking out the trash

- C PAIRS** Look at the chart in 1B. Discuss. Which things do you like to do? Which things don't you like to do? Do you and your partner like to do the same things?

A: I like to listen to music.

B: Me, too.

LESSON 5 WRITE ABOUT WAYS TO RELAX



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

- Read the lesson title aloud. Say, *Is it important to find ways to relax? Why?*

1 BEFORE YOU WRITE

- A**
- Read the social media message aloud. Say, *Now we are going to read what Emma posted on Good Questions.*
 - Say, *Good Questions is a discussion board. What is a discussion board?* (a website where you can write messages about different topics and read responses to your messages)
 - Ask Ss if they have ever posted on a discussion board. Ask, *What was the discussion about? What did you share?*
 - Read the directions aloud. Tell Ss to look for the answer to this question as they read.
 - Have Ss read the post silently. Call on a S to answer the question.
 - Make sure Ss understand the format of the discussion board. (For example, ask, *How many people agree with Emma's post?* (twenty-two) *How many disagree?* (three) *What else can you read about on this discussion board?* (Busy life, Family, Friends, Indoors, Outdoors))
 - Answer any additional vocabulary or content questions about the post.
- B**
- Have Ss read the post again and take notes in the chart.
 - To check answers, copy the chart on the board and ask volunteers to come up and complete it with their answers.
 - Ask a few more comprehension questions about the post. (For example, *When does Emma relax?* (on the weekend) *Why does she sometimes stay home and do chores?* (Everyone is really busy.) *Does Emma love doing all kinds of chores?* (no))
- Ask, *Was there anything surprising in Emma's post?* (She thinks doing laundry is relaxing.) *How do most people feel about doing laundry?* (They don't like it.) *Are there things that you like to do that most people hate doing?*
- +** **EXTENSION For higher-level Ss**, Look up discussion board posts online. Print out a few posts and bring them to class. Ask Ss to read them for extra vocabulary practice. If appropriate, you can also ask Ss to post responses to these discussion posts.
- TEACHING TIP** Whenever you bring models or examples taken from real life to class, check them carefully first to ensure that the vocabulary and content is suitable for your Ss. Do not expose your Ss to material that might be too difficult or confusing, or that may offend them for some reason.
- C**
- Read the directions aloud. Draw attention to the chart about Emma in 1B.
 - Have Ss compare themselves to Emma and discuss the things they like and don't like to do.
- +** **EXTENSION** After pairs complete the task, call on volunteers. Ask, *Who has more in common with Emma? What things do you both like?*

2 FOCUS ON WRITING

- A** • Read the Writing Skill box on connecting ideas with *and* and *but* aloud. Ask, *When do we use and to connect two ideas? (when the ideas are similar) When do we use but? (when the ideas are different)*
- Point out that there is no comma after *and* in the example in the box. There is a comma before *but* in both examples.
- B** • Have Ss turn back to Emma's post on page 38 and circle examples of *and* or *but*. Ask them to explain why Emma used those words in each case.
- Go over the answers as a class.



LANGUAGE NOTE When you connect single words or phrases with *and* or *but*, you do not need to use a comma. For example, *She is nice but shy*. However, when you connect two independent clauses with *and* or *but*, you need to use a comma. (An independent clause has a subject and a verb. It can stand alone as a sentence.) For example, *Dad is cleaning the house. Mom is making dinner. → Dad is cleaning the house, and Mom is making dinner.*

3 PLAN YOUR WRITING

- A** • Tell Ss it is time to start working on their own discussion board post. Ask, *What are some ways you relax? What do you like to do? What don't you like to do?*
- Have Ss complete the chart. Remind them to use the chart in 1B on page 38 as an example as they work.
 - Circulate to help Ss as needed.
- B** • Read the directions and the example sentence aloud. Tell Ss they will use this sentence frame and the information in their charts in 3A to have their own conversations.
- Pair Ss to have conversations.
 - If time allows, ask Ss to share what they learned about their partners with the class.

4 WRITE

- A** • Have Ss work individually to write a discussion post about what they like to do and don't like to do. Remind them to refer to their chart in 3A and the Writing

Skill box. Encourage them to use correct spelling, punctuation, and capitalization.

5 REVISE YOUR WRITING

- A** • Tell Ss they will peer review their partner's discussion post. Ask them to answer the questions in the book about their partner's discussion post.



TEACHING TIP For Ss who feel uncomfortable about peer reviewing, making the papers anonymous may help. So, have each S put a sticky note over his or her name. Collect their posts and then distribute them to different Ss.

- B** • Ask Ss to make suggestions for improvement.

6 PROOFREAD

- Have Ss proofread their discussion posts one last time.
- Focus on the Note. Ask Ss to check their spelling, punctuation, and capitalization.
- Then collect Ss' work and offer individual feedback.



EXIT TICKET Give Ss a mini-quiz. Write a few sentences that use *and* or *but* on the board. For example,
I am going to school ____ work on Friday. (and)
I have blond hair, ____ my best friend has brown hair. (but)
My friends like singing, ____ they also like listening to music. (and)
Have Ss copy the sentences onto a blank card or piece of paper and to complete each sentence with *and* or *but*. Collect the papers as Ss leave. Check them to identify areas for review in later lessons and individual Ss who may need additional practice.

2 FOCUS ON WRITING

- A** Read the Writing Skill.
- B** Read the post again. Circle each example of *and* and *but*. Tell your partner why the writer used *and* and *but*.







WRITING SKILL Connect ideas with *and* and *but*

Use *and* to connect ideas that are similar. Use *but* to introduce different ideas or surprising information.

- She is funny **and** outgoing.
- I am short, **but** my sister is tall.
- Dan is having fun tonight, **but** I have to work.

3 PLAN YOUR WRITING

- A** What do you do to relax? List things you like to do and some things you don't like to do. Use your own information to make a chart like the one in 1B.

Like	Don't like
	
	
	

- B PAIRS** Tell your partner about what you like to do and don't like to do.
I like to watch action movies, but I don't like ...

4 WRITE

Write a short discussion board post about what you do to relax. Include what you like to do and don't like to do. Remember to use *and* and *but*. Use the post in 1A as a model.

5 REVISE YOUR WRITING

- A PAIRS** Exchange posts and read your partner's post.
1. Did your partner use *and* to connect similar ideas and *but* to introduce different ideas or surprising information?
 2. Did your partner include things that he or she likes to do and things that he or she doesn't like to do?
- B PAIRS** Can your partner improve his or her post?
Make suggestions.

6 PROOFREAD

Read your post again. Can you improve your writing?

Check your

- spelling
- punctuation
- capitalization

■ I CAN WRITE ABOUT WAYS TO RELAX.

PUT IT TOGETHER

1 MEDIA PROJECT



A 03-24 Listen or watch. Answer the questions.

1. What doesn't Li like to do in the kitchen? wash dishes, cook
2. What does Li like to do in his living room? play video games, eat meals, relax with friends
3. Where does Li like to read? his bedroom

B Make your own video.

Step 1 Think of some things you like to do and some things you don't like to do.

Step 2 Make a 30-second video. Say the activities you like and don't like. Show the place(s) you do the activities.

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



2 LEARNING STRATEGY

WRITE ABOUT YOUR LIFE

Choose vocabulary you want to learn. Then use that vocabulary to write sentences about your life.

Look at the chores, movies, and free-time activities from this unit. Choose the vocabulary words you want to practice. Write sentences about your life.



I enjoy working out.
I love watching action movies.

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 household chores
- ☐ Make and respond to invitations
- ☐ Talk about free time

Vocabulary

- ☐ Household chores
- ☐ Types of movies
- ☐ Free-time activities

Pronunciation

- ☐ Stressed words
- ☐ Blending *want to* and *have to*

Grammar

- ☐ The present continuous for events happening now: Review
- ☐ Verbs + infinitives and gerunds

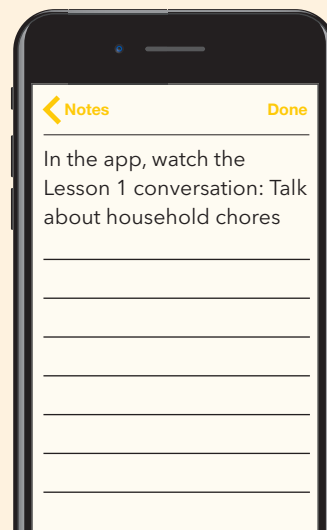
Reading

- ☐ Find the main idea

Writing

- ☐ Connect ideas with *and* and *but*

B What will you do to learn the things you highlighted? Write notes.



PUT IT TOGETHER

1 MEDIA PROJECT

- A**
- Have Ss look at the picture on the right. Ask, *What do you see?* (a man drinking in a room in an apartment) Ask Ss to call out rooms in an apartment or house. (For example, kitchen, living room, bathroom, family room, dining room)
 - Tell Ss they will hear Li talk about where he likes and doesn't like to do certain things. Before they listen or watch, have Ss preview the questions.
 - Play the audio or video. Have Ss answer the questions. Play the audio or video again if appropriate.
 - Have Ss compare answers. Then go over the answers as a class.

+ **EXTENSION** Have Ss identify vocabulary and grammar they learned in this unit in the video. (For example, *present continuous verbs* (I'm making), *verbs with infinitives and gerunds* (I like to do), *household chore vocabulary* (washing dishes), *free-time activities vocabulary* (play games)) Encourage them to use this language in their own videos.

- B**
- Explain to Ss that they will create a similar video to the one they watched.
 - Give Ss a few minutes to read the three steps. Encourage them to make a list of the activities and locations they will include. Explain that they can talk about outdoor activities too.

- For homework, tell Ss to make their video. Tell them they can film themselves or they can ask someone to film them.
- Back in class, write the following questions on the board:
Feedback: Is the student well-prepared?
Was the video well-organized?
Does the student speak loudly and clearly?
Does the student talk about things he / she likes to do and doesn't like to do?
Does the student show different locations?
- Give Ss a few minutes to read over the questions. Tell them to write each person's name on a piece of paper before they watch the video and then take notes during the video referring to the questions on the board.
- Then invite classmates to ask questions and give feedback as they hear each presentation.
- You may choose to save the feedback until the very end and let Ss walk around and refer to their notes and tell Ss individually what they did well or could do better. Remind Ss to speak kindly and constructively.

... **OPTION** Provide an opportunity for self-review. Have Ss watch their own video again and complete the feedback questions.

2 LEARNING STRATEGY

- Ask Ss to read the Learning Strategy silently. Ask, *Do you think this is a good way to practice English vocabulary?*
- Focus on the picture. Ask, *What does this girl like doing?* (working out, watching action movies)
- If appropriate, have Ss review the vocabulary on pages 30, 32, and 34, and list the phrases they want to include. Then have them complete the task.

... **OPTION** Have Ss share their sentences in small groups.

+ **EXTENSION** Have Ss write their sentences on small pieces of paper. Collect the sentences and put them in a bag. Then pull each paper out of the bag, read it aloud, and ask Ss to guess who wrote the sentences.

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 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 WHOSE PHONE IS THIS?

PREVIEW THE UNIT

LESSON 1		Talk about who owns something
	Vocabulary	Personal possessions
	Grammar	Questions with <i>whose</i> ; Possessive nouns and pronouns
	Pronunciation	Stress in compound nouns
LESSON 2		Ask for and give / refuse permission
	Vocabulary	Verbs used with personal possessions
	Speaking	Ask for and give / refuse permission
	Conversation	Show you're confused
LESSON 3		Compare things
	Vocabulary	Technology adjectives
	Grammar	Comparative adjectives: Regular and irregular
	Pronunciation	Stress in comparative sentences
LESSON 4		Read about a lost object
	Reading skill	Understand time order
LESSON 5		Write an online product ad
	Writing skill	Add details
PUT IT TOGETHER		
	Media project	Photos: Describe things that are important to you
	Learning strategy	Write a conversation



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

GET STARTED

- A** • Read the unit title again. 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 what they see. (For example, people working, desk, computers, papers) Bring the class together and ask pairs to share.
- C** • Focus on the social media message and bring Ss' attention to the photo and name. Ask, *Where is Simon?* (at work, in New York) *What day is it?* (Monday) Invite Ss to call out answers. Have them read what Simon says in *Meet the People of TSW Media* on page 4 or play the video of Simon. Then ask again, *What do you know about Simon?*
 - Have Ss turn back to page 41. Read the social media message aloud. Ask, *What does Simon have to do today?* (go to a meeting)



WHOSE PHONE IS THIS?

LEARNING GOALS

In this unit, you

- ⊗ talk about who owns something
- ⊗ ask for and give / refuse permission
- ⊗ compare things
- ⊗ read about a lost object
- ⊗ write an online product ad



GET STARTED

- A** Read the title and the learning goals.
- B** Look at the photo of a desk. What things do you see?
- C** Now read Simon's message. Where is he? What is he doing?



SIMON HARRIS

@SimonH

Back in New York! Why are there always more meetings on Mondays?

LESSON 1

TALK ABOUT WHO OWNS SOMETHING



SIMON HARRIS

@SimonH

I should bring a suitcase to these meetings. Got my pens, paper, laptop, coffee ...

1 VOCABULARY Personal possessions



A 04-01 Listen. Then listen and repeat.



a purse



an ID badge



sunglasses



a water bottle



headphones



keys



a cell phone



a credit card



a backpack



a wallet

B **GROUPS** Which of the things in 1A do you have? Put them on the table. Which group has the most things?

We have 15 things! Three backpacks, one water bottle, two sunglasses ...



2 GRAMMAR Questions with *whose*; Possessive nouns and pronouns

Whose	Subject	Be	This / these	Note
Whose	phone	is	this?	<ul style="list-style-type: none"> Use <i>whose</i> alone when the meaning is clear. That's a nice car. Whose is it?
	keys	are	these?	
	Possessive pronouns		Singular possessive nouns	Plural possessive nouns
It's	mine. yours. his.	It's	John's. John's phone. Tom and Ann's. Tom and Ann's phone.	It's the managers' . the managers' phone.
They're	hers. ours. theirs.	They're	John's. John's keys. Tom and Ann's. Tom and Ann's keys.	They're the managers' . the managers' phones. Tom's and Ann's phones. Tom's and Ann's .

>> FOR PRACTICE, GO TO PAGE 133

LESSON 1 TALK ABOUT WHO OWNS SOMETHING

- Read the lesson title aloud. Ask, *Do you own a lot of things?*

- Read the social media message aloud and ask, *Where is Simon going? (to a meeting) Why does Simon think he needs to bring a suitcase to the meetings? (because he has so many things)*

1 VOCABULARY

- A** • Focus on the photos and captions. Have Ss listen and repeat.



TEACHING TIP If possible, when you present new vocabulary, use realia. Bring authentic examples of each item to class. As vocabulary items are presented, show the authentic example.

- B** • Put Ss into small groups. Go over the directions and the example. Say, *Show us all the items you have with you today.* After you check to see which group has the most things, extend the game by seeing which group has the most of each individual item.



OPTION For higher-level Ss, ask Ss to describe why they brought each item with them and what they use it for. Talk about an item you have to get them started. (For example, I have my water bottle because sometimes I get thirsty in class.)



EXTENSION Show Ss other items you have on your desk or in your bag, such as notebooks, the textbook, pens, or a laptop. Challenge Ss to name additional personal possessions. Solicit volunteers to share other words for the personal possessions they have with them in class. Encourage Ss to write any new vocabulary words in their books.

2 GRAMMAR

- To introduce the grammar, show the class one of your possessions, such as a pen, and write on the board: *Whose pen is this?* Say, *This is a question with whose.*
- Then, next to the question, write on the board: *It's my pen.* Explain that this is one way to answer a question that begins with *whose*. Leave the sentences on the board to refer to later.
- Read the *Whose* questions section of the grammar chart aloud. Under the question you already wrote on the board, write: *Whose pens are these?*
- Ask, *How is the first question different from the second question?* (The first uses the singular form of the verb and *this*. The second uses the plural form of the verb *be* and *these*.)
- Draw attention to the Note. Say, *You can use whose alone when everyone knows what you are talking about.* Hold up your textbook and say, *This is a good book. Whose is it?* Elicit the answer. (It's your book.)
- Present the rest of the grammar chart. Say, *There are several different ways to answer questions with whose. All these answers are possessive because someone owns the items.* To illustrate the differences, ask and answer questions about possessions in the classroom. Choose two Ss in the class who have the same possessions (for example, Jin and Li, who both have backpacks). Ask, *Whose backpacks are those?* Point to the backpacks and elicit answers from Ss. Then write on the board:
They're theirs.
They're their backpacks.
They're Jin's and Li's backpacks.
They're Jin's and Li's.
- Ss sometimes struggle with the proper use of the apostrophe + s ('s) versus s + apostrophe (s'). Explain that it is important for Ss to get the apostrophes right

so that other people understand what they mean. Write on the board: *the students backpacks* Ask, *How many students are there?* (We don't know because there is no apostrophe.) Then say, *There are three students. Where do I put the apostrophe? (after the s: students')*



OPTION For higher-level ss, explain that with singular nouns ending in -s, you add 's at the end of the noun. Write on the board: *the class's hours*. There are also irregular nouns that take 's even when they are plural. Write on the board: *the children's books*.

- Explain the difference between how possessive adjectives and possessive pronouns are used. Say, *We use a possessive adjective, (for example, my), with a noun. We use a possessive pronoun, such as mine, alone.* Write examples of this on the board:
That cup isn't my cup.
Is it your cup?
That cup isn't mine.
Is it yours?



LANGUAGE NOTE Native English speakers might not answer the questions in the grammar chart in complete sentences. For example, rather than saying *It's mine*, someone might just answer with *Mine*. Or, rather than answering *Whose phone is it?* with *It's the manager's phone*, a person might just answer *The manager's*. These incomplete sentences are used in spoken language but are not used in formal, written language.



OPTION To practice the grammar points, have Ss hold up different items and ask each other who they belong to.

- For grammar practice, have Ss turn to the grammar activities on page 133.

3 PRONUNCIATION

- A** • Read the Note about stress in compound nouns aloud.
- Focus on the list of words. Point out that in some compound nouns, there is a space between the first word and the second word, (for example, cell phone), and in other compound nouns there is no space (for example, backpack).
 - Play the audio. Have Ss listen. Then have them listen and repeat.
- B** • Say, *Look at each group of words. Guess which words are NOT compound nouns before you listen. Then listen and check.* Remind Ss that if the first word of the phrase is stressed, the phrase is a compound noun. If both words in the phrase are equally stressed, the phrase is not a compound noun, and they should circle it.
- Play the audio. Have Ss listen and circle the words. Play the audio again.

- C** • In pairs, have Ss complete the task. Circulate and help as needed.

+ EXTENSION Ask Ss to make a list of other compound nouns that are possessions. Write a few on the board to get Ss started. (For example, textbook, football, dishwasher, toothpaste, toothbrush, tablecloth)

+ EXTENSION For higher-level Ss, give Ss a list of words that build compound words. (For example: paper, bag, book, note, text, store, news, pencil) Challenge Ss to think of different ways to combine each word with another word to form a compound noun. Give an example. Say, *The word book can be combined with note (notebook) or text (textbook).* Ask Ss to read their words aloud and check that they are using the correct stress.

4 CONVERSATION

- A** • Focus on the video still. Ask, *Who are these people? (Simon and Zoey) What do you think is happening? (Simon found something. He is asking Zoey about it.)* Explain that Ss will hear Simon talking to Zoey about possessions they found after a meeting.
- Have Ss preview the chart. Encourage them to listen for the objects in the chart headings.
 - Have Ss listen or watch. Give them time to complete the chart.
 - 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.
 - Focus on the content of the conversation. Ask, *Whose phone is it? (They don't know.) Whose keys are they? (Zoey thinks they're Janet's.)*

- C** • Play the audio and have Ss repeat chorally, line by line.
- Model the conversation.
 - Have Ss listen and repeat again.
 - Then in pairs, have Ss practice the conversation. Circulate and listen for pronunciation issues. Time permitting, have Ss swap roles and practice again.
- D** • Have Ss use the model in 4B to make new conversations, replacing the highlighted words in the model with the words with the same color. Point out that even though *sunglasses* is one object, it is plural: *Whose sunglasses are these?*
- Have Ss use the model in 4B to make new conversations again. This time, they should replace the highlighted words with their own ideas.

5 TRY IT YOURSELF

- A** • Read the directions aloud. Call on three volunteers to read the example conversations. Divide the class into two groups and have each group place their possessions into a bag.
- Model the game by pulling an object from one of the bags, such as a phone. Ask, *Whose phone is this?* Have Ss try to guess whose phone it is, using possessive nouns and pronouns.
 - Have the groups play the game. Tell Ss to keep playing until they figure out who each item belongs to. 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. Check to see if Ss are

- ✓ using personal possessions vocabulary
- ✓ asking questions with *whose*
- ✓ using possessive nouns and pronouns
- ✓ using apostrophes correctly
- ✓ stressing compound nouns correctly



EXIT TICKET At the end of the class, have Ss stop on their way out and show you one of their personal possessions. Have them say it's their item in two different ways. (For example, *This is my backpack. It's my backpack.*) Identify areas for review in later lessons and individual Ss who may need additional practice.



3 PRONUNCIATION

- A** ▶ 04-03 Listen. Notice the stress in these compound nouns. Then listen and repeat.

a **cell** phone an **ID** badge a **backpack** **homework**

- B** ▶ 04-04 Listen. Circle the item that is not a compound noun. Then listen and repeat the compound nouns.

- | | | | |
|-------------------|-----------------|---------------|----------------|
| 1. a laptop | a newspaper | a small phone | a shopping bag |
| 2. a water bottle | a coffee cup | car keys | a black pen |
| 3. sunglasses | a nice shirt | a raincoat | a T-shirt |
| 4. a credit card | a business card | a good book | a notebook |

- C PAIRS** Which items in 3A and 3B do you take to work or school?

Stress in compound nouns

Sometimes we put two words, often nouns, together to make a compound noun. We usually stress only the first word in a compound noun: a **cell** phone. We stress both words in an ordinary adjective + noun phrase: a **new** phone.

4 CONVERSATION



- A** ▶ 04-05 Listen or watch. Who do the things from the meeting belong to? Complete the chart.

	Cup	Cell phone	Keys	Umbrella	Water bottle	Backpack	Wallet	Credit card
Simon	✓					✓		
Zoey								
Lucy							✓	✓
?		✓	✓	✓	✓			



- B** ▶ 04-06 Listen or watch. Complete the conversation.

Simon: Whose phone is this?
 Zoey: It's not mine. Maybe it's Yuki's.
 Simon: Oh, OK ... And whose keys are these?
 Zoey: I think they're Janet's.
 Simon: And here's a water bottle! Is this yours?
 Zoey: No. Unbelievable! People keep leaving their stuff!



- C** ▶ 04-07 Listen and repeat. Then practice with a partner.

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

ID badge
 sunglasses
 a wallet

5 TRY IT YOURSELF

GAME Work in two groups. Each student puts a personal possession into the bag for his or her group. Don't let the other group see. Group A: take something from your bag. Group B: guess who it belongs to. Then switch roles. Continue until both bags are empty.

A: Whose purse is this? B: I think it's Emi's. A: Emi, is it yours? C: No, it isn't!

■ I CAN TALK ABOUT WHO OWNS SOMETHING.



LESSON 2

ASK FOR AND GIVE / REFUSE PERMISSION



SIMON HARRIS

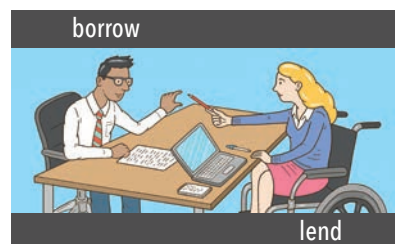
@SimonH

... and now I need another suitcase for all the stuff my co-worker forgot in the meeting room ...

1 VOCABULARY Verbs used with personal possessions



A ▶ 04-08 Listen. Then listen and repeat.



B **PAIRS** Talk with your partner about the things you lose, find, give, take, borrow, and lend.

A: What things do you lose?

B: I lose my keys a lot. How about you?

2 SPEAKING

A ▶ 04-09 Notice how we ask for permission, give or refuse permission, and respond. Then listen and repeat.

Ask for permission

Can I please use your phone?

Can I borrow some money?

Can I use your bathroom?

Can I please borrow your pen?

Give or refuse permission

Sure. Here you go.

Sorry, no. I don't have any.

Of course. Go ahead.

Sorry, I need it.

Respond

Great. Thanks!

That's OK. Thanks anyway.

Thanks so much!

OK. No problem.

B ▶ 04-10 Listen. Check whether the person gives permission or refuses permission.

	Conversation 1	Conversation 2	Conversation 3	Conversation 4	Conversation 5
Gives permission	✓			✓	✓
Refuses permission		✓	✓		

C ▶ 04-11 Listen again. Circle the thing you hear.

1. **a.** Sure, Sweetie. Go ahead. b. Sorry, no.
2. **a.** Sorry. I need it. b. Of course. Go ahead.
3. a. Sure. No problem. **b.** Sorry, no.
4. **a.** Great! Thanks! b. OK! No problem!
5. a. Thanks anyway. **b.** Thanks so much.

LESSON 2 ASK FOR AND GIVE / REFUSE PERMISSION



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

- Read the lesson title aloud. Ask, *What does it mean to ask for permission?* (to ask if you can do something) *What does it mean to give or refuse permission?* (to say that someone is or is not allowed to do something)
- Focus on the social media message. Ask, *Where is Simon now?* (in a meeting room) *Why does Simon need a suitcase?* (He needs it to carry all the things his co-worker(s) forgot in the meeting room.)

1 VOCABULARY

- A** • Act out the action shown in each picture for the class with a volunteer. Use an actual earring, cookie, or pencil as a visual aid. Say, *When I give you a pencil, the pencil is yours. You take the pencil and keep it. But if I lend you the pencil, you have to give it back. You are borrowing the pencil from me.*
- Then have Ss listen, and then listen and repeat.
- ⋮ **OPTION** To review the Lesson 1 vocabulary, have Ss pretend to lose, give, borrow, find, take, and lend items from page 42. Solicit a volunteer to help model the activity. Have the volunteer hand you his or her backpack. Then say, *[volunteer's name] is giving me his / her backpack.*
- B** • Solicit two volunteers to model the example conversation. Then have Ss complete the exercise in pairs.
- Bring the class together. Ask Ss to write one of their conversations and perform it for the class.
- ⊕ **EXTENSION** Draw a chart on the board with a column for each category: *lose, find, give, take, borrow, and lend*. Divide Ss into small groups. Ask them to put different items in different categories. Give two examples. Say, *I lend money, but I don't borrow money. I give people pencils, but I don't give people cars!* Have groups discuss and then ask each group to copy their chart on the board.

2 SPEAKING

- A** • Focus on the rows of speech balloons. Say, *The speech balloons that are the same color are part of the same conversation. First, someone asks for permission. Then another person gives or refuses permission. Then the first person responds.* Read the first conversation (the row of yellow speech balloons) aloud.
- Play the audio for all the conversations. Have Ss listen and repeat.
- Focus on the *Ask for permission* column. Say, *You can use any of the phrases to ask for permission.*
- Draw attention to the *Give or refuse permission* column. Ask, *How do we give permission?* (Sure, Here you go. / Of course. Go ahead.) *How do we refuse permission?* (Sorry, no. I don't have any. / Sorry, I need it.)
- 🗉 **LANGUAGE NOTE** In the United States, people often offer an apology, such as *Sorry* or *I'm sorry*, when they refuse permission because they don't want to hurt the feelings of the person asking for permission.
- Focus on the *Respond* column. Ask, *How do we answer when someone gives permission?* (Great, thanks. / Thanks so much!) *How do we answer when someone refuses permission?* (That's OK. Thanks anyway. / OK. No problem.) Say, *We can combine these phrases in different ways in conversations.* To illustrate, write on the board:
- A: *Can I borrow your phone?*
B: *Of course. Go ahead.*
A: *Great. Thanks.*
- Call on a few volunteers to act out their own conversations using the phrases in different combinations. Make sure they are using the phrases correctly.
- ⊕ **EXTENSION** Start a discussion about who might refuse and / or give permission for certain things. Say, *Imagine a person you don't know asks you this question: Can I borrow 1,000 dollars? What do you say to this person?* Elicit ideas from Ss. Then say, *Now imagine your child asks you the same question. What is your answer?* Talk about how the person and the context change answers. Give other situations for Ss to consider. For example, *Can I use your shoes? Could I please borrow your car?*
- B** • Explain that in each conversation in this exercise, one person asks for permission, and the other person gives or refuses permission. Point out that the phrases in the conversations may not be exactly the same as the ones presented in the speech balloons.
- If appropriate, play the first conversation in the audio as an example. Ask, *What does the boy want?* (to have a soda) *Does his mother give or refuse permission?* (She gives permission.) *How do you know?* (She says Sure. Go ahead.)
- Play the audio. Have Ss complete the task.
- C** • Tell Ss to pay attention to the exact words they hear as they listen once more.
- Play the audio as Ss complete the task. Have them listen again if appropriate.

3 CONVERSATION

- A**
- Focus on the video still. Ask, *Who are these people?* (The woman is Lucy, Emma's friend from Unit 3. We don't know who the man is.) *What are the people doing?* (Lucy is looking for something. The man is looking at her.)
 - Before they listen, have Ss preview the questions and answer choices so they know what to listen for.
 - Have Ss listen and complete the exercise. If necessary, have them listen again.
 - Go over answers as a class.
 - To make sure Ss understand the unit storyline, ask, *Where did Simon get all the things in his backpack?* (at the meeting he went to in Lesson 1) *Who do the things belong to?* (Lucy)
 - Focus on the Conversation Skill box. Read it aloud. Then have Ss listen to the video again and raise their hands every time they hear that someone is confused.



LANGUAGE NOTE The phrases in the Conversation Skill box are not whole sentences or even words (For example, Huh or Hmmm). Native English speakers sometimes use these as fillers to show that they are not following the conversation or they are not sure what to say next.



CULTURE NOTE In the United States, it is okay to say that you are confused. Americans feel that is better to show confusion than to pretend to understand when you don't.

- 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 does Lucy want to borrow?* (Ray's phone) *What does Ray need?* (an umbrella)
- C**
- Play the audio and have Ss repeat chorally, line by line.
 - Model the conversation.
 - Have Ss listen and repeat again.
 - Then in pairs, have Ss practice the conversation. Circulate and listen for the target language. Time permitting, have Ss swap roles and practice again.
- D**
- Have Ss use the model in 4B to make new conversations using the new words. They should replace the highlighted words in the model with the words with the same color.
 - Have Ss use the model in 4B to make new conversations again. This time, they should replace the highlighted words with their own ideas.

4 TRY IT YOURSELF

- A**
- Go over the directions and the example in the chart. Have Ss work individually to make a list of things they want to ask permission for, using the chart.



OPTION For lower-level Ss, help Ss think of ideas for the chart by pointing out items around the classroom.

- B**
- Solicit volunteers to read the example conversation aloud.
 - Have Ss walk around and have conversations. Encourage them to use different ways to ask for permission, give or refuse permission, and respond. If appropriate, have them turn back to the Speaking section on page 44 for ideas.



EXTENSION For higher-level Ss, give Ss homework. Have them ask someone else permission for something outside of class. Ask them to share their experience during the next class period.



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

- ✓ using verbs used with personal possessions
- ✓ asking for permission
- ✓ giving or refusing permission
- ✓ responding appropriately
- ✓ showing confusion if needed



EXIT TICKET At the end of the class, place a variety of items on a desk by the door. As Ss leave, have them ask you for permission to borrow one of the items on the desk. Respond to each S's request by giving or refusing permission. Then ask to borrow one of the S's possessions. Have the S give or refuse permission. Identify areas for review in later lessons and individual Ss who may need additional practice.

3 CONVERSATION



A ▶ 04-12 Listen or watch. Circle the correct answers.

- What are Lucy and Ray doing?
☒ a. waiting for Janet c. eating lunch
 b. having a meeting
- What can't Lucy find?
 a. her backpack c. her purse
☒ b. her phone
- Simon is looking for Lucy because he wants to _____.
 a. eat lunch with her ☒ c. give her her things
 b. borrow her I.D. badge



B ▶ 04-13 Listen or watch. Complete the conversation.



Ray: What's wrong?
 Lucy: I can't find my phone.
 Can I borrow yours?
 Ray: Sure. Here you go.
 Lucy: Great. Thanks.
 Ray: Can I use your umbrella?
 Lucy: I'm sorry, but I need it.

C ▶ 04-14 Listen and repeat. Then practice with a partner.

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

use Of course borrow

CONVERSATION SKILL

Show you're confused

To show that you are confused by something, say:

- Huh.
- That's weird.
- Hmm.

Listen to or watch the video again. Raise your hand when you hear someone is confused.



4 TRY IT YOURSELF

A MAKE IT PERSONAL What can you ask permission for? Add your ideas to the chart.

	Verb	Thing
Can I ...	borrow	your pen?

B WALK AROUND Ask your classmates for permission. Use your ideas from the chart.

A: Hong, can I borrow your pen?

B: Sorry. I'm using it right now.

A: OK. No problem.

☒ I CAN ASK FOR AND GIVE / REFUSE PERMISSION.



LESSON 3 COMPARE THINGS

1 VOCABULARY Technology adjectives



SIMON HARRIS
@SimonH

Guess what arrived in the mail today? Can't wait to use it at the office ...

A 04-15 Listen. Then listen and repeat.

\$\$\$\$

1kg

3.4GHz

20cm x 30cm x 1cm

Expensive

Light

Fast

Thin



New

\$

3kg

1.1GHz

23cm x 33cm x 3cm

Cheap

Heavy

Slow

Bulky




Old

B Which words in 1A can you use to describe these things?

\$\$\$\$

30g




expensive

light

\$\$

4.2GHz




cheap

fast

\$\$\$\$

500g

24cm x 17cm x 1cm



expensive

light

thin

C PAIRS Which technology do you have or use? Tell your partner and use the words in 1A to describe the things. Does your partner use the same words to describe his or her things?

A: Well, my phone is new, but it's big and bulky.

B: Really? Mine is old, but it's really thin.



2 GRAMMAR Comparative adjectives: Regular and irregular

Use comparative adjectives to compare two people or things.

	Adjective	Comparative adjective
For most one-syllable adjectives, add -(e)r for the comparative.	fast cheap	faster cheaper
For one-syllable adjectives ending in one vowel + one consonant, double the final consonant and add -er .	thin big	thinner bigger
For two-syllable adjectives ending in y , drop the y and add -ier .	easy dirty	easier dirtier
For most adjectives with two or more syllables, use more / less + the adjective.	expensive interesting	more expensive less interesting

Notes

- Use **than** when you use a comparative adjective in front of a noun.
Laptops are more expensive **than** tablets.
- Some adjectives have irregular forms: good → **better** bad → **worse**

>> FOR PRACTICE, GO TO PAGE 134

LESSON 3 COMPARE THINGS



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

- Read the lesson title aloud. Ask, *What does it mean to compare things?* (to find similarities or differences between them) Hold up two books and say, *Let's compare these two books. How are they the same? How are they different from each other?* Accept any reasonable answers.
- Focus on the social media message. Ask, *What do you think Simon received in the mail?* (something for his office) *What do you bring to use at school or work?*

1 VOCABULARY

- A** • Read the vocabulary title aloud. If appropriate, remind Ss that adjectives are words to describe nouns. (For example, an OLD computer)
- Focus on the illustrations. Make sure Ss understand that the list to the left of each laptop describes the price, weight, speed, and size of that laptop. Say, *The first laptop is fast because its speed is 3.4 gigahertz. The second laptop is slow because its speed is only 1.1 gigahertz.*
- Play the audio and have Ss follow along.
- Have Ss listen and repeat.
- B** • Focus on the list of features to the left of each illustration. Say, *Compare these features to the information in 1A. This will help you choose words to describe these things.*
- Draw attention to the first illustration. Ask, *What is this?* (a watch) *How can you describe it?* (It is expensive. It weighs 30 g.) Say, *Look at 1A. A laptop that weighs 1 kg is light. So is this watch light or heavy?* (It is light.)
- Have Ss work individually to decide which words can be used to describe each illustration.
- Go over the answers as a class.
- C** • Go over the directions and solicit volunteers to read the example conversation.
- In pairs, have Ss use the vocabulary in 1A to talk about which devices they have or use.
- Circulate to make sure Ss are using the target language.
- Call on volunteers to share their conversations with the class.
- +** **EXTENSION** Write each adjective from 1A on the board and hold up pictures from magazines that show different items. For each picture, say, *Raise your hand if you think this is expensive.* Then say, *Raise your hand if you think this is cheap.* Count the hands for each word. Then write *expensive* and *cheap* on the board and tape the picture to the board under the word that has the most votes. Repeat the questions, using different vocabulary words each time.

2 GRAMMAR

- Write on the board: *I am short. I am shorter than my brother.* Ask, *Which sentence compares my brother and me?* (the second one) *How do you know?* (because of the -er in shorter). Say, *We add this suffix, -er, to an adjective when we compare two things.*
- Focus on the grammar chart. Say, *There are different ways to form the comparative. Here are some rules for regular adjectives.* Read the explanation and examples in the first line aloud. Ask, *What other words can you think of that follow this rule?* (For example, old / older)
- Read the second rule aloud. Ask, *What other words can you think of that follow this rule?* (For example, fat / fatter) Repeat this process for the third and fourth rules. (Third rule: heavy / heavier; fourth rule: difficult / less difficult)
- Draw attention to the first Note. Read the example sentence aloud.
- Focus on the second Note. Say, *Some adjectives are irregular. This means they do not follow the rules in the chart.* Write *good* and *gooder* on the board. Say, *Good is irregular, so we do not form the comparative by following the rules above. This is the comparative.* Draw an X through *gooder* and write *better* above it.
- Say, *We often use the words one and ones to make comparisons because they are pronouns and they replace nouns.* Write examples on the board: *This phone is cheaper than that one.* *These laptops are better than those ones.* Underline *one* in the first sentence. Ask, *What does this mean?* (another phone) Underline *ones* in the second sentence. Ask, *What does this mean?* (other laptops)
- +** **EXTENSION** Divide the class into two teams. Send one person from each team to the board. Read an adjective and have the two Ss write the comparative form on the board. Teams get one point for every correct spelling. For example, *slow* (slower), *fat* (fatter), *funny* (funnier), *intelligent* (more intelligent), *dangerous* (more dangerous), *good* (better), *bad* (worse)
- For grammar practice, have Ss turn to the grammar activities on page 134.

3 PRONUNCIATION

- A**
- Have Ss read the pronunciation Note on stress in comparative sentences silently. Then read it aloud.
 - Focus on the examples. Point out that both the adjectives and the nouns (laptops, tablets) in these sentences are stressed.
 - Have Ss listen, then listen and repeat.
- B**
- Go over the directions. Have Ss preview the exercise items.
 - First, have Ss listen and underline the stressed words. Then play the audio again and ask Ss to circle the letters that have the unstressed sound /ər/. Play the audio again if necessary.
 - Go over the answers as a class. Then listen and repeat.

- C**
- Have Ss read sentences from 3A and 3B aloud and discuss which they think are true. If possible, encourage Ss to explain why they think they are true or false.
 - Circulate as Ss talk. Listen to make sure Ss are using the correct stress.

+ **EXTENSION** In pairs, have Ss rewrite the sentences in 3A and 3B. Ask them to replace the adjectives in the sentences with different adjectives. (For example, Laptops are heavier than tablets.) Then ask them to read the sentences aloud to the class. Make sure they are using the correct stress.

4 CONVERSATION

- A**
- Have Ss look at the video still. Ask, *Who are these people?* (Zoey and Simon) *What does Simon have?* (a laptop)
 - Books closed, have Ss listen or watch.
 - Books open, have Ss complete the exercise individually. Remind Ss that more than one answer can be correct for each item.
 - 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.
 - 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.
 - Model the conversation.
 - Have Ss listen and repeat again.
 - Then in pairs, have Ss practice the conversation. Circulate and listen for pronunciation issues. Time permitting, have Ss swap roles and practice again.
- D**
- Have Ss use the model in 4B to make new conversations using the new words. They should replace the highlighted words in the model with the words with the same color.
 - Have Ss use the model in 4B to make new conversations again. This time, they should replace the highlighted words with their own ideas.

5 TRY IT YOURSELF

- Go over the directions and ask two Ss to read the example conversation aloud. Tell Ss they can compare their own possessions or other objects.
- In pairs, have Ss complete the task. Circulate to help Ss as needed.

+ **EXTENSION** Refer back to Simon's social media message. Ask the class, *Did you buy something new lately? Are you excited about it?* Ask Ss to write a social media message about the new object they bought. Collect the messages and read them aloud. Then ask Ss to guess whose message is whose.



EXIT TICKET Bring photos of a number of different objects to class. You should have two examples of each type of object. As Ss leave the classroom, stand at the door and hold up pictures of one pair of objects. (For example, hold up photos of two different cars: a sports car and a large, bulky SUV.) Say, *Compare these two things*. Elicit a comparison from each S. (For example, *The sports car is faster than the SUV.*) Switch photos often so that Ss can produce a variety of sentences. Identify areas for review in later lessons and individual Ss who may need additional practice.



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

- ✓ using technology adjectives
- ✓ using comparative adjectives
- ✓ using irregular forms of comparatives
- ✓ stressing comparative sentences correctly



3 PRONUNCIATION

- A** ▶ 04-17 Listen. Notice the stressed and unstressed words. Then listen and repeat.

Laptops are **bigger** than tablets.

Tablets are **less expensive** than laptops.

- B** ▶ 04-18 Listen. Underline the stressed words.

Then listen again and circle the letters that have the unstressed sound /ə/.
Check your answers with a partner.

- Cell phones are more expensive than tablets.
- Laptops are newer than cell phones.
- Tablets are heavier than cell phones.

Stress in comparative sentences

In comparatives, we stress the adjective and words like *more*. The word *than* is usually unstressed and pronounced with the short, weak vowel /ə/: /ðən/.

The unstressed *are* has the same sound /ə/ as the *-er* in *bigger*.

- Phone calls are better than emails.
- Computers are faster than cell phones.

- C** **PAIRS** Talk about the statements in 3A and 3B. Which do you think are true?

4 CONVERSATION



- A** ▶ 04-19 Listen or watch. Complete the sentences.

Circle all the correct answers.

- Simon's new laptop is ___ than his old one.
☒ a. better b. more expensive ☒ c. faster
- Zoey says her tablet is _____.
☒ a. light ☒ b. easy to use c. bulky
- Simon says laptops are ___ than tablets.
☒ a. better for work b. smaller ☒ c. faster



- B** ▶ 04-20 Listen or watch. Complete the conversation.



Simon: I just got a new **laptop**.

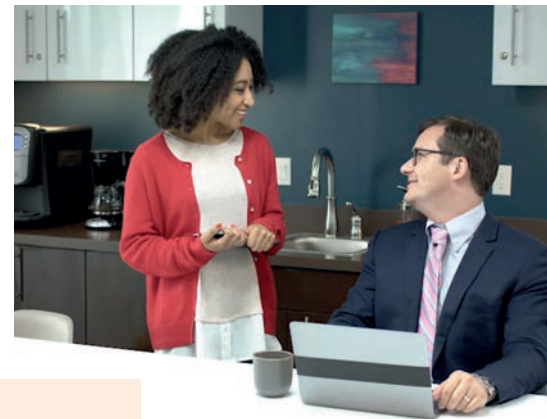
Zoey: Oh, yeah? How do you like it?

Simon: It's **better than** my old one. It's a lot **faster**.

Zoey: I have a **laptop**, but I just use it for work.

Simon: Really?

Zoey: Yeah. I like my **tablet**. I carry it everywhere. It's **thin**, so it's **light**.



- C** ▶ 04-21 Listen and repeat. Then practice with a partner.

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

desktop computer

laptop **small**

not heavy

5 TRY IT YOURSELF

MAKE IT PERSONAL Compare two different things. For example, you can compare your phone with your partner's phone, or you can compare two different kinds of things. Which thing is better?

A: Your phone is **newer** than my phone.

B: It's **lighter** than yours, too.

I CAN COMPARE THINGS.



LESSON 4

READ ABOUT A LOST OBJECT



SIMON HARRIS

@SimonH

The lost and found department had a busy day today. Made me think of this beautiful story.

1 BEFORE YOU READ

A PAIRS What do most people have in their wallets? What's in your wallet?



B VOCABULARY ▶ 04-22 Listen. Then listen and repeat.

search: try to find something or someone

sign: write your name the way you do on a check

copy: one of many books, magazines, or newspapers that are exactly the same

stare at: look at for a long time without moving your eyes

forever: for all of the future

2 READ

A PREVIEW Read the title and the first sentence, and look at the photo. What do you think happens in the story?

B ▶ 04-23 Read and listen to a story about a lost wallet. Who is the owner of the wallet? [Sara Calvo](#)

A LOST WALLET

In 2014, when Matt Porter was 27 and living in Glendale, California, he found a wallet on the street. Inside the wallet, there was an ID badge, some receipts, a few dollars, and a photograph of a beautiful young woman and an old man. He wanted to return the wallet, but there was no address. He had only the name on the ID badge—Sara Calvo—and the name of the company where she worked. **After** he found it, he went to the company, but she did not work there anymore. No one at the company knew anything about her. **Then** he searched on the Internet and found a Sara Calvo in Glendale. **Later**, he called her, but she had not lost her wallet. He put the wallet away in a box, but he did not forget about it.

Two years **later**, Matt moved to Seattle for a new job. He took the wallet with him. He was not sure why, but there was something special about the photograph. He couldn't get it out of his mind. One day, he went to a bookstore. He saw a poster for an event the **next** week. A writer named Sara Calvo was coming to the bookstore to sign copies of her first book. Matt stared at the photograph on the poster. It was his Sara Calvo! He could not believe it! The **next** week, he returned to the bookstore with the wallet. He walked to the desk where Sara Calvo was sitting, and he handed her the wallet. "Where did you find this?" she asked. She took out the photograph and began to cry. "This is my grandfather. It was my only photograph of him. I thought it was gone forever!" Matt replied, "It's a long story. Let's go have a cup of coffee, and I'll tell you all about it."



LESSON 4 READ ABOUT A LOST OBJECT



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

- Read the lesson title aloud. Ask, *What does lost mean?* (Something is lost when you want it and you don't know where it is.) Ask, *Have you ever lost anything?*
- Then read the social media message aloud. Ask, *What is a lost and found department?* (a place where people leave things that they find so that the owner can come and get them) *Has anyone ever been to a lost and found department?* Give Ss time to share their stories.



CULTURE NOTE Many offices, schools, and other public places in the United States have a Lost and Found where lost property is kept. When people lose their belongings, they can go to the Lost and Found and reclaim them.



EXTENSION If your school has a Lost and Found location where lost items are kept, take Ss there to see what items have been turned in. See how many items from the book are in the school's lost and found. Add any new items to the vocabulary list on page 42.

1 BEFORE YOU READ

- A** • Have Ss discuss the questions in pairs. Then bring the class together and have them share answers. Take a poll to determine the most common items in the class. Solicit a volunteer and ask, *What is one thing you have in your wallet?* When the volunteer gives an answer (for example, driver's license), ask *How many other Ss have a driver's license?* Write the item and the number of Ss who have one on the board. Repeat the activity for different items.



OPTION Show Ss what is in your wallet, or solicit a volunteer to show his or her wallet to the class. Elicit a list of items that are commonly found in wallets. (driver's licenses, credit cards, photos, cash (bills and coins), and insurance cards)



OPTION Have Ss cover 1B in their books so that they cannot read the words and their definitions. Then write the vocabulary words on the board. Have Ss locate the words in their context in the reading. Then ask them to guess definitions for the words. Books open, have them check their definitions.



EXTENSION To make sure Ss understand the definitions, ask them to write a sentence using each of the words. Solicit volunteers to write their sentences on the board. Ask them to leave a blank line where the vocabulary word goes. Have the rest of the class guess which words are missing from the volunteers' sentences.

- B** • Draw attention to the vocabulary words and their definitions.
- Play the audio. Ask Ss to listen and repeat.

2 READ

- A** • Read the title and the first sentence aloud. Draw attention to the photo. Ask, *What do you see in the photo?* (a wallet, a woman walking away) *What is in the wallet?* (money, credit cards) *What do you think happened?* (The woman lost her wallet.)
- Have Ss predict what happens in the story. Solicit volunteers to share their answers.
- B** • Give Ss time to read the story silently.
- Have Ss read and listen. If appropriate, have them read and listen again. Then in pairs have them answer the question.

- Bring the class together and ask Ss if their predictions in 2A were correct. Remind them that it is okay if their predictions were incorrect. Tell them thinking about the content before reading helps their comprehension, even if they guess incorrectly.
- Answer any questions Ss have about the reading.



OPTION To make sure Ss understand, have them act out what happens in the second paragraph of the reading, when Matt goes to the bookstore. In pairs, have one S play the role of Matt and the other play the role of Sara.

3 CHECK YOUR UNDERSTANDING

- A** • If appropriate, review the Reading Skills on finding the topic from Unit 2, page 25, and finding the main idea from Unit 3, page 37, before Ss complete this task.
- Have Ss answer the question individually. Go over the answers as a class.
- B** • Have Ss complete the exercise, referring back to the reading as necessary.
- Go over the answers as a class.
- C** • Read the directions and the sentence aloud. Have Ss complete the task individually and compare answers in pairs.
- Call on volunteers to share something that they can't get out of their mind. Follow up by asking, *Why can't you get that out of your mind?*
- D** • Have Ss read the Reading Skill box silently. Then read it aloud. Explain that paying attention to time words and phrases can help them understand what is happening in a story.
- Have Ss highlight the time words and phrases in the reading on page 48.
 - Tell Ss to write 1 next to the event that happened first in the story, 2 next to the event that happened after that, and so on. Explain that Ss can't do the task correctly by simply writing down the events in the same order they appear in the reading. They have to pay attention to the time words and use common sense. For example, *Sara lost her wallet* must have happened before *Matt found a wallet*, even though *Matt found a wallet* is the first thing Ss will read in the article.

- Do the first item with the class as an example. Then have Ss complete the task.
- Go over the answers as a class.



OPTION To check answers, draw a timeline on the board. Say, *This is a timeline. We are going to use it to show what happens in the story.* Call Ss to the board to fill in events on the timeline in the correct order.



- E** • Pair Ss to retell the story. Have Ss begin with the example sentence frame. Encourage them to use time order words. They can also rephrase the statements in 4D.



EXTENSION In pairs, have Ss predict what they think happens next in the story. Ask, *What happens that night? The next week? The next year?* Tell Ss to be as creative as they want. Then have pairs share their predictions with the class. If appropriate, have the class vote on the most convincing, funniest, or most interesting prediction.



OPTION Ask, *What do you think people lose most often?* Elicit suggestions and write them on the board. Then focus attention on the box to the right of 3E. Say, *We are going to find out what people lose most often.* Have Ss complete the research task during class or for homework. Then ask Ss to share what they learned. Put Ss in small groups and have them talk for a few minutes about their search results. Ask, *Were your guesses correct?*

4 MAKE IT PERSONAL

- A** • Have Ss complete the chart with the first thing they did and then the next thing they did when they lost something. Remind them to use the time signal words in the Reading Skill box.
- B** • Go over the directions. Have two Ss read the example conversation aloud.
- In pairs, have Ss complete the task.
 - Circulate to provide feedback on language as Ss discuss. If appropriate, review the past forms of irregular verbs.



EXTENSION Bring in a picture of a person and a picture of an object. In pairs, have Ss write a short story about the person and how they lost the object. Require Ss to include at least three events in their story. Remind Ss to use time signal words. Then have volunteers share their stories with the class.



EXIT TICKET To practice the Reading Skill in this lesson and time signal words, write these sentences on the board:

I used my roommate's phone to call my own number.

I lost my phone.

My phone rang, and I found it under my bed!

I looked for it everywhere.

I borrowed my roommate's phone.

Say, *Write these sentences in the correct order. Add a time signal word to each sentence.* If appropriate, give Ss the first sentence to start them off: *First, I lost my phone.* Collect Ss' papers and check to see if they have correctly ordered the sentences and used time signal words to indicate in which order their sentences happened. (For example, *First, I lost my phone. Then I looked for it everywhere. Later, I borrowed my roommate's phone. Next, I used my roommate's phone to call my own number. Then my phone rang, and I found it under my bed!*) Identify areas for review in later lessons and individual Ss who may need additional practice.

3 CHECK YOUR UNDERSTANDING

A TOPIC What is the story about?

- a. a famous young writer
- b. two people who fall in love
- ☒ c. a lost object with a lucky ending

B DETAILS Choose the correct answer.

1. What did Matt find in the wallet?
 - a. credit cards
 - ☒ b. money
 - c. checks
2. Why did Matt move to Seattle?
 - a. He lost his job in Glendale.
 - b. He wanted to find Sara.
 - ☒ c. He got a job in Seattle.
3. What was on the poster at the bookstore?
 - a. a photo of a grandfather
 - ☒ b. a photo of Sara Calvo
 - c. a photo of a missing wallet
4. What did Sara do when she saw the photograph?
 - ☒ a. She cried.
 - b. She sat down.
 - c. She left.

C FOCUS ON LANGUAGE Read the sentence. What do the underlined words mean?

He couldn't get it out of his mind.

- ☒ a. He thought about it all the time.
- b. It wasn't important to him.

D READING SKILL Read the Reading Skill. What is the correct order of events in the story? Use time signals to help you.

1. Circle the signal words in the story. 2. Write the numbers (1-9) in the blanks.

- 2 Matt found a wallet.
- 8 Matt returned to the bookstore.
- 6 Matt moved to Seattle.
- 4 Matt went to Sara's company.
- 1 Sara lost her wallet.
- 5 Matt called a Sara Calvo in Glendale.
- 9 Sara looked at the photo in the wallet.
- 7 Matt saw a poster with Sara's photo.
- 3 Matt tried to find Sara.

READING SKILL Understand time order

When you read stories about the past, look for time signal words such as *first*, *then*, *next*, *later*, *before*, *after*. They can help you understand the correct order of events.

E PAIRS Retell the most important ideas in the story. Use your own words.

The story is about a lost wallet ...

Find out what things people lose most often.



4 MAKE IT PERSONAL

A Think about something you lost. What happened? Write two sentences using time words.

Time word	Sentence
First	

B PAIRS Now tell your partner about the thing you lost.

A: Did you ever lose something?

B: Oh, yeah. I lost my keys last week!

A: Really? What happened?

☒ I CAN READ ABOUT A LOST OBJECT.

1 BEFORE YOU WRITE

- A** Read the ads. What are the differences between the headphones? *Possible answer: The “Sound Swim” headphones are new and expensive. The used headphones are old and not expensive.*

Sell Your Stuff

USA > New York > For Sale > Electronics > Headphones

Home | Buy | Sell | Logout

“Sound Swim” headphones for sale! Call now! CONTACT

“Sound Swim” Headphones \$400

Don't buy cheap headphones!

These Sound Swim headphones are new. They work well with any phone or computer, and they sound great. They are expensive, but your music will never sound better!

They come with a light USB power cable.

Contact Andy for more details. Please send a text or leave a voicemail.

[Show Contact](#) | [Details](#) | Posted October 14

Used headphones CONTACT

Headphones \$45

Don't pay too much for headphones!

These headphones look a little old (I bought them two years ago), but they're really great. The sound is really nice, and they are very soft.

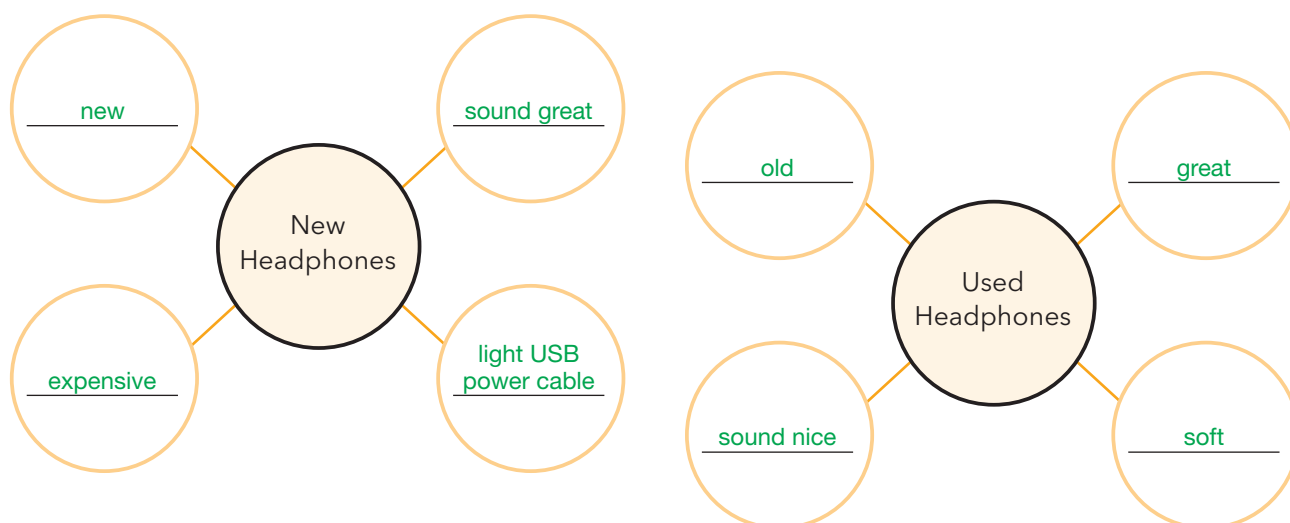
Please contact Ali by email for more information.

[Show Contact](#) | [Details](#) | Posted October 14

Categories

- furniture
- bicycles
- electronics
- desktop computers
- headphones
- laptops
- smartphones
- TV
- toys

- B** Read the ads again. Fill in details about the headphones in each of the circles. *Possible answers:*



- C PAIRS** Which headphones are better? Why?

A: I think the used headphones are better.

B: Really? Why?

A: Well, ...

LESSON 5 WRITE AN ONLINE PRODUCT AD



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

- Read the lesson title aloud. Ask, *What is an online product ad?* (an ad for a product on the internet) *Why do people or companies post online product ads?* (because they want to sell products)



CULTURE NOTE Online shopping is very popular in the United States. Many Americans also sell their own new or used products online.

1 BEFORE YOU WRITE

- A** • Read the social media message aloud. Ask, *What is Simon buying online?* (headphones) Then focus on the two online product ads. Say, *These are the ads Simon is asking his friends to look at. He is thinking about buying one of these two headphones.*
- Have Ss read the two ads silently. Answer any vocabulary or content questions Ss have.
 - Ask questions to make sure Ss understand the format of the online product ad. Ask about the website banner and menus. (For example, ask, *What button do you click on if you want to buy the "Sound Swim" headphones?* (the "Contact" button) *What do you do if you want to look at online ads for bicycles?* (You click on "bicycles" in the "Categories" box.).)
 - Have Ss work in pairs to discuss the two sets of headphones.
- B** • Explain that word webs are a good way to understand details about things so that they can be compared to other things.
- Have Ss work individually to skim the ads again and complete the two word webs.
 - **For lower-level Ss**, draw the word webs on the board and fill in the first word in each one. Then have Ss complete the rest of the word webs on their own.
 - Have Ss compare answers in pairs.



OPTION Draw two word webs on the board and elicit answers from Ss to complete them as a class.



TEACHING TIP Have Ss put down their pens as soon as they finish a task. Ss who finish early can then help Ss who are still working.



EXTENSION Have Ss underline where they found each detail in the ads. Then have Ss compare answers.



- Solicit two volunteers to read the example conversation. Ask, *What can Student A say next?*
- Pair Ss to compare the headphones. Tell them to use their word webs in 1B.
- Bring the class back together and ask each pair, *Which headphones do you think Simon should buy? Why?*



EXTENSION Start a class discussion about buying and selling products online. Ask, *Do you like online shopping? Why or why not? What do you buy online? Do you often read online product ads? Do you always buy new products, or do you sometimes buy used ones? Do you ever sell products online? What kind of products do you sell? Have you ever written an online product ad yourself?* Tell Ss they will practice writing an online product ad themselves in this lesson.

2 FOCUS ON WRITING

- A**
- Read the Writing Skill box on adding details aloud. Explain that including adjectives in writing is one easy way to add details to it.
 - If appropriate, review adjective word order. Write these sentences on the board: *Juana has a pretty dress. Jim is very tired. The math class was a little boring. Say, Look at the first sentence. What is the noun? (dress) What is the adjective? (pretty) Where does the adjective go in this sentence? (before the noun)* Repeat the questions for the other sentences, clarifying that the adjective comes after the verb *be*.
 - Have Ss write their own sentences to fit each pattern. Elicit sentences and write them on the board. Have

the class identify the adjective and the noun in each sentence.

- B**
- Go over the directions. Underline the first adjective in the ads (cheap) as an example for the class.
 - Have Ss work individually to complete the task.
 - Go over the answers as a class.

+ EXTENSION Bring in printouts of online product ads. Make sure the ads use simple language and are appropriate in content for your class. Make copies of the ads for each S. Have Ss underline the adjectives in the ads.

3 PLAN YOUR WRITING

- A**
- Tell Ss it is time to start writing their own online product ad. Have Ss work individually to complete their word webs. Remind them to use the word webs from 1B as models as they work.
 - Circulate to help Ss as needed.

... **OPTION** For lower-level Ss, complete an example word web for the class. Bring a photo of an object such as a car to class. Draw a word web on the board. Tell Ss you want to sell the car in your photo. Elicit details about the car from Ss and add them to the word web.

- B**
- Pair Ss to talk about the items they want to sell, using the information in their word webs in 3A. Encourage them to start their discussion with the example sentence frame provided.

+ EXTENSION Have Ss describe the items they want to sell to the class. Then have Ss vote on the items they would like to buy.

4 WRITE

- A**
- Go over the directions and have Ss complete the task. Encourage them to include the details from their word webs in 3A.

... **OPTION** Most online ads feature photos of the item. Encourage Ss to take photos of the item they want to sell and include them in their ads if possible.

5 REVISE YOUR WRITING

- A**
- Tell Ss they will peer review their partner's online ads. Tell them to answer the questions in the book about their partner's ad.
- B**
- Ask Ss to make suggestions for improvement.

6 PROOFREAD

- Have Ss proofread their ads one last time.
- Focus on the Note. Ask Ss check their spelling, punctuation, and capitalization.
- Then collect student work and offer individual feedback.

TEACHING TIP When offering feedback to Ss, consider correcting only the errors that involve the grammar being taught in the lesson. Ignore other errors. This will help Ss focus on the lesson at hand. It may also prevent them from becoming discouraged if there are a lot of errors in their writing.



EXIT TICKET Have Ss describe an object they want to sell or buy (not the same one they wrote about in this lesson) on a blank card or piece of paper. Have them write three details about the item. Encourage them to use adjectives. Collect cards as Ss leave. Read them to identify areas for review in later lessons and individual Ss who may need additional practice.

2 FOCUS ON WRITING

- A** Read the Writing Skill.
- B** Read the ads again. Underline the adjectives that describe the headphones.

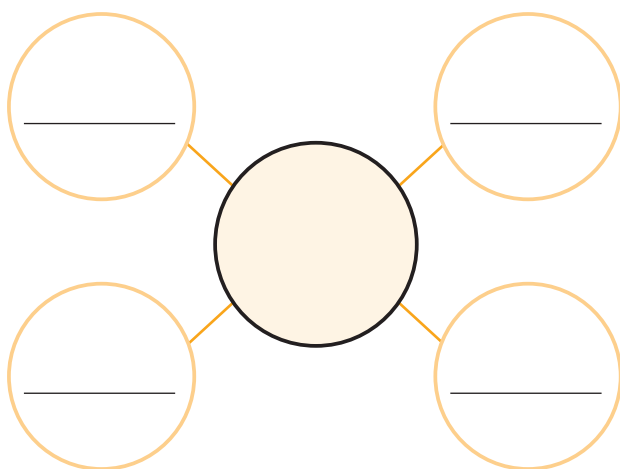
WRITING SKILL Add details

Details make your writing clearer and more interesting. You can add details to your description with adjectives. Adjectives come before nouns and after some verbs (*be*, *sound*, *look*, etc.). Use *very* to make adjectives stronger. Use *a little* to make adjectives weaker.

- She has an *expensive* car.
- Jim is *very shy*.
- The movie looks *a little boring*.

3 PLAN YOUR WRITING

- A** Think of something you want to sell. Write the name of the item in the middle. Fill in details about your item on the lines.



- B PAIRS** Tell your partner about something you want to sell.
I want to sell my desk ...

4 WRITE

Write an online ad for something you want to sell. Include details to describe it. Remember to use adjectives. Use the ads in 1A as a model.

5 REVISE YOUR WRITING

- A PAIRS** Exchange papers and read your partner's ad.
1. Did your partner write a good description?
 2. Did your partner use adjectives to describe the item he or she wants to sell?
- B PAIRS** Can your partner improve his or her ad? Make suggestions.

6 PROOFREAD

Read your ad again. Can you improve your writing?

Check your

- spelling
- punctuation
- capitalization

PUT IT TOGETHER

1 MEDIA PROJECT



- A** ▶ 04-24 Listen or watch. What does Sara talk about?
Sara talks about some objects that are special to her or her friends.



- B** ▶ 04-25 Listen or watch again. Write one thing Sara says about each object.

1. Wallet: The wallet is Sara's. (It's beautiful. It's from her mother. It's expensive.)
2. Sunglasses: The sunglasses are her friend Ana's. (Ana always wears these sunglasses to the beach. Sara wants to wear them, but Ana doesn't lend them to Sara.)
3. Computer: The computer is her friend Alexa's. It is slow and old.
4. Keys: The keys are Sara's. They are for her house, office, and car.

- C** Show your own photos.

Step 1 Take pictures of four things that are important to you and to your friends.

Step 2 Show the photos to the class. Talk about each thing.

Step 3 Answer questions about the things. Get feedback on your presentation.

2 LEARNING STRATEGY

WRITE A CONVERSATION

Choose a grammar point that you want to practice. Write a conversation in five or more sentences. Use the grammar three times in the conversation. Show your conversation to a friend and ask him or her to check your grammar.

Write a conversation using questions with *whose* and possessive pronouns. Then show your conversation to a partner and ask him or her to check your grammar.



A: Whose phone is that?

B: It's mine. I just got it. Do you like it?

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 who owns something
- ☐ Ask for and give permission
- ☐ Compare things

Grammar

- ☐ Questions with *whose*; Possessive nouns and pronouns
- ☐ Comparative adjectives: Regular and irregular

Vocabulary

- ☐ Personal possessions
- ☐ Verbs used with personal possessions
- ☐ Technology adjectives

Reading

- ☐ Understand time order

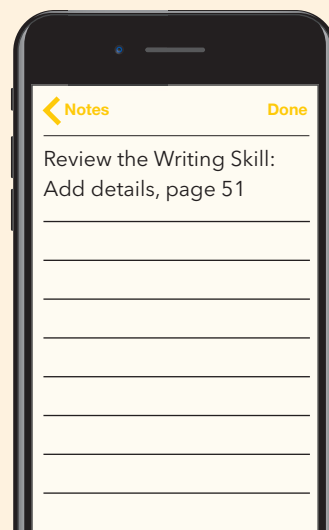
Writing

- ☐ Add details

Pronunciation

- ☐ Stress in compound nouns
- ☐ Stressed and unstressed words in comparatives

- B** What will you do to learn the things you highlighted?
Write notes.



PUT IT TOGETHER

1 MEDIA PROJECT

- A** • Have Ss look at the picture on the right. Ask, *What are these? (sunglasses)* Say, *These are one of the special things Sara is going to talk about in the video.*
- Have students listen or watch. Elicit answers to the question.
- B** • Tell Ss they will listen again. This time, they should pay attention to details, focusing on the four items that Sara talks about.
- Have Ss listen again. Tell them to write one thing about each object.
- ⋮ **OPTION For higher-level Ss**, challenge them to write more than one detail per item.
- In pairs, have Ss compare answers. Then bring the class together to go over any questions.
- ⊕ **EXTENSION** Ask additional questions to make sure Ss understand the content of the video:
Who owns the wallet? (Sara)
Why is it special to her? (It is from her mother.)
Where does Ana love to go? (the beach)
Why can't Sara wear the sunglasses? (Ana loves them and never lends them to her.)
Who owns the computer? (Alexa)
What does she use it for? (to write blog posts)
What are Sara's keys for? (house, office, car)
- C** • Explain the project to Ss. Say, *You will create a project similar to the one you just watched.*
- Give Ss a few minutes to read the three steps. Encourage them to make a list of what photos they want to use.
 - For homework, tell Ss to take and organize the pictures. Clarify that they don't have to print their pictures out, but that they should have them easily accessible on their phone.
 - Back in class, write the following questions on the board:
Feedback: Is the student well-prepared?
Are the photos well-organized?
Does the student speak loudly and clearly?
Does the student make eye contact?
Does the student talk about four items?
Does the student explain why each thing is important?
 - Give Ss a few minutes to read over the questions. Tell them to write each person's name on a piece of paper before they present 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 and refer to their notes and tell Ss individually what they did well or could do better. Remind Ss to speak kindly and constructively.

2 LEARNING STRATEGY

- Have Ss read the Learning Strategy box silently. Give an example of a grammar point to practice. Say, *I want to work on using past tense verbs. Here is an example of a conversation I can write to practice that.* Write on the board:
A: Yesterday I went to the movies.
B: What did you see?
A: I saw the new Avengers movie.
B: Was it good?
A: Yes. I loved it.
- Draw attention to the picture and example conversation. Then read the direction line. Say, *This is the kind of conversation you should write.*
- Have each S work individually to write a conversation using *whose* and possessive pronouns. Then have each S check their partner's conversation.
- At the end of class, ask, *Do you think this is a good way to practice 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 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 ANY PLANS FOR THE WEEKEND?

PREVIEW THE UNIT

LESSON 1	Talk about plans	
	Vocabulary	Time expressions
	Grammar	Present continuous for the future
	Conversation	Change the topic
LESSON 2	Plan an activity with friends	
	Vocabulary	Verbs for offers; Activities with <i>go + -ing</i>
	Grammar	Object pronouns
	Pronunciation	Sounds and spelling: the vowels /aɪ/, /ɪ/, /i/
LESSON 3	Talk about problems with plans	
	Vocabulary	Problems with plans
	Grammar	<i>Will</i> for future intention
	Pronunciation	Contractions with <i>will</i>
	Listening Skill	Make predictions
LESSON 4	Take a personality quiz	
	Reading skill	Think about similar readings
LESSON 5	Write an email to make plans	
	Writing skill	Use <i>or</i> to describe choices
PUT IT TOGETHER		
	Media project	Photos: Talk about an event you want your friends to attend
	Learning strategy	Write a sentence. Change something.



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

GET STARTED

- A** • Read the unit title. 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 what they see. Bring the class together and ask pairs to share. Write words on the board. (For example, the sun setting, a volleyball game, friends playing volleyball, the beach)
- C** • Focus on the social media message and bring Ss' attention to the photo and name. Ask, *What do you know about Carlos?* Invite Ss to call out answers. Have them read what Carlos says in *Meet the People of TSW Media* on page 4 or play the video of Carlos. Then ask again, *What do you know about Carlos?*
 - Have Ss turn back to page 53. Read the social media message aloud. Ask, *Do you agree with Carlos? Are weekends for fun?*



ANY PLANS FOR THE WEEKEND?

LEARNING GOALS

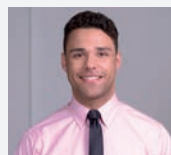
In this unit, you

- ⊗ talk about plans
- ⊗ plan an activity with friends
- ⊗ talk about problems with plans
- ⊗ take a personality quiz
- ⊗ write an email to make plans



GET STARTED

- A** Read the title and the learning goals.
- B** Look at the photo of the beach. What do you see?
- C** Now read Carlos's message. What is Carlos doing? What does he want to do this weekend?

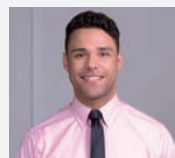


CARLOS MORENO

@CarlosM

Working hard this week. But I need to have fun, too. That's what weekends are for!

LESSON 1 TALK ABOUT PLANS



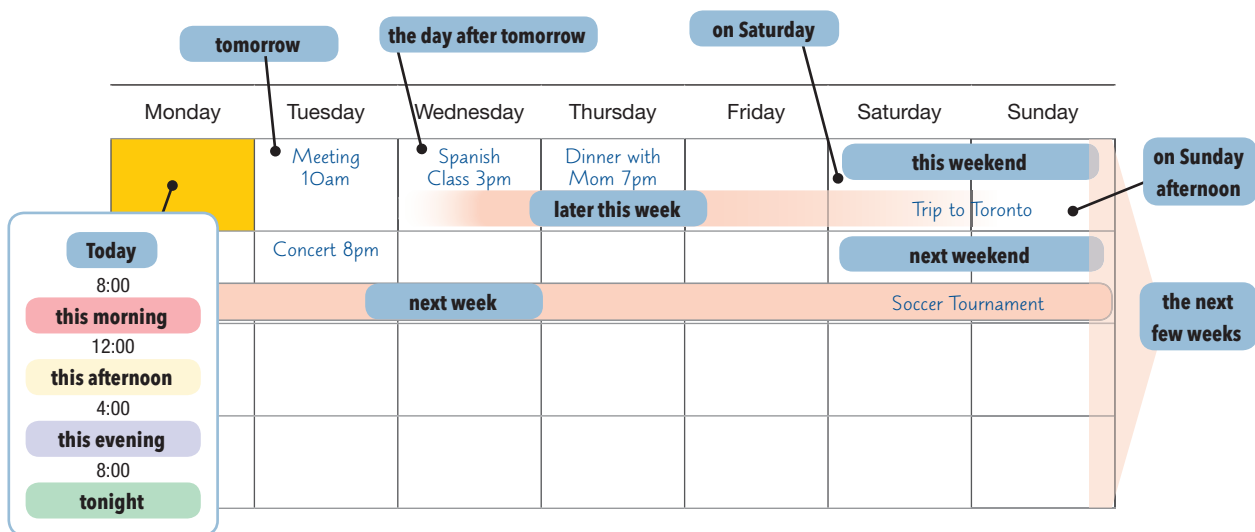
CARLOS MORENO

@CarlosM

Need to make some plans 😊
Only two days till the weekend!

1 VOCABULARY Time expressions

A ▶ 05-01 Listen. Then listen and repeat.



B Look at Jason's calendar in 1A. Write what he's doing at each time.

The day after tomorrow Spanish Class Later this week Dinner with Mom, Trip to Toronto Next Tuesday Concert This weekend Trip to Toronto Next weekend Soccer Tournament

C **PAIRS** Look at Jason's calendar in 1A again. Ask and answer questions about the calendar.

A: When is Jason's meeting? **B:** It's tomorrow morning.



2 GRAMMAR Present continuous for the future

When	Be	Subject	Verb + ing	Subject	Be	Verb + ing	Future time expression
When	are	you	leaving?	I	am	leaving	on Sunday night.
	is	she		She	is		
	are	we		We	are		

Notes

- We almost always contract the subject pronoun + *be* with the present continuous in speech and informal writing.
He's working in Tokyo next week.
We're taking the train to the airport.
- Use a future time expression to make the future meaning clear.
I'm working on the project next week.
- Remember that you can also use the present continuous to talk about events happening now.
I'm working on the project now.

>> FOR PRACTICE, GO TO PAGE 135

LESSON 1 TALK ABOUT PLANS

- Read the lesson title aloud. Ask, *Do you have any plans for later today?*
- Read the social media message aloud and ask, *What day is it?* (Wednesday, two days before the weekend) *What does Carlos want to do?* (make plans for the weekend)

1 VOCABULARY

- A** • Focus on the calendar and ask, *Do you have a calendar like this on your device or on paper? Does it help you?*
- Play the audio. Have Ss listen and repeat.
- ... **OPTION** If using the Active Teach, project the calendar so that you can point to each phrase and day on the calendar as Ss hear it.
- ... **OPTION** To confirm understanding of the vocabulary, draw on the board or display a calendar showing your current date and month. Ask questions about the calendar. Have volunteers come up to the calendar and point to the correct days / dates on the calendar to answer the questions. For example, ask, *What is the day after tomorrow? Which days are this weekend? Which days are next weekend?*
- B** • Redirect attention back to Jason's calendar in 1A. Give Ss time to check the calendar and write their answers.
- Have Ss compare answers with a partner.
- Go over the answers with the class.
- C** • Focus on the calendar in 1A again. Solicit two volunteers to read the example conversation.
- Give Ss time to talk. Circulate to help as needed.
 - Call on volunteers to share their questions about the calendar with the class. Invite other Ss to answer the questions.
- + **EXTENSION** For additional practice, project the calendar on a screen or copy it onto the board. Create extra activities for Jason's planner and then repeat the exercise with new times. (For example, write *Work at bookstore* in the slot for next Wednesday and have Ss ask and answer questions about the activity. Encourage them to write the extra activities in their books.)

2 GRAMMAR

- Remind Ss that we can use the present continuous to describe events happening now. Ask, *What am I doing now?* Accept any reasonable answer. (teaching, talking) Then write on the board *I am teaching*. Say, *We also use the present continuous to talk about the future*. Ask, *What am I doing next week?* Accept any reasonable answer. (For example, teaching) Write on the board, *I am teaching next week*.
 - Read the questions and answers in the chart aloud. Say, *These are information questions in the present continuous. How do we ask and answer a yes / no question?* Elicit examples from Ss and write them on the board. (For example, *Are you leaving on Sunday night?* Yes, I am.)
- ... **OPTION** Write on the board:
A: *When are you studying for your English test?*
B: *I'm studying on Saturday.*
Solicit volunteers to read the conversation. Then pair Ss to write their own conversations asking each other about events. Have Ss read their conversations to the class.
- + **EXTENSION** Bring photos of people from magazines. Hold up each photo and ask Ss, *What is he / she doing now?* Elicit answers. (For example, He is watching television.) Then say, *Guess. What is he / she doing tomorrow?* Accept any reasonable answers that use the present continuous for the future. (For example, He is going to a movie tomorrow.) **For lower-level Ss**, write a list of activities on the board for Ss to include in their sentences about what each person is doing in the future.
- Focus on the Notes. Read the first Note aloud.
- Ask, *How do we show the difference between the present continuous for events happening now and the present continuous for the future?* (We add a future time expression to the sentence.) Write on the board:
I am teaching. *I am teaching next week.*
Point to *next week*. Say, *This is a future time expression.* Read the second Note aloud.
- Next, read the third Note aloud. Add the word *now* to the first sentence you wrote on the board: *I am teaching now.* Explain that adding time expressions to present continuous sentences helps make their meaning clearer.
- For grammar practice, have Ss turn to the grammar activities on page 135.

3 CONVERSATION

- A**
- Draw attention to the video still. Ask, *Who are these people?* (One of the men is Carlos. We don't know who the other man is) If appropriate, have Ss refer back to the character bio in the front matter to remind Ss who Carlos is. Then ask, *Where are they?* (in the office)
 - Have Ss read the questions to get an idea of the conversation.
 - Books closed, have Ss listen or watch.
 - Books open, have Ss complete the exercise individually.
 - Replay the audio if necessary.
 - Go over the answers as a class.
 - Focus on the Conversation Skill box. Read it aloud. Tell Ss that Native English speakers change the topic often. It can be hard to keep up, but if they listen to these signal words and phrases, it is easier to follow and participate in a conversation.
 - Have Ss listen or watch the video again and raise their hands whenever they hear a speaker change topics.

⊕ **EXTENSION** To check understanding, ask additional questions about the video:

What is Carlos working on? (photos for a brochure)

Why does Molly need the photos? (for posters)

When will Carlos send the photos? (next week)

Where is Carlos going on Saturday afternoon? (to the beach)

What concert is Leo going to? (Concerts in the Park)

- 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.
 - Play the audio.
- C**
- Play the audio and have Ss repeat chorally, line by line.
 - Model the conversation.
 - Have Ss listen and repeat again.
 - Then in pairs, have Ss practice the conversation using their own names. Circulate and listen for pronunciation issues. Time permitting, have Ss swap roles and practice again.
- D**
- Have Ss use the model in 4B to make new conversations using the new words. They should replace the highlighted words in the model with the words with the same color.
 - Have Ss use the model in 4B to make new conversations again. This time, they should replace the highlighted words with their own ideas.

4 TRY IT YOURSELF

- A**
- Tell Ss it is time to complete their own calendars and planners. Read the list of ideas on the Post-it Note aloud to get them started. Tell Ss they can include these ideas or any other activities.
 - **For lower-level Ss**, copy the chart on the board and complete it with activities from your own planner to serve as a model for Ss.
- B**
- Solicit two volunteers to read the example conversation. Draw attention to the third line of this conversation: *Oh? Which concert?* Point out that a typical way to keep a conversation going is to ask for more details. Encourage Ss to use this in their own conversations.
 - Give Ss time to discuss their plans. Circulate and help as needed.

⊕ **EXTENSION** Have Ss ask more than three people about their plans.



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

- ✓ asking and answering questions using the present continuous for the future
- ✓ using time expressions
- ✓ using contractions when possible
- ✓ changing the topic



EXIT TICKET Have Ss write their name and three sentences about things they are doing in the days and weeks to come 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 individual Ss who may need additional practice.

3 CONVERSATION



A ▶ 05-03 Listen or watch. Then answer the questions.
Choose the correct answers.

- What is Carlos working on now?
a. a new project **b. Hudson Life**
- What is Carlos doing on Saturday?
a. taking pictures b. going to a movie
- When is Leo going to a concert?
a. on Saturday night **b. on Sunday afternoon**



B ▶ 05-04 Listen or watch. Complete the conversation.

Leo: So, what are you doing **this weekend?**
Carlos: **I'm going** to the beach **on Saturday.**
Leo: Oh, nice.
Carlos: What about you? What **are you doing** **this weekend?**
Leo: **I'm going** to a concert **on Sunday afternoon.**
Carlos: Oh, yeah? That sounds fun!

C ▶ 05-05 Listen and repeat. Then practice with a partner.

D PAIRS Make new conversations. Use these words
or your own ideas. Talk about different activities.
next weekend on Saturday afternoon on Sunday night

CONVERSATION SKILL

Change the topic

To change the topic, you can say:

- So, what else is new?
- So, anything else going on?
- So, enough about that.

Listen to or watch the video again.
Raise your hand when you hear
someone change the topic.



Some ideas:

go to a concert
go to the movies
go hiking
hang out with friends
watch TV
work out

4 TRY IT YOURSELF

A MAKE IT PERSONAL Add your events to the calendar. Use the
ideas in the box or your own ideas.

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday

B WALK AROUND Ask three other students about their plans.
Talk about your plans for this weekend and the next few weeks.

A: Do you have any plans for this weekend? Are you doing anything fun?

B: Yes. I'm going to a concert on Friday night.

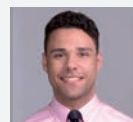
A: Oh? Which concert?



■ I CAN TALK ABOUT PLANS.

LESSON 2

PLAN AN ACTIVITY WITH FRIENDS



CARLOS MORENO

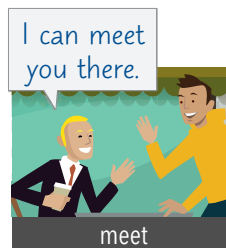
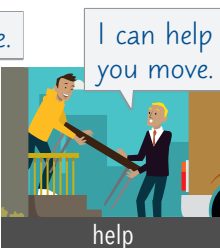
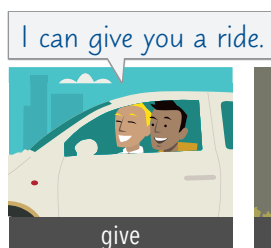
@CarlosM

Where's the best place to relax? I say the beach!

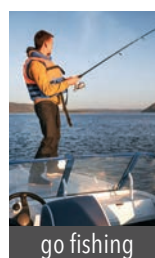
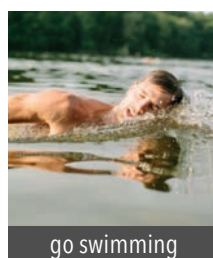
1 VOCABULARY Verbs for offers; Activities with go + -ing



A VERBS FOR OFFERS ▶ 05-06 Listen. Then listen and repeat.



B ACTIVITIES WITH GO + -ING ▶ 05-07 Listen. Then listen and repeat.



C PAIRS Complete the conversations. Match the sentences with the correct responses.

- | | |
|---|---|
| <u>c</u> 1. I want to go swimming, but I don't know how. | a. Sounds great. I can meet you there at 3 P.M. |
| <u>a</u> 2. Let's go shopping at the mall tomorrow. | b. Don't worry. I can give you a ride. |
| <u>b</u> 3. I want to go fishing, but I don't have a car. | c. I can teach you. |

D Take a poll. See how many people do each activity in 1B. Then talk with your partner about what you learned. Which activities does the class like?

A: I like to go dancing, but no one else likes dancing.

B: Yeah, but everyone really likes going shopping.



2 GRAMMAR Object pronouns

	Object pronoun	
Can you give	me	a ride?
I can pick	them	up.

	Preposition	Object pronoun
He's going	with	them.
They're waiting	for	him.

Notes

- You can use object pronouns in compound objects.
They're waiting for **you and me**.
I'm talking to **Rob and him** tonight.
- We almost always use contractions in speech and informal writing.

Subject pronouns Object pronouns

I	me
you	you
he	him
she	her
it	it
we	us
they	them

>> FOR PRACTICE, GO TO PAGE 136

LESSON 2 PLAN AN ACTIVITY WITH FRIENDS



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

- Read the lesson title aloud. Ask, *How do you plan your activities with your friends? Do you text them? Call them on the phone?*
- Then read the social media message aloud. Ask, *Where does Carlos like to relax? (beach) Do you like the beach? Why or why not?*

1 VOCABULARY

- A** • Focus attention on the first set of vocabulary words, Verbs for offers. Have Ss listen to the audio. Then ask questions to make sure Ss understand the phrases. For example, *Does someone pick you up to go to school? Do you give anyone a ride to school? Who helps you do your homework? Where do you meet people when you go out? Who teaches you English?*
- Have Ss listen again and repeat.
- B** • Write on the board: *go + verb + -ing*. Explain that we use the form *go + -ing* to talk about many activities.
- Focus Ss' attention to the pictures and play the audio. Have Ss listen again and repeat.
- ... **OPTION** To make sure Ss understand the vocabulary, ask them to write a sentence using each of the phrases. Solicit volunteers to read their sentences aloud.
- + **EXTENSION** For higher-level Ss, elicit additional activities with *go + -ing*. Write them on the board and encourage Ss to add them to their notebooks.
- C** • Say, *You have to make three different conversations about plans and activities. To do this, match each sentence with the correct offer or response.*
- In pairs, have Ss complete the task. Go over answers as a class.
- ... **OPTION** Have pairs practice reading the completed conversations aloud. Give them time to switch roles so they practice both sentences and responses ("offers").
- D** • Conduct the poll. Say, *Raise your hand if you like to go shopping.* Write *Go shopping* and the number of students who like shopping on the board. Then repeat this process with the other activities. Ask, *Which activity do the most students like?*
- Read the example conversation aloud. Have Ss discuss the poll results. Circulate and help Ss if appropriate.
- If time allows, ask Ss to role-play their conversations for the rest of the class.
- ... **OPTION** Instead of a poll, do conversation circles. Write each of the activities in 1B on a piece of paper and hang the papers around the room. Have Ss choose an activity that they like to do and then sit in a circle near that piece of paper. Ask group members to answer these questions: *Where do you [go shopping]? When do you [go shopping]? Who do you [go shopping] with? Why do you like to [go shopping]?* If time allows, let Ss switch groups and repeat the activity.

2 GRAMMAR

- Ask, *What is a pronoun?* (a word that replaces a noun) Say, *In Lesson 1, we talked about subject pronouns. I, you, and we are subject pronouns. But pronouns can be subjects or objects. In this lesson, we are going to learn about object pronouns.*
- Ask, *What is the subject of a sentence?* (the person, place, or thing that is doing or being something) *Usually the subject comes at the beginning of the sentence. What is the object of a sentence?* (the person, place, or thing that the subject is doing something to)
- Write on the board: *I like you.* Ask, *What is the subject pronoun in this sentence?* (I) Underline *I* in the sentence. Ask, *What is the object pronoun in this sentence?* (you) Circle *you*.
- Read the questions and statements in the grammar chart aloud. Point to the columns for Prepositions + Object pronouns. Say, *Sometimes, we need to add a preposition in front of the object pronoun in a sentence. We do this when the verb in the sentence is intransitive. That means it does not take a direct object. For example, wait is an intransitive verb. You can't wait someone. You have to wait FOR someone.*
- Point out the list of subject and object pronouns. To reinforce understanding, write on the board: *Can you give us a ride?* Ask, *How can we replace the subject pronoun in this sentence?* Elicit answers and write them on the board. (For example, Can she give us a ride?) Then ask, *How can we replace the object pronoun?* Elicit answers and write them on the board. (For example, Can you give him a ride?) Repeat with sentences that include prepositions, such as *He's going with me. They're waiting for her.*
- Read the Notes and example sentences aloud. Explain, *A compound object is two or more objects together. Compound objects can come after prepositions. Elicit other examples of compound objects.* (For example, *They're waiting for him and me.*)
- For grammar practice, have Ss turn to the grammar activities on page 136.

3 PRONUNCIATION

- A** • Read the Pronunciation Note aloud. Explain that understanding English words can be challenging when you listen because sounds do not always match the spelling.



LANGUAGE NOTE The sound /i/ is spelled with the letter *i* in a few words, like *machine* and *police*, but *i* is not a common spelling for this sound. The letter *i* usually spells the sound /aɪ/ or the sound /ɪ/.

- Focus on the words in the chart. Tell Ss that each of these words has a different vowel sound, even though two of them have the same spelling.
- Ask Ss to repeat the words with vowel sounds after you. Emphasize the difference between the long /aɪ/ and /ɪ/ vowel sounds and the short vowel sounds by making the vowel sounds longer. For example, say *riiiiiide* or *teeeeeeach*.

- Play the audio. Then have Ss listen and repeat.
- B** • Have Ss preview the exercise items before they listen. Point out that they should focus on how the underlined syllable in each word is pronounced.
- Play the audio and pause after the first word. Ask, *Which vowel sound do you hear? (/i/)* Point to the example answer. Say, *So we write the example word for /i/ from the chart in 3A on the line.* (teach)
- Have Ss listen and write the answers.
- Go over the answers as a class. Then listen again.
- C** • Read the example sentence aloud. Tell Ss to write similar sentences with words from page 56 and to say them aloud. The words must include the vowel sounds in the pronunciation box.
- Circulate as Ss work. Listen to make sure Ss are pronouncing the vowel sounds correctly.

4 CONVERSATION

- A** • Have Ss look at the video still. Ask *Who are these people?* (Carlos, Leo, and another man named Ray) If necessary, have Ss refer back to Lesson 1 to remind Ss who the people are.
- Ask Ss to preview the exercise to get an idea of the conversation. Ask, *What do you think Carlos, Ray, and Leo are talking about?* (going to the beach)
 - Books closed, have Ss listen or watch.
 - Books open. Remind Ss that more than one answer can be correct for each question. Have them 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 does Carlos want to do?* (go swimming) *What does Leo want to do?* (go fishing) *Who is picking up Leo?* (Carlos)
- C** • Play the audio and have Ss repeat chorally, line by line.
- Model the conversation.
- Have Ss listen and repeat again.
- Then in pairs, have Ss practice the conversation. Circulate and listen for pronunciation issues. Time permitting, have Ss swap roles and practice again.
- D** • Have Ss use the model in 4B to make new conversations using the new words. They should replace the highlighted words in the model with the words with the same color.
- Have Ss use the model in 4B to make new conversations again. This time, they should replace the highlighted words with their own ideas.

5 TRY IT YOURSELF

- Solicit two volunteers to model the example conversation.
- In pairs, have Ss plan an activity together. Encourage them to switch roles and to practice using a variety of offers to transport people and activities.
- **For lower-level Ss**, have them turn back to the vocabulary presentation on page 56. Encourage them to use the offer phrases in the speech bubbles and the *go + -ing* phrases in their conversations.



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

- ✓ using verbs for offers
- ✓ talking about activities using *go + -ing*
- ✓ using subject and object pronouns
- ✓ pronouncing /aɪ/, /ɪ/, /i/ vowel sounds correctly in words with different spellings



EXTENSION Turn back to Carlos's social media message on page 56. Ask, *What do you think is the best place to relax?* Ask Ss to respond to Carlos's message on blank cards or a piece of paper, and then collect them. Then read each social media message aloud and ask Ss to guess who wrote it.



EXIT TICKET Stand by the door as Ss leave and ask each of them to invite you to do something with them. For example, *Do you want to go shopping at the mall with me this weekend?* Then respond, *I'd love to! But how are we getting there?* Have Ss respond appropriately. (For example, *I can give you a ride.*) Identify areas for review in later lessons and individual Ss who may need additional practice.



3 PRONUNCIATION

- A** ▶05-09 Listen. Notice the different vowel sounds and their spellings. Then listen and repeat.

/aɪ/	/ɪ/	/i/
ri <u>d</u> e	pi <u>ck</u>	tea <u>ch</u>

- B** ▶05-10 Listen. Below each word, write the word from 3A (*ride*, *pick*, or *teach*) with the same vowel sound. Check your answers with a partner. Then listen and repeat.

me <u>e</u> t <u>teach</u>	gi <u>v</u> e <u>pick</u>	dr <u>i</u> ve <u>ride</u>	hi <u>k</u> ing <u>ride</u>
fi <u>s</u> hing <u>pick</u>	sigh <u>t</u> seeing <u>ride</u>	be <u>a</u> ch <u>teach</u>	swim <u>m</u> ing <u>pick</u>

- C** **PAIRS** Make three sentences. Use a word with /aɪ/, /ɪ/, or /i/ in each sentence.
I like to go sightseeing in the city.

Sounds and spelling:
the vowels /aɪ/, /ɪ/, and /i/

The letter *i* usually spells the sound /ɪ/ (*sit*) or /aɪ/ (*like*).

The letter *i* by itself does not usually spell the sound /i/ (*see*).

The sound /i/ (*see*) usually has a spelling that includes the letter *e*.

4 CONVERSATION



- A** ▶05-11 Listen or watch. Check all the correct answers.

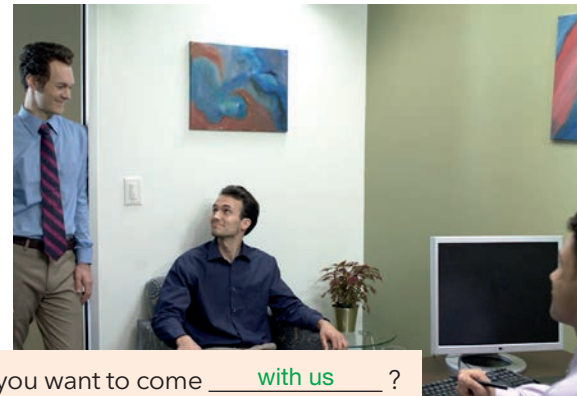
- Who wants to go the beach?
☒ Carlos ☒ Ray ☒ Leo
- What do they want to do at the beach?
☒ go swimming ☒ go fishing ☐ go shopping
- How are they getting to the beach?
☒ by car ☐ by train ☐ by bus



- B** ▶05-12 Listen or watch. Complete the conversation.



Carlos: We're going to Long Beach Island on Saturday. Do you want to come with us ?
Leo: Yeah! I'd love to go with you !
Carlos: I can't wait to go swimming.
Leo: And I want to go fishing!
Carlos: I can pick you up on Saturday morning, around 8:00. Sound good?
Leo: Great.



- C** ▶05-13 Listen and repeat. Then practice with a partner.

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

go sightseeing

go shopping

give you a ride

5 TRY IT YOURSELF

MAKE IT PERSONAL Plan an activity with your partner.

A: Do you want to go fishing tomorrow?

B: I'd love to! But how are we getting there? Do you have a car?

A: Yes. I can give you a ride.

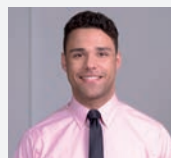
B: Great!

I CAN PLAN AN ACTIVITY WITH FRIENDS.



LESSON 3

TALK ABOUT PROBLEMS WITH PLANS



CARLOS MORENO

@CarlosM

Finally, time to go to the beach!
It's going to be a great day!

1 VOCABULARY Problems with plans



A 05-14 Listen. Then listen and repeat.



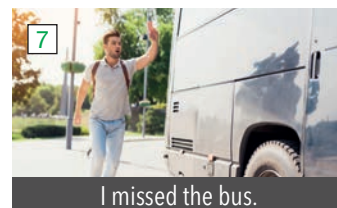
I'm stuck in traffic.



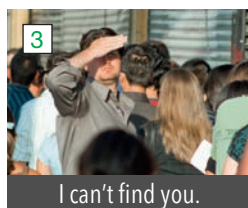
I'm lost.



The train is late.



I missed the bus.



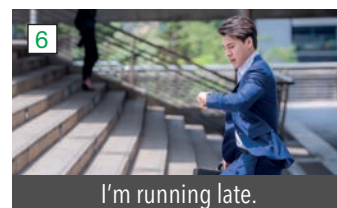
I can't find you.



I have the wrong address.



I have an emergency.



I'm running late.

B 05-15 Listen. What problems do the people have? Number the photos in 1A in the order you hear each problem mentioned.

C **PAIRS** Which problems from 1A do you have often? Which problems do you never have?

A: I'm stuck in traffic all the time.

B: Me too!



2 GRAMMAR Will for future intention

Affirmative statements			Negative statements			Yes / no questions			Short answers	
Subject	Will	Verb	Subject	Will + not	Verb	Will	Subject	Verb	Affirmative	Negative
I			I			Will	he	come?	Yes, he will.	No, he won't.
We	will	wait.	We	will not	wait.					

Wh- questions					Short answers
Wh- word	Will	Subject	Verb		
When		I	see	you?	After work.
What time	will	he	get	here?	At 10:00.

Notes

- You can use **will** + the base form of a verb to make an offer or state a plan made at the moment of speaking.
A: I don't have a ride. **A:** I'll **be** back in a minute.
B: I'll **pick** you up. **B:** Hurry! The movie **is** starting.
- We almost always contract the subject pronoun + **will** in speaking and informal writing.
I will → **I'll** they will → **they'll** it will not → **it won't** we will not → **we won't**
- Use contractions in negative short answers only.
A: Will he call us back? **B:** Yes, he **will**. / No, he **won't**. NOT Yes, he'll.

>> FOR PRACTICE, GO TO PAGE 137

LESSON 3 TALK ABOUT PROBLEMS WITH PLANS



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

- Read the lesson title aloud. Discuss. Ask, *Do your plans always work? Say, Sometimes we have problems with our plans. Today we'll talk about some problems.*
- Read the social media message aloud and ask, *Where is Carlos going? (to the beach) Do you think he is excited? How can you tell? (He says it's going to be a great day.)*

1 VOCABULARY

- A** • Draw attention to the pictures and their captions. Play the audio and have Ss follow along.
- Have Ss listen and repeat.
- + EXTENSION** To make sure Ss understand each item, encourage them to rephrase or describe each problem. Write an example on the board: *I'm stuck in traffic. The cars are not moving on the road, so maybe there is an accident. My car can't move at all!* Then call on volunteers to rephrase the remaining vocabulary phrases.
- B** • Draw attention to the social media message. Remind Ss of the conversation they listened to on page 57. Replay it if appropriate. Ask, *What problems might Carlos have with his plans to go to the beach?* (getting stuck in traffic, getting lost, running late, having an emergency, not finding someone) Accept any reasonable answer.
- Tell Ss they need to listen to the people's problems and put them in the correct order. Tell Ss to write the numbers in the small boxes at the top of each picture in 1A.
- Go over the first item with the class as an example. Play the audio and pause after the first conversation. Ask, *Which problem is this?* (I have an emergency.) Have Ss write 1 at the top of this picture in 1A.
 - Play the rest of the audio as Ss complete the exercise. Have Ss listen again if appropriate.
 - Go over the answers as a class.
- C** • Solicit two volunteers to read the example conversation.
- In pairs, have Ss talk about the problems they have or have not experienced. Circulate to help as needed.
 - Have Ss share their conversations with the class.
- ... OPTION** Poll the Ss by asking how many of them often have these problems. For example, ask, *How many of you are stuck in traffic a lot?* Have Ss raise their hands. Write a tally on the board for each problem.
- + EXTENSION** In pairs, have Ss list other problems with plans they have had. Make a list of their answers on the board and encourage Ss to add new words and phrases to their textbooks.

2 GRAMMAR

- Tell Ss that English speakers often use the word *will* to talk about activities that they plan or intend to do in the future. Remind them that they can also use the present continuous to do this.
 - Focus on the grammar chart. Read the statements in the first part of the chart aloud. Explain that we use the base form of the main verb with *will*. *Will* statements can be affirmative or negative.
 - Draw attention to the *yes / no* questions and answers. Remind Ss that the question is the same, but the answer can be affirmative or negative.
 - Read the information questions and answers aloud. Point out that *will* comes before the subject in these questions.
 - Read the information in the first Note aloud. Say, *These are two other ways we can use will. In the first conversation, I'll pick you up is an offer. Review the offer vocabulary from page 56 if appropriate. Say,*
- In the second conversation, the person just decided to go somewhere before the movie starts. He or she didn't plan to do it for a long time.*
- Read the second Note aloud. Remind Ss that native speakers often use contractions. Review earlier contraction lessons if appropriate.
 - Draw attention to the third Note. Point out that only negative short answers use contractions.
- + EXTENSION** Pair Ss and ask them to interview each other by asking *When will you get to school tomorrow?* Give example responses: *At 9:00.* If time allows, offer other questions for Ss to use to interview each other: *What time will you go home? When will you study English this weekend? What time will you go to work?*
- For grammar practice, have Ss turn to the grammar activities on page 137.

3 PRONUNCIATION

- A**
- Read the Note on contractions with *will* aloud. If appropriate, remind Ss that a syllable is a unit or word with only one vowel sound.
 - Contrast each contraction in the Note with the full form so Ss can hear the difference. For example, say, *I will. I'll. You will. You'll*. Ask Ss to repeat after you.
 - Have Ss listen to the examples. Then have them listen and repeat.
- B**
- Read the directions aloud. Have Ss preview the exercise items. Remind them to listen for the /l/ sound after each subject pronoun to determine whether they are hearing just the pronoun or the pronoun + *'ll*.
- C**
- Then have Ss listen and circle the words they hear. Play the audio again if appropriate.
 - Go over the answers as a class. Have Ss listen again and repeat.
 - Explain to Ss that they will practice their own pronunciation by writing a sentence for each contraction with *will*. Write an example on the board to get Ss started: *I'll go swimming this weekend*.
 - Have Ss write their own sentences. Circulate as Ss work and help as needed.
 - Solicit volunteers to read their sentences aloud.

4 LISTENING

- A**
- Remind Ss that Carlos and Ray are planning to pick Leo up for the trip to the beach.
 - Focus attention on the picture. Ask, *What is this?* (a phone screen) *Whose phone do you think it is?* (Carlos's) *Who is calling Carlos?* (Leo) *Why do you think he called so many times?* (Carlos is supposed to pick Leo up, and they can't find each other)
 - Draw attention to the Listening Skill box. Have Ss read it silently. Then read the Listening Skill aloud.
 - Give Ss time to check the sentences they think they will hear in the listening.
 - Play the audio. Have Ss check answers. Ask, *Were your predictions correct?*
- B**
- Have Ss preview the exercise items before listening. Ask, *Do you remember what happens first?* (Leo has an emergency.) Have Ss write the number 1 next to *Leo has an emergency*.
- C**
- Then have Ss listen and complete the rest of the answers. Play the audio again if appropriate.
 - Go over the answers as a class.
 - Explain to Ss that they will make their own predictions about what the people in the listening will do next.
 - Read the example aloud. Elicit ways to complete the sentence (For example: Leo will sit down with them at the Banyan Cafe. They will all eat breakfast. Then...)
 - In pairs, have Ss write sentences. Encourage them to use their imaginations and include surprising or unexpected events in their predictions. Circulate as Ss work and help as needed.
 - Solicit volunteers to read their sentences aloud.

5 TRY IT YOURSELF

- A**
- Solicit volunteers to read the example conversation aloud.
 - Give Ss time to write their own phone conversations about problems with plans. Encourage them to think of their own places to talk about if they don't want to use the suggestions in the box.
 - If time permits, have Ss switch roles and write new conversations.
 - Call on volunteers to perform their conversations for the class.
- B**
- Tell Ss they will role play new conversations about problems with plans with other Ss.
 - Give them time to walk around and talk.
 - Circulate to help Ss as needed.



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

- ✓ using vocabulary for problems with plans
- ✓ using *will* to express future intention
- ✓ using contractions with negative answers
- ✓ pronouncing contractions with *will* correctly
- ✓ making predictions



EXIT TICKET At the end of the class, have the class stand in a circle. Ask the S standing next to you, *What will you do this weekend?* Have the S respond with a sentence that starts with *I'll*. Then have the S ask the S next to him or her the same question. Go around the room until everyone has had a chance to talk about their plans. Identify areas for review in later lessons and individual Ss who may need additional practice.



OPTION For higher-level Ss, ask them to include problems that were not presented in 1A. At the end of the activity, ask these Ss to talk about the problems they discussed. Encourage all Ss to add any new vocabulary to their textbooks.



3 PRONUNCIATION

- A** ▶ 05-17 Listen. Notice the pronunciation of the contractions with *will*. Then listen and repeat.

I'll I'll see you soon. we'll We'll wait for you.
he'll He'll pick you up. she'll She'll call you later.
you'll You'll need a car. they'll They'll be here in 10 minutes.

Contractions with *will*

We say the contractions *I'll*, *you'll*, *he'll*, *she'll*, *we'll*, and *they'll* as one syllable. The vowel in these contractions often has a short, relaxed sound.

- B** ▶ 05-18 Listen. Circle the word you hear. Check your answers with a partner. Then listen and repeat the sentences with contractions with *will*.

1. I / I'll drive to work.
2. We / We'll meet at the restaurant.
3. They / They'll need a ride.
4. We / We'll go to the beach on Sundays.
5. They / They'll eat lunch at a café.
6. I / I'll get home around 6:00.

- C** **PAIRS** Say a sentence with each pronoun (*I*, *you*, *he*, *she*, *we*, *they*) contracted with *will*.

4 LISTENING

- A** ▶ 05-19 Carlos and Ray are going to pick Leo up and go to the beach, but they have trouble meeting. Which sentences do you think they will say? Listen and check your answers.

- ☒ Will you be here soon? ☒ We'll wait for you.
☐ What time is it? ☒ Where are you?

LISTENING SKILL Make predictions

When you listen, try to predict or guess what the speakers will say. This helps you to understand better.

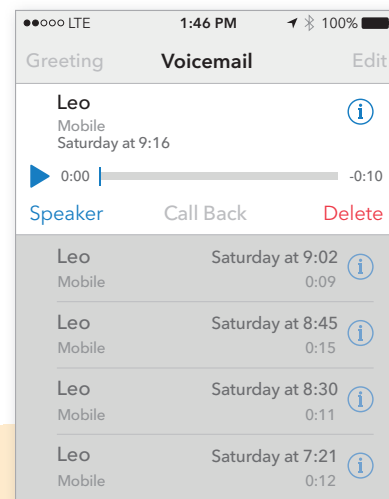
☐ Do you want to meet?

- B** ▶ 05-20 Listen again. What happens? Put the events in the correct order. Write the numbers.

- 2 Carlos and Ray are stuck in traffic.
5 Leo has the wrong address.
1 Leo has an emergency.
3 Leo goes to a store.
4 Carlos and Ray go to a café.

- C** **PAIRS** Talk about what Carlos, Leo, and Ray will do now.

Carlos and Ray will buy food. Then ...



5 TRY IT YOURSELF

- A** **ROLE PLAY** Student A: You're meeting Student B. You're on time. Student B: You're late. Role play a phone conversation. Use the places in the box or your own ideas.

a restaurant the gym a park a movie theater

A: Hi, Ana. It's John.

B: Hi, John.

A: Hey, where are you? It's after seven, and I'm here at the restaurant.

B: Sorry. I'm running late. I'm stuck in traffic. I'll be there in 15 minutes.

- B** **WALK AROUND** Role play conversations with other students about problems with plans.

I CAN TALK ABOUT PROBLEMS WITH PLANS.



LESSON 4

TAKE A PERSONALITY QUIZ



CARLOS MORENO

@CarlosM

Do you like taking personality quizzes? I love them.

1 BEFORE YOU READ

A PAIRS Have you taken a personality quiz? What kind of personality do you think you have?



B VOCABULARY ▶05-21 Listen. Then listen and repeat.

organized: an organized person plans and arranges things carefully

last-minute: at the last possible time

figure out: find an answer to a problem

put something together: to make something by joining its different parts

deadline: the date or time by which you must finish something

2 READ

A READING SKILL Read the Reading Skill. Then preview the quiz. Answer the questions.

1. Where can you find quizzes like this? *Possible answers: magazines, the Internet, social media*
2. People take quizzes like this to have fun / *study science* / *plan their weekends*.

B ▶05-22 Read and listen to a personality quiz. Then take the quiz. What two personality types are in the quiz? *Planners and free spirits*

READING SKILL

Think about similar readings

Thinking about similar readings makes reading easier. Before you read, preview the text. Then think about quizzes that you have taken before. What things do all quizzes have?

PERSONALITY QUIZ: ARE YOU A PLANNER OR A FREE SPIRIT?

What do you do when ...?

1) You are planning a trip to London.

- a. I read about the city and make a list of everything I want to see.
- b. I ask my friends on social media about places to visit.
- c. I wait until I arrive. Then I decide what to do.

2) You want to cook dinner tonight, but you need to go shopping.

- a. I decide what to cook. Then I check the refrigerator and make a list.
- b. I buy what looks good. Then I cook whatever I bought.
- c. I get a call from a friend, and we decide to go out for pizza instead.

3) You buy a desk on the Internet. It arrives in a box in twelve pieces. Now you need to put it together.

- a. I read the instructions. I find a video online to help me.
- b. I usually don't read instructions, but I look at them if I have a problem.
- c. I never use the instructions. I figure it out on my own.

You are planning a quiet weekend at home, but then—surprise! An old friend texts you. He wants to go fishing—in an hour. What's your response? Will you change your plans and meet him?

Some people love surprises. They get bored if every day is the same. These free spirits are always up for anything. Other people are the opposite. They are planners. They are very organized. Planners usually don't like last-minute changes to their plans. What kind of person are you—a free spirit or a planner? To find out, take our quiz.



4) You wake up. It's a beautiful, sunny day.

- a. I walk to work with a smile on my face.
- b. I go to my office but take a long lunch in the park.
- c. I take my laptop and go hiking. I do some work in a beautiful place.

5) You have a deadline next week for a project at work.

- a. I finish early so I can check my work.
- b. I work until midnight, but I finish on time.
- c. I think of a better idea for the project. My boss will love it!

LESSON 4 TAKE A PERSONALITY QUIZ



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

- Read the lesson title aloud. Ask, *What is a personality quiz?* (a quiz that tells you what your personality is like)
- Then read the social media message aloud. Ask, *Does Carlos like personality quizzes? (yes) Do you think it's fun to take personality quizzes?*



CULTURE NOTE Personality quizzes are common in magazines and on websites in the United States. Although they are not always scientific, some people like to take them for fun. Many women's, men's, and teen magazines include such quizzes.

1 BEFORE YOU READ

- A** • Have Ss raise their hands to answer the first question.
 - Pair Ss to talk about the second question.
- OPTION** Ask pairs to summarize their conversations by describing their partner to the class. For example, *My partner Aziz thinks he is friendly.*
- B** • Draw attention to the vocabulary words. Play the audio. Ask Ss to listen and repeat.
 - Ask Ss questions to make sure they understand the definitions. For example:

Describe an organized person you know. Why do you think he or she is organized?

Have you ever arrived anywhere at the last minute? Why?

What was the last time you had to figure something out?

Do you like to put things together? What did you put together most recently?

What is a deadline you have right now?

2 READ

- A** • Have Ss silently read the Reading Skill box on thinking about similar readings. Then read it aloud. Ask, *Can you think of something you've read that would make this reading easier for you to understand?*
 - Discuss the question in the box, *What things do all quizzes have?* Write Ss' answers on the board. (For example, questions, answer choices, scores)
 - Have Ss find the title and subtitle in the reading. Give them time to answer the questions.
 - Go over the answers as a class.
- B** • Draw attention to the text next to the photo in the blue box. Say, *Read this before you read the quiz questions in the reading.*
 - Have Ss read the box silently. Say, *Describe the two personality types in the quiz. What is a planner like? What about a free spirit?* Accept all reasonable answers. Say, *Look at the woman in the photo. Do you think she's a planner or a free spirit? (a planner) Why?* (She's looking at a guide book as she stands in front of the Houses of Parliament in London. She's probably a tourist, and she planned her trip there.)
- EXTENSION** To make sure Ss understand the two personality types, have them talk about friends or family members that fit each personality type.
- Have Ss read and listen to the entire reading. If appropriate, have them read and listen again.
- Draw attention to the scoring guide on page 61. Say, *This scoring guide is part of the reading.* Tell Ss that when they take the quiz, they will add up their scores using the guide. Ask, *Does everyone understand that for every a answer, give yourself 3 points; for every b answer, give yourself 2 points; and for every c answer, give yourself 1 point? When you finish, total the score.*
- Finally, have Ss work individually to take the personality quiz and then calculate their scores.
- EXTENSION** Have Ss find the vocabulary words from 1B in the reading and underline them. Ask them to highlight any new vocabulary items that they are unfamiliar with. Define new words and phrases.
- EXTENSION** Ask Ss to write additional questions for the personality quiz. The questions should reveal if someone is a planner or a free spirit. **For lower-level Ss**, give a list of possible scenarios and have Ss write only the answer choice options. For example, *1) You have a big test at school tomorrow. What do you do? 2) You have a plan to go to dinner with a friend tonight, but your friend suddenly wants to go to a party instead. What do you do?* Ss can work in pairs. **For higher-level Ss**, have them write their own quiz questions and answers. Then have Ss share their questions and answers with the class.

3 CHECK YOUR UNDERSTANDING

- A** • Have Ss identify the main idea of the reading. Go over the answer as a class.

+ **EXTENSION** Have Ss underline the sentences in the reading that show the main idea. Then have them compare answers with a partner.

- B** • **For lower-level Ss**, Review what the characteristics of a planner and free spirit are before Ss do this exercise.
- Go over the first item with the class as an example. Ask, *Did a planner or a free spirit say this?* (a planner) *Why didn't a free spirit say this?* Accept any reasonable answer. (For example, because free spirits do projects at the last minute, not a little bit every day)
 - Give Ss time to read the rest of the sentences and identify who said them.
 - In pairs, have Ss compare answers.
 - Go over the answers as a whole class.

- C** • Read the directions and the sentence aloud.
- Ask Ss to choose the answer that describes what the underlined phrase means.
 - Go over the answer as a class.
 - Ask, *Are you up for anything?* Call on volunteers to describe situations in which they are up for anything. Alternatively, have them describe why they are not up for anything.

- D** • Remind Ss that summarizing a reading is a good way to remember what they have read.
- Read the directions and the example sentence aloud.
 - In pairs, have Ss discuss what the quiz tells them. Remind them to use the provided sentence frame to begin their statements.

... **OPTION** Focus attention on the box to the right of 3D. Have Ss search for personality quizzes during class or for homework. Then have Ss take the quizzes and share what they learned about themselves. Put Ss in small groups and have them talk for a few minutes about their findings.

... **OPTION** Bring in samples of other personality quizzes from magazines or websites, or use the quizzes that Ss found online. Have Ss take the quizzes for fun and share their answers with the class.



TEACHING TIP Whenever you bring models or examples taken from real life to class, check them carefully first to ensure that the vocabulary and content is suitable for your Ss. Do not expose your Ss to material that might be too difficult or confusing, or that may offend them for some reason.

4 MAKE IT PERSONAL

- A** • If Ss have not yet scored their quiz from 2B, have them do so now.
- Give them time to answer the questions.
 - Read the scoring totals from the reading aloud. Ask, *What was your score?* Go around the room and let Ss share their scores. Ask, *Do you agree with the results? Why or why not?*



TEACHING TIP Consider taking part in personalization exercises yourself, going through the same steps that the Ss do and sharing your results with the class. Ss will enjoy this and appreciate the opportunity to get to know you better.

+ **EXTENSION** Have Ss write down their answers to item 3 in essay form. Collect their essays and check them for vocabulary and grammatical errors.

- B** • In pairs, have Ss share their quiz results and explain their personalities. Encourage them to use their notes from 4A and the example provided.
- **For lower-level Ss**, on the board, provide a bank of adjectives to describe personality or have Ss review the personality vocabulary from page 18.

... **OPTION** Have Ss complete 4A in pairs and 4B in small groups or as a class.

+ **EXTENSION** Show pictures of different celebrities. Discuss the personality of each celebrity. Ask, *What stories have you heard about this person? Do you think this person is a planner or a free spirit?*

+ **EXTENSION** Have Ss divide into two groups based on their quiz scores: free spirits and planners. For Ss who scored 8 and 9, have them sit with the free spirits. For Ss who scored 10 and 11, have them sit with the planners. Then have the group of planners make a list of reasons why it is good to be a planner. Have the group of free spirits make a list of reasons why it is good to be a free spirit. Then have each group present their reasons to the class. Finally, ask the class to vote: *Is it better to be a planner or a free spirit?*



EXIT TICKET Have Ss write a sentence about their personality on a blank card or piece of paper. Then have them write a sentence about their partner from 4B. Collect the cards. Read them to identify areas for review in later lessons and individual Ss who may need additional practice.

Add up your scores:
Each (a) = 3 points
Each (b) = 2 points
Each (c) = 1 point
Your score: ____

12–15 points: You are a *planner*. You don't like to change at the last minute.

8–11 points: You like to plan, but some changes are OK, too.

5–7 points: You are a *free spirit*. You love surprises, and you like each day to bring something new and fun.

3 CHECK YOUR UNDERSTANDING

A What is the main point that the quiz makes?

- a. Free spirits have more fun than planners.
- b.** Planners and free spirits have opposite personalities.
- c. A personality quiz can help you to improve your life.

B Who probably said it? Write *P* (planner) or *F* (free spirit) in the blanks.

- 1. P When I have a big project, I do a little bit of it every day.
- 2. F When I visit a new city, I just get on a bus and see where it goes.
- 3. P I like to know my weekend plans before Friday night.
- 4. P I check a map on my phone before I start to drive.
- 5. F I think I'll have a party tonight. I just posted an invitation on my social media page.
- 6. F When I find a cheap flight to a new place, I buy a ticket.

C **FOCUS ON LANGUAGE** Read. What do the underlined words mean?

These free spirits are always up for anything.

- a. awake and active
- b.** ready for something new and fun

D **PAIRS** What does the quiz tell you? Retell the most important ideas. Use your own words.

The quiz tells you about your personality ...

Find other personality quizzes online. What can the quizzes tell you about yourself?



4 MAKE IT PERSONAL

A Answer the questions.

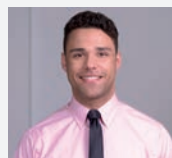
- 1. What was your score on the quiz? _____
- 2. Do you agree with the results? Explain. _____
- 3. What things do you do that show your personality? Use some examples from the quiz or give your own examples. Make notes.

	Before I go shopping, I always make a list.

B **PAIRS** Are you a planner or a free spirit? Or are you in between? Explain your personality to your partner. Use your notes from 4A to help you.

I'm a free spirit. I always ...

I CAN TAKE A PERSONALITY QUIZ.



CARLOS MORENO

@CarlosM

The beach was great! Now, I need to make some plans for next weekend! 😊

1 BEFORE YOU WRITE

- A** Read the email. What are Edgar and his friends doing next weekend? Edgar, Carlos, and Ryan are going camping.

Re: Weekend Plans

From: Edgar Price

To: Carlos Ryan

Hey Carlos and Ryan!

Let's go camping at Red River Park next weekend! It's amazing there this time of year. On Saturday, we can go swimming, jet skiing, Or fishing. I'm sure we'll catch some fish. We can cook them for dinner. Do you like cooking over a fire? ☺ On Sunday, how about kayaking? I love kayaking. Does that sound good? Or, we can go hiking!

I can give you guys a ride, Or we can meet at the lake. I'm leaving on Friday afternoon—around 3:00. Can't wait. It'll be a lot of fun.

Edgar

- B** Read the email again. Take notes about the friends' plans. What activities does Edgar suggest?

Friday	Saturday	Sunday
<u>go camping</u>	<u>go swimming, jet skiing, or fishing</u>	<u>go kayaking</u>
<u>Edgar can give Carlos and Ryan a ride or they can meet at the lake</u>	<u>cook some fish for dinner</u>	<u>go hiking</u>
	<u>cook over a fire</u>	

- C PAIRS** Find words and expressions in Edgar's email that have similar meanings.

- We should go. Let's go.
- It's great. It's amazing.
- I definitely think I'm sure
- What do you think of Do you like
- Do you agree? Does that sound good?
- It'll be a great time. It'll be a lot of fun.

LESSON 5 WRITE AN EMAIL TO MAKE PLANS



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

- Read the lesson title aloud. Ask, *Do you use email to make plans? Who do you make plans with? What kinds of plans do you make?*
- Then read the social media message aloud. Ask, *Did Carlos enjoy the beach? (yes) What will his next messages be about? (plans for next weekend)*
- Draw attention to the smiley face at the end of Carlos's message. Say, *This is called an emoji. Why do people use emojis? (to express their emotions or let people know how they are feeling)*



LANGUAGE NOTE The word *emoji* actually has a Japanese origin from the 1990s. The *e* is from the word *picture* and *moji* means letter or character.



EXTENSION Show Ss examples of other emojis and have them discuss what emotion is expressed by each one. Have Ss look at their phones to see what types of emojis are available and share them with a partner or small group. Ask, *Which of these do you use? Who do you send emojis to?*

1 BEFORE YOU WRITE

- A** • Draw attention to the beginning of the email message. Ask, *Who is writing this email message? (Edgar) Who is he writing to? (Carlos and Ryan) Ask, Do you send messages to more than one person at a time? Why do you do this?*
- Have Ss read the email message silently and then answer the question.
 - Go over the answer as a class.
 - Answer any additional vocabulary or content questions.



EXTENSION To check understanding of the message, ask additional comprehension questions about it. For example:

When does Edgar want to go camping?
(next weekend)

Where does he want to go? (Red River Park)

How will they cook their fish dinner? (over a fire)

What does the emoji mean in Edgar's message?
(He likes cooking over a fire.)

How does Edgar suggest they get there? (He can give them a ride or they can meet there.)

What time is he leaving? (3:00)

- B** • Go over the directions. Give Ss a few minutes to read the email again and take notes in the chart.



OPTION Have Ss highlight the information for each day in the email in a different color. For example, have them highlight Friday's activities in one color, Saturday's in a second color.

- Have Ss check answers in pairs.



OPTION To check answers, copy the chart on the board and ask volunteers to come up and write their answers in the chart.



- In pairs, have Ss read the email again and identify the phrases that have similar meanings to the phrases listed.
- Do the first item with the class as an example. Ask, *Which words in the email mean the same as We should go? (Let's go.)*
- Have them complete the exercise. Go over the answers as a class.
- Say, *These are useful phrases that you can use in your own writing.* Have them copy the phrases into their notebooks.



EXTENSION Ask Ss to write their own sentences with the phrases. In groups, have them read their sentences aloud. Circulate to make sure the phrases are being used correctly.



TEACHING TIP Whenever you introduce new grammar or vocabulary in class, it is a good idea to have Ss produce it independently. (For example, when you introduce new vocabulary, have Ss create their own sentences with the vocabulary. Checking their sentences will also enable you to ensure they understand the vocabulary.)

2 FOCUS ON WRITING

- A**
- Read the Writing Skill box aloud. Explain that *or* is a word that connects two or more choices. Read the examples in the box. Draw attention to the first example. Say, *When we use or in a list of three or more things, we need to put commas between the things.*
 - Contrast *or* with *and* and *but*. Write on the board:
A: *Would you like to go swimming and surfing at the beach on Saturday?*
B: *I want to go swimming, but I don't want to go surfing. I want to sunbathe or play volleyball on the beach.*
- Remind Ss that *and* is used to add information or connect two similar ideas. *But* is used to introduce different ideas.

- B**
- Direct Ss' attention back to the email message. Have Ss circle examples of *or* and underline the choices on either side of each *or*.
 - Go over answers as a class.

+ **EXTENSION** Say, *What do you think of the choices Edgar offers in his email? Which activities do you think are fun?* Then have Ss role-play their own conversations using *or*. One S plays the role of Edgar, and the other answers with his or her own choice(s). For example:
A: *Do you want to go swimming, jet skiing, or fishing?*
B: *I want to go swimming.*

3 PLAN YOUR WRITING

- A**
- Tell Ss they are going to make plans with a friend for a weekend, and they have to think of ideas about what to do. Have them complete the chart with activities they enjoy doing.
 - If appropriate, model the activity by copying the chart on the board and completing it with your own ideas for weekend plans.
 - Give Ss time to complete their charts. Remind them to use the chart in 1B on page 62 as a model.
 - Circulate to help Ss as needed.

- B**
- Go over the directions and the example. Say, *In this conversation, explain what you want to do this weekend to your partner. You don't have to decide what you are going to do.* Encourage them to use *or* to describe choices.
 - In pairs, have Ss describe their plans.

+ **EXTENSION** Have volunteers share the choices they discussed with the class. Have the Ss vote on the best ideas.

4 WRITE

- Have Ss write an email to a friend making suggestions for plans for the weekend. Require them to include choices of place or activities.
- Refer Ss to the email in 1A as an example. Encourage them to use correct spelling, punctuation, and capitalization.

5 REVISE YOUR WRITING

- A**
- Tell Ss they will peer review their partner's email. Ask them to answer the questions in the book about their partner's email.
- B**
- Ask Ss to make suggestions for improvement.
 - Remind Ss that email messages such as this are informal and it is okay if they are not using formal English. They should, however, use correct grammar and spelling.

6 PROOFREAD

- Have Ss proofread their email messages one last time.
- Ask them to check their spelling, punctuation, and capitalization.
- Then collect Ss work and offer individual feedback.

+ **EXTENSION** Hold a class discussion. Have Ss make suggestions for in-class or after-class activities. Give an example: *After class, do you want to go to lunch or study in the library?* At the end of the discussion, take a vote to see which activity Ss like the most.



EXIT TICKET Give Ss a mini-quiz. Write a few sentences that use *or* on the board. For example,
Do you want to go camping ____ stay in a hotel this weekend? (or)

I want to play soccer ____ basketball ____ volleyball ____ tennis this weekend. (, / , or)

Have Ss copy the sentences onto a blank card or piece of paper and to complete each one with *or*. Remind them to include commas if necessary. Collect the quiz papers as Ss leave. Read them to identify areas for review in later lessons and individual Ss who may need additional practice.

2 FOCUS ON WRITING

- A** Read the Writing Skill.
- B** Read the email in 1A again. Circle *or*. Underline the choices that Edgar gives his friends.

WRITING SKILL Use *or* to describe choices

Use *or* to show a choice between two or more different things, ideas, or activities.

- Would you like to go to a movie, a play, or a concert?
- We can leave now **or** wait for an hour.

3 PLAN YOUR WRITING

- A** Think about plans for a weekend. Write possible activities below.

Friday	Saturday	Sunday
_____	_____	_____
_____	_____	_____
_____	_____	_____

- B PAIRS** Tell your partner about your ideas for the weekend. Include choices of places or activities.

Let's go hiking. We can go to the mountains or ...

4 WRITE

Write an email to a friend. Suggest a plan for the weekend. Include choices of place or activities. Remember to use *or*. Use the email in 1A as a model.

5 REVISE YOUR WRITING

- A PAIRS** Exchange emails and read your partner's email.
1. Did your partner describe his or her plans?
 2. Did your partner give choices of places or activities?
 2. Did your partner use *or* between the choices?
- B PAIRS** Can your partner improve his or her email? Make suggestions.

6 PROOFREAD

Read your email again. Can you improve your writing?

Check your

- spelling
- punctuation
- capitalization

PUT IT TOGETHER

1 MEDIA PROJECT



- A** ▶ 05-23 Listen or watch. What does Yuna talk about?
Yuna talks about Nate's birthday party.



- B** ▶ 05-24 Listen or watch again. Answer the questions.

1. Where will the party be? At a park near Yuna's house.
2. What are two things people can do?
eat food, play games, listen to music, go fishing, go kayaking
3. What time can people go? at 2 o'clock or later

- C** Show your own photos.

Step 1 Think about an event you want your friends to attend. Find one or more photos of the place.

Step 2 Show your photos to the class. Talk about the event.

Step 3 Answer questions about the event. Get feedback on your presentation.



2 LEARNING STRATEGY

WRITE A SENTENCE. CHANGE SOMETHING.

Choose a topic and write one sentence about that topic. Then choose something in the sentence to change. Write the sentence again with the change. Then do it again. Write ten sentences in total. Do this for two new sentences with two different topics.

I'm going to France on Sunday.

I'll go to France on Sunday.

I'll go to the movies on Sunday.

Write a sentence about a future plan that you have. Then rewrite the sentence and change only one thing in it. Write another sentence and change something else. Do this ten times.

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 plans
- ☐ Plan an activity with friends
- ☐ Talk about problems with plans

Vocabulary

- ☐ Time expressions
- ☐ Verbs for offers; Activities with *go + -ing*
- ☐ Problems with plans

Pronunciation

- ☐ Sounds and spelling: the vowels /aɪ/, /ɪ/, and /i/
- ☐ Contractions with *will*

Grammar

- ☐ Present continuous for the future
- ☐ Object pronouns
- ☐ *Will* for future intention

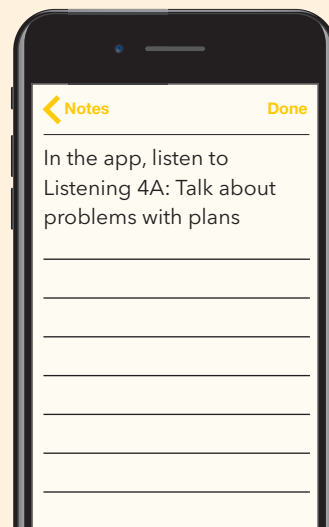
Reading

- ☐ Think about similar readings

Writing

- ☐ Use *or* to describe choices

- B** What will you do to learn the things you highlighted? Write notes.



PUT IT TOGETHER

1 MEDIA PROJECT

- A**
- Have Ss look at the picture on the right. Ask, *What do you see?* (a park) Ask Ss to call out names of parks they are familiar with.
 - Ask Ss what they think the video will be about. Play the audio or video.
 - Give Ss time to answer the question. Play the audio or video again if necessary.
 - Have Ss compare answers. Then go over the answer with the whole class.
- B**
- Play the audio or video again.
 - Give Ss time to answer the questions. Play a third time if necessary.
 - Have Ss compare answers. Then go over the answers with the whole class.
- C**
- Explain to Ss that they will use their own photos of a place and event they want their friends to attend. This event does not have to be real.
 - Give Ss a few minutes to read the three steps. Encourage them to make a list of what activities they will include.
 - **For lower-level Ss**, tell Ss about local places or events that are happening in your community. Write a list on the board to give Ss ideas for their projects.
- For homework, tell Ss to find their photos. They do not need to print photos. They can just show their photos on their phones.
 - Back in class, write the following questions on the board:
Feedback: Is the student well prepared?
Was the presentation well organized?
Does the student speak loudly and clearly?
Does the student talk about the event?
Does the student show a picture of the location?
Give Ss a few minutes to read over the questions. Tell them to write each person's name on a piece of paper before they watch the presentation 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 and refer to their notes and tell Ss individually what they did well or could do better. Remind Ss to speak kindly and constructively.



OPTION Provide an opportunity for self-review. Have Ss watch their own video again and complete the feedback questions.

2 LEARNING STRATEGY

- Ask, *What can you revise or change?* Elicit answers such as *writing* or *plans*.
 - Ask Ss to read the Learning Strategy silently. Read the example sentences aloud. Ask, *What changed in each sentence?* (First, *I'm going* changed to *I'll go*. Then *to France* changed to *to the movies*.) Ask, *Do you think this is a good way to practice English?*
- Give Ss time to write their own sentences. Remind them that the more they change their sentences, the more practice they get.



OPTION Adjust the number of times Ss revise the sentences based on the level of Ss. **Higher-level Ss** might be able to revise more than ten times; **lower-level Ss** might only be able to revise five times.

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, and so on 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 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 ARE YOU OK?

PREVIEW THE UNIT

LESSON 1		Talk about daily routines
	Vocabulary	Daily routines
	Grammar	Adverbs of frequency
	Pronunciation	Emphatic stress
LESSON 2		Talk about injuries
	Vocabulary	Parts of the body
	Speaking	Talk about injuries
	Pronunciation	Silent letters
	Listening Skill	Listen for agreement and disagreement
LESSON 3		Talk about illnesses and their remedies
	Vocabulary	Illnesses and remedies
	Grammar	<i>Should</i> for advice and suggestions
	Conversation Skill	Show sympathy
LESSON 4		Read about the benefits of hot springs
	Reading skill	Understand the purpose of each paragraph
LESSON 5		Write simple health advice
	Writing skill	Give examples with <i>for example</i> and <i>like</i>
PUT IT TOGETHER		
	Media project	Talk about things you use to stay healthy
	Learning strategy	Study syllables



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

GET STARTED

- A** • Read the unit title. 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 what they see. Bring the class together and ask pairs to share. Write words on the board. (For example, a hospital or doctor's waiting room, injured or sick people)
- C** • Focus on the social media message and bring Ss' attention to the photo and name. Ask, *What do you know about Diego?* Invite Ss to call out answers. If necessary, have students reread what Diego says in *Meet the People of TSW Media* on page 4 or play the video of Diego. Then ask again, *What do you know about Diego?*
 - Have Ss turn back to page 65. Read the social media message aloud. Ask, *When was the last time you were sick? How did you feel? Did you miss school or work when you were sick?*

6 ARE YOU OK?

LEARNING GOALS

In this unit, you

- ⊗ talk about daily routines
- ⊗ talk about injuries
- ⊗ talk about illnesses and their remedies
- ⊗ read about hot springs
- ⊗ write simple health advice



GET STARTED

- A** Read the title and the learning goals.
- B** Look at the photo of the people. What problems do they have?
- C** Now read Diego's message. What problem does he have?



DIEGO SALAS

@DiegoS

Not feeling good today. I think I'm getting sick ...

LESSON 1

TALK ABOUT DAILY ROUTINES



DIEGO SALAS

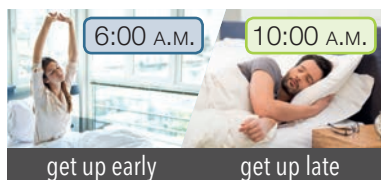
@DiegoS

Signing on to my weekly video chat.
Such a great way to work with people
around the world.

1 VOCABULARY Daily routines

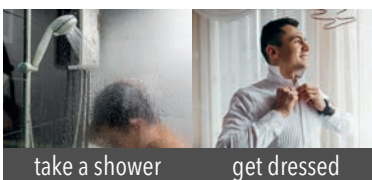


A 06-01 Listen. Then listen and repeat.



get up early

get up late



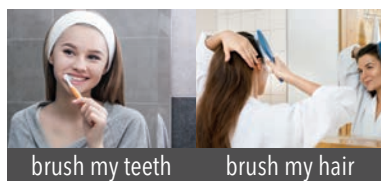
take a shower

get dressed



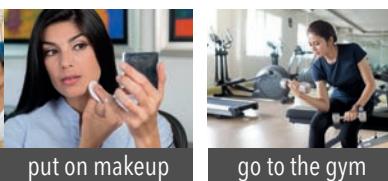
make dinner

order takeout



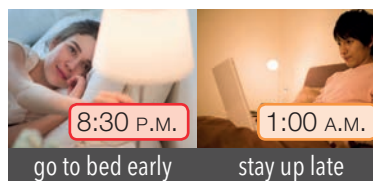
brush my teeth

brush my hair



put on makeup

go to the gym



go to bed early

stay up late

B PAIRS What are your daily routines? What do you do to get ready in the morning? What do you do during the day and in the evening? Use the expressions in 1A and your own ideas.

I get up early. Then I get dressed. Then I ...



2 GRAMMAR Adverbs of frequency

Statements with most verbs

Subject	Adverb	Verb	
I	always	get up	early.
She	rarely	gets up	late.

Statements with be

Subject	Be	Adverb	
I	am	never	late for work.
She	is	sometimes	

Yes / no questions with most verbs

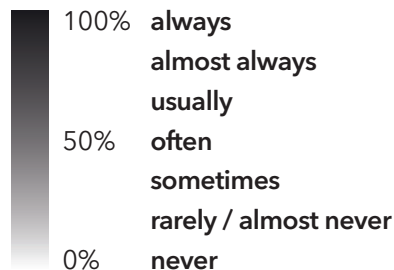
Do / Does	Subject	Adverb	Verb	
Do	you	often	go	to the gym?
Does	he	ever		

Yes / no questions with be

Be	Subject	Adverb	
Are	you	often	late for work?
Is	he	ever	

Notes

- Use adverbs of frequency with simple present verbs, not present continuous verbs.
It's 6:00 P.M., and Kate is ordering takeout. She **often orders** takeout for dinner.
- With *be*, put the adverb after *be* in statements and after the subject in questions.
They **are never** late. Are **they ever** late?
- With most verbs, put the adverb before the verb.
They **always arrive** on time.
- Use *ever* in yes / no questions and negative statements only.
Do not use *never* in questions.
He **doesn't ever** stay up late. = He **never stays** up late.
Does he **ever** stay up late? NOT Does he **never** stay up late?
- Do not use *sometimes*, *rarely*, or *never* in sentences with *not*.
- We almost always use contractions in speech and informal writing.



>> FOR PRACTICE, GO TO PAGE 138

LESSON 1 TALK ABOUT DAILY ROUTINES

- Read the lesson title aloud. Ask, *What is a daily routine?* (something you do every day) *Do you have any daily routines?*

- Read the social media message aloud and ask, *Why is Diego having a video chat?* (to work with people in other locations around the world) *How do you talk to people who live or work far away from you?*

1 VOCABULARY

- A**
- Have Ss listen, then listen and repeat.
 - Focus on the first two photos and the last two photos. Ask, *What time is it in the first photo?* (6 A.M.) *Do you think that is early?* *What time is it in the second photo?* (10 A.M.) *Do you think that is late?* Repeat with the times in the last two photos.
- B**
- Read the directions and the example sentence aloud. Tell Ss to use this sentence as a starting point for their conversations.
 - **For lower-level Ss**, model the activity by writing a few sentences about your own daily routine on the board. (For example, I get up early. Then I drive to school. Then I teach for three hours. Usually I eat lunch for one hour...)



EXTENSION Say, *Sometimes we don't do these activities every day.* Put Ss into groups and have them categorize each task by how often they do it. Write this chart on the board and have Ss copy it:

Routine	Daily	Every Two or Three Days	Once a Week or Less Often
Get up early			

Say, *How often you do these things?* Write each activity in 1A in the first column in the chart, and write a checkmark for how often every person in your group does the activity. Say, *For example, I get up early every day.* Draw a checkmark in the *Daily* column of the chart. Then have groups complete their own charts. When finished, have them compare charts or present their charts to the class.

2 GRAMMAR

- Write on the board: *I always eat breakfast.* Underline *always*. Say, *Always is an adverb of frequency. What is an adverb?* (a word or phrase that describes a verb) *What does frequency mean?* (how often something happens) *So, an adverb of frequency tells us how often the action described by the verb happens.*
- Present the first part of the grammar chart. Read the statements aloud. Point out that adverbs of frequency can be used with most verbs and with the *be* verb, but their placement is different. For most verbs, the adverb goes before the verb; for the *be* verb, the adverb comes after the verb.
- Read the *yes / no* question and answer examples aloud. Ask, *What do you notice about the adverb in the questions?* (the adverb placement is the same as with statements)
- Draw attention to the first Note. Point out that adverbs of frequency are used with simple present verbs. Write on the board: *I always am teaching at 9 A.M.* Draw an X through *am teaching* and write *teach* above it.
- Read the second and third Notes aloud. Then write on the board: *I brush my teeth always at 8 A.M.* Ask, *Is this sentence correct?* (no) *How can we change it to make it correct?* (put *always* before *brush*) Next, write on the board: *I always am hungry.* Ask, *Is this sentence correct?* (no) *How can we change it to make it correct?* (put *always* after *am*)
- Read the fourth Note aloud. Then write on the board: *Do you never start work at 9 A.M.?* Ask, *Is this correct?* (no) *How can we change it to make it correct?* (change *never* to *ever*) Say, *We use ever in yes / no questions and negative statements. We don't use never in questions.*
- Read the fifth Note aloud. Say, *Some adverbs of frequency cannot be used in sentences with not.* Write on the board: *He rarely doesn't get up early.* Cross out *doesn't get up* and write *gets up* above it.
- Read the list of adverbs of frequency. Show Ss they can use all these adverbs in the example statements and questions presented in the first half of the chart. Say, *The chart says I always get up early. But you can replace always with another adverb: I sometimes get up early.* Point out that the meaning changes when the adverb changes.
- Focus on the percentage scale next to the list. Say, *Always means 100 percent of the time, and never means 0 percent of the time. It is hard to give exact percentages for the other adverbs of frequency. This scale gives you a general idea of what these adverbs mean. For example, when someone says I sometimes go swimming, it can mean they go swimming one, two, or three times a week.*
- For grammar practice, have Ss turn to the grammar activities on page 138.

3 PRONUNCIATION

- A** • Read the Note about emphatic stress aloud. Explain that native English speakers often emphatically stress words that express quantity, such as adverbs of frequency.
- Focus on the two conversations. Ask, *Why does speaker B stress the words never and love?* (He stresses NEVER because he is focusing on how he is different from speaker A. He stresses LOVE because he wants to show his strong feeling about music.)
- Have Ss listen. Then have them listen again and repeat.
- B** • Go over the directions. Explain that the words speaker A will stress are in bold, and Ss have to use this information to figure out the words speaker B will stress.
- Go over the first item as an example. Say, *Speaker A stresses takeout. What do you think speaker B will stress?* (never) *Why?* (because she wants to focus on how she is different from speaker A.)
- Before Ss listen, have them preview the rest of the sentences and underline their predictions.
- Have Ss and check their answers. Then have them compare answers with a partner.

- Have Ss listen again. Go over the answers as a class.
- C** • Say, *Now we're going to add sentences to the conversations in 3B.* Read the example conversation aloud. For *I like to cook*, make sure you stress the word COOK.
- In pairs, have Ss add one sentence to each of the conversations. Encourage them to include an emphatically stressed word in this sentence.
- Have Ss role-play their conversations with the added sentences. Circulate and offer feedback on pronunciation. Also check that their additions make sense.
- Call on volunteers to perform their conversations for the rest of the class.

+ EXTENSION Ask a few Ss to write their conversations on the board. Ask other Ss to underline what they think the stressed words in the conversation are. Then have the first Ss role play their conversations for the class. Correct their pronunciation if appropriate.

4 CONVERSATION

- A** • Have Ss look at the photo. Ask, *Who are these people?* (Carlos and Diego) *What are they doing?* (talking)
- Have Ss preview the questions to get an idea of the conversation.
- Have Ss listen or watch and complete the task.
- 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.
- To review the pronunciation point in this lesson, ask, *What word in this conversation has emphatic stress?* (never)
- C** • Have Ss listen and have Ss repeat chorally, line by line.
- Model the conversation.
- Have Ss listen and repeat again.
- Then in pairs, have Ss practice the conversation. Circulate and listen for pronunciation issues. Time permitting, have Ss swap roles and practice again.
- D** • Have Ss use the model in 4B to make new conversations using the new words. They should replace the highlighted words in the model with the words with the same color.
- Have Ss use the model in 4B to make new conversations again. This time, they should replace the highlighted words with their own ideas.

5 TRY IT YOURSELF

- Go over the game directions. Solicit two volunteers to read the example conversation.
- Give Ss time to write their sentences. **For lower-level Ss**, remind them they can refer to the vocabulary on page 66 if they can't think of any ideas.
- In groups, have Ss play the game. Encourage Ss to take turns pulling the papers from the box and guessing so that each person has a chance to play.



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

- ✓ using daily routines vocabulary
- ✓ asking and answering questions about daily routines

- ✓ using adverbs of frequency
- ✓ pronouncing emphatic stress correctly



EXIT TICKET Have Ss write a few sentences about what they do every evening. Say, *Write your name and what your typical evening is like* 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 PRONUNCIATION

- A** ▶ 06-03 Listen. Notice the way speaker B uses emphatic stress. Then listen and repeat.

A: I stayed up late to watch the **game**.

B: Not **me**. I **NEVER** stay up late.

A: Do you listen to **music** a lot?

B: Yes, I **LOVE** music.

- B** ▶ 06-04 Underline the word that speaker B will say with *emphatic* stress. Listen and check your work. Then check your work with a partner and listen again.

1. A: I usually order **takeout** food for dinner.

B: Really? I never get takeout food.

2. A: I get up early on **weekdays**.

B: Oh, I always get up early.

3. A: Do you want to go to the **beach** tomorrow?

B: Yeah, I love the beach.

4. A: Do you go to the **gym** often?

B: No, I hate working out.

- C** **PAIRS** Practice the conversations in 3B. Add one more sentence to each conversation.

A: I usually order takeout food for dinner.

B: Really? I NEVER get takeout food. I like to cook!

Emphatic stress

One word in a sentence has the main (strongest) stress. Sometimes we make the stress *extra* strong, or *emphatic*, to emphasize the word. We often use emphatic stress to focus on a difference or to show strong feeling.

4 CONVERSATION



- A** ▶ 06-05 Listen or watch. Circle the correct answers.

1. Diego and Carlos are meeting for work / for fun.

2. Diego never eats breakfast / stays up late.

3. Carlos needs 20 minutes / an hour to get ready for work.



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



Carlos: What's your typical morning like?

Diego: I usually get up early and go to the gym. What about you?

Carlos: Me? I never get up early.

Diego: You never get up early?

Carlos: No. Never.



- C** ▶ 06-07 Listen and repeat. Then practice with a partner.

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

evening make dinner go to bed early night order takeout stay up late

5 TRY IT YOURSELF

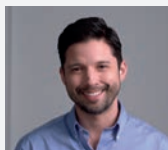
GAME Work in groups. What do you always, usually, often, sometimes, and never do? Write five sentences on pieces of paper. Put the papers in a box. Take a paper from the box. Read the sentence. Guess who wrote it.

A: "I always listen to music." Sara, is this you? B: Yes!

I CAN TALK ABOUT DAILY ROUTINES.



LESSON 2 TALK ABOUT INJURIES



DIEGO SALAS

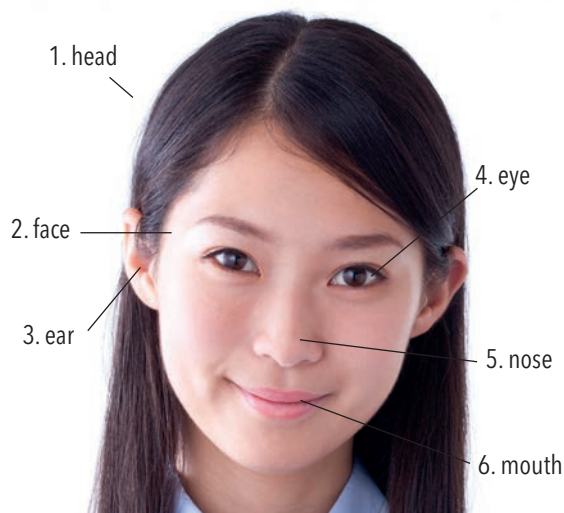
@DiegoS

"Sportscast" is my favorite sports podcast. They always have great interviews.

1 VOCABULARY Parts of the body



A ▶ 06-08 Listen. Then listen and repeat.



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

1. nose eye shoulder mouth
2. hand wrist finger back

3. foot leg chest ankle
4. knee nose face ear

2 SPEAKING

A ▶ 06-09 Notice how we talk about injuries. Then listen and repeat.

What's wrong?	What happened?			Are you OK?	
My back hurts.	I broke my leg.	I sprained my ankle.	I injured my shoulder.	I bruised my arm.	No. I hurt my wrist.

B ▶ 06-10 Listen. Write the body part each conversation is about.

1	2	3	4	5	6
wrist	knee	shoulder	nose	leg	finger

C ▶ 06-11 Listen to the conversations again. How do the people describe their injuries? Write the words you hear.

- | | | |
|--------------------------------|-------------------------------|--------------------------------|
| 1. <u>I sprained my wrist.</u> | 3. <u>I hurt my shoulder.</u> | 5. <u>I bruised my leg.</u> |
| 2. <u>My knee hurts.</u> | 4. <u>I broke my nose.</u> | 6. <u>I injured my finger.</u> |

LESSON 2 TALK ABOUT INJURIES



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

- Read the lesson title aloud. Ask, *What is an injury?* (damage or pain to a body part) *Have you ever had an injury?*
- Then focus on the social media message. Ask, *What is Diego's favorite podcast about?* (sports)



CULTURE NOTE Some popular sports podcasts in the United States include *Something to Wrestle with Bruce Prichard* (wrestling), *Pro Football Scouting Podcast* (football), *The Ringer NBA Show* (basketball), and *ESPN 30 for 30*.

1 VOCABULARY

- A**
- Have Ss listen to the vocabulary terms as they look at the pictures. Then repeat each term, pointing to the relevant part of your own body as you say it.
 - Draw attention to number 14 (one foot, two feet). Explain that this is the only body part that changes spelling for the plural. Review the other words. Ask, *Which of these body parts do we have two of? What is the plural version of each of those?* (For example, eyes, ears, shoulders)
 - Then have Ss listen and repeat.

- +** **EXTENSION** Quiz the Ss by reading each word for a part of the body aloud and calling on volunteers to point to that part of their own body.



EXTENSION If your class would enjoy it, you can also practice the vocabulary by teaching your class the *Hokey Pokey* or another similar children's song that involves touching or gesturing with different parts of the body. Play or sing the song and have Ss perform the actions described. (For example, You put your right hand in, you put your right hand out...)



- Read the directions aloud. If appropriate, go over the first item as an example. Say, *Which word does not belong?* (shoulder) *Why?* (because it's not on the face like the other words)
- Have Ss complete the exercise individually.
- Bring the class together and go over the answers.



EXTENSION Bring in a full-length poster of a person's body. Hang the poster on the classroom wall. Have Ss write the body parts on sticky notes or index cards and label the body.

2 SPEAKING

- A**
- Say, *People get injured or hurt a lot. What can you say when you are injured, or when you see someone else is injured or hurt?* Write Ss' suggestions on the board.
 - Focus on the illustrations, questions, and captions. Say, *You can ask What's wrong? for My back hurts. You can ask What happened? for all the injuries except My back hurts and No. I hurt my wrist. You can ask Are you OK? for No. I hurt my wrist.*
 - Have Ss listen. Then have them listen and repeat.

- ...** **OPTION** Pair Ss to read the conversations about injuries aloud.



LANGUAGE NOTE Many native English speakers say they're sorry or offer an apology when someone tells them they are injured. (For example, *My back hurts.* Response: *I'm sorry to hear that. What happened?*)

- B**
- Explain that Ss will hear six conversations. They should listen for body part words and write the words they hear.
 - Have Ss listen and complete the exercise.

- Have Ss listen again to check answers.
- Go over the answers as a class.
- C**
- Tell Ss they will hear the conversations from 2B again. Say, *This time, write the specific words you hear.*
- Play the audio and have Ss complete the task. Have Ss listen again if appropriate.
- To check answers, have volunteers write answers on the board or show Ss a copy of the script to check spelling.



EXTENSION Use word webs to practice the injury phrases. Write *BROKE* in a circle on the board. Say, *We are going to make a word web for broke.* Draw a few lines extending from the central *BROKE* circle to smaller circles. Say, *We can say, I broke my leg.* Write *leg* in one of the smaller circles. Then ask, *What other body parts can we break?* Elicit examples from Ss and write them in the word web. Then draw new word webs on the board for *sprain, injure, bruise, and hurt*. In groups, have Ss complete their own word webs for each word. Then have volunteers come up to the board and share their word webs with the class.

3 PRONUNCIATION

- A** • Have Ss read the pronunciation box silently. Then read it aloud. Explain that listening can be challenging in English because pronunciation and spelling do not always match.
- Have Ss listen to the examples and notice the silent letters in *wrist* and *should*. Point out that *broke* and *shoulder* do not have any silent letters.
 - Have Ss listen and repeat.
- B** • Before they listen, have Ss preview the exercise items and guess which words they think have silent consonants.
- Then have Ss listen and cross out the silent letters. Have them listen again if necessary.
 - Have Ss check answers with a partner. Then listen again and repeat.
- C** • In pairs, encourage Ss to read the words in 3B aloud and then to list additional words that sound like these words.

- Circulate as pairs work on their lists. Check to make sure the words Ss are adding to their lists have silent consonant letters.
- Have pairs read their lists aloud to the class. Check their pronunciation.

+ **EXTENSION** Conduct a spelling bee that includes words with silent letters. Divide the class into two teams. Have one member of each team go to the board. Say a word that contains a silent letter and have both Ss write it on the board. The team that spells it correctly the fastest wins a point. Here are some examples of words you can use: *calm, could, eight, fight, hour, knife listen, night, often, science, talk, where, why, would*.

4 LISTENING

- A** • Have Ss look at the photos. Ask, *What sports are these?* (soccer, gymnastics) Tell Ss they will listen to a show featuring athletes who compete in these sports.
- Books closed. Have Ss listen.
 - Books open. Have Ss complete the exercise individually.
 - Go over the answers as a class. Have Ss listen again if necessary.
- B** • Before they listen, have Ss preview the list of injuries so they know what to listen for.
- Then have them listen and check the correct boxes using the information they hear.
 - Have Ss compare their answers. Go over the answers as a class.
- C** • Read the Listening Skill box aloud.
- Have Ss listen to the sports show again and answer the questions.
 - Have them listen once more and focus on phrases that show agreement and disagreement language.

For lower-level Ss, pause the audio whenever one of these phrases is used. Ask, *Did you hear that? Was the person agreeing or disagreeing? What did he or she say?*

- D** • Write a list of sports on the board. Elicit examples from Ss. Ask, *Which of these sports are tough? Which sport has the most injuries?*
- Solicit a volunteer to read the example answer. Say, *How can we answer this person, using the phrases for agreement and disagreement in the Listening Skill box?* Elicit suggestions and write them on the board.
 - Pair Ss to talk about different sports. Encourage Ss to talk about specific types of injuries that happen in the sport and to use phrases to agree and disagree.

+ **EXTENSION** Have a class discussion about tough sports. Then have a class vote on which sport is the toughest.

5 TRY IT YOURSELF

- Solicit two volunteers to model the example conversation.
- In pairs, have Ss discuss their own injuries or the injuries of someone they know. Encourage them to make up injuries if they prefer.



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

- ✓ using body parts vocabulary
- ✓ talking about injuries
- ✓ pronouncing words with silent consonants correctly
- ✓ using language to agree and disagree



EXIT TICKET Have Ss turn back to the unit opener photo on page 65. Have them write a few sentences describing the injuries the three people have on a blank card or piece of paper. (For example, The woman with the yellow shirt broke her leg.) Collect cards as Ss leave. Read the cards to identify areas for review in later lessons and individual Ss who may need additional practice.



3 PRONUNCIATION

- A** ▶06-12 Listen. Notice the sound of the underlined letters. Then listen and repeat.

/br/ /r/ /ld/ /d/
 broke wrist shoulder should

- B** ▶06-13 Listen. Draw a line through the silent consonant letters. Check your work with a partner. Then listen and repeat.

1. wrong 3. bruised 5. ankle
 2. sprained 4. knee 6. walk

- C** **PAIRS** What other words do you know with silent consonant letters?

Silent letters

Sometimes the number of consonant sounds is not the same as the number of consonant letters. For example, the word *know* begins with two consonant letters, but one consonant sound: /n/. The letter *k* in *know* is silent.

4 LISTENING

- A** ▶06-14 Listen to the sports show. What topic are the people talking about?

- ☐ famous soccer players
☐ gymnastics
☒ injuries in sports

- B** ▶06-15 Listen again. Which injuries are common in soccer? in gymnastics? Check the correct columns.

	Soccer	Gymnastics
Knee injuries	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Ankle injuries	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Back injuries	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Shoulder injuries	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Arm injuries	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Hand injuries	<input type="checkbox"/>	<input checked="" type="checkbox"/>

- C** **PAIRS** Do Mimi and Luis agree? *Possible answer: No, Mimi and Luis don't agree. Luis says, "I don't know about that," and the host says, "We'll have to agree to disagree."*

- D** **PAIRS** Which sports do you think are tough?

Basketball is a tough sport. Basketball players hurt their knees a lot ...



LISTENING SKILL

Listen for agreement and disagreement

When you listen, think about whether the speaker agrees or disagrees. This can help you understand the person's feelings and help you guess what they will say next. Listening for these phrases can help you decide:

Agreement

I agree.
 I know!
 That's very true.

Disagreement

I disagree.
 I don't know about that.
 That's not true.

5 TRY IT YOURSELF

MAKE IT PERSONAL Talk about your injuries or the injuries of people you know.

A: My back hurts today.

B: Why? What happened?

A: I was at the gym yesterday, and I worked out a lot ...

I CAN TALK ABOUT INJURIES.



LESSON 3

TALK ABOUT ILLNESSES AND REMEDIES



DIEGO SALAS

@DiegoS

Now I really don't feel well!
Working from home today.

1 VOCABULARY Illnesses and remedies

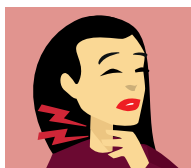


A 06:16 Listen. Then listen and repeat.

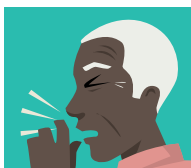
Illnesses/Symptoms



a runny nose



a sore throat



a cough



a headache

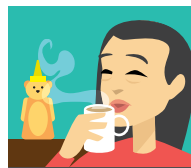


a fever



a cold

Remedies



drink tea with honey



take some medicine



take a cough drop



get some rest



stay home

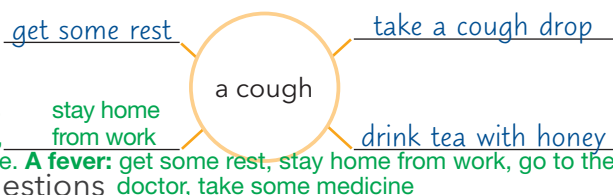


go to the doctor

B PAIRS Look at the illnesses and symptoms in 1A. What remedies can help you feel better? Make charts. *Possible answers:*

A cold: get some rest, stay home from work, go to the doctor, take some medicine. **A headache:** get some rest, stay home from work,

stay home from work



A fever: get some rest, stay home from work, go to the doctor, take some medicine



2 GRAMMAR

Should for advice and suggestions

Affirmative statements				Negative statements					
Subject	Should	Base form of verb		Subject	Should + not	Base form of verb			
I He	should	get	some rest.	I He	should not	go	to work.		
Yes / no questions				Short answers					
Should	Subject	Base form of verb		Yes	Subject	Should	No	Subject	Shouldn't
Should	I	take	medicine?	Yes,	you	should.	No,	you	shouldn't.
	she	stay	in bed?		she				
	we	go	home?						
Wh- questions				Answers					
Wh- word	Should	Subject	Base form of verb						
What	should	I	do?	You should drink tea with honey.					
Who		he	ask?	A doctor.					

Notes

- We almost always use the contraction *shouldn't*, including in negative short answers.
A: Should I take some more medicine? **B:** No, you **shouldn't**.
- Use the base form of the verb after *should*.

>> FOR PRACTICE, GO TO PAGE 139

LESSON 3 TALK ABOUT ILLNESSES AND REMEDIES



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

- Read the lesson title aloud. Ask, *What is an illness?* (when a person is sick) *What is a remedy?* (something that helps a sick person get better)
- Draw attention to the social media message. Ask, *Is it okay to work from home when you are sick?* Explain that some jobs include tasks that can be done from

home. Ask, *Can you think of any jobs that can be done from home?* Make a list on the board.



CULTURE NOTE In the United States, some people feel they need to work even if they are sick, but they can sometimes work from home.

1 VOCABULARY

- A**
- Have Ss listen to the vocabulary and look at the illustrations.
 - Draw attention to the illustrations for illnesses and symptoms. Say, *We use the verb have when we talk about these illnesses or symptoms. For example, I have a runny nose. I have a sore throat.*
 - Ask, *Are any of these illnesses or symptoms good reasons to work from home?*
 - Focus on the remedies. Say, *These remedies are ways to get better when you have the illnesses or symptoms.*
 - Have Ss listen to all the vocabulary again and repeat.
- B**
- Say, *Now we are going to figure out which illnesses and remedies go together.* Go over the directions and the example word web. Ask, *What other remedy can you use when you have a cough?* Elicit one additional remedy to complete the word web.

- In pairs, have Ss complete a word web for each illness or symptom.
- Go over the answers. Have volunteers come to the board to share their word webs.



OPTION Ask, *Which of these illnesses or symptoms do you sometimes have? Which of these remedies do you use? Do they work? What other remedies do you know?* Say, *Add those to your word webs.*



EXTENSION In pairs, have Ss list other illnesses or symptoms they are familiar with. Make a list of answers on the board and encourage Ss to add new words and phrases to their textbooks. Extend this activity by having Ss make word webs with remedies for the new illnesses or symptoms they list.

2 GRAMMAR

- Write on the board:
A: *I have a cold.*
B: *You should take some medicine.*
Underline *should*. Say, *We use the word should when we are offering advice or giving suggestions.*



LANGUAGE NOTE In English, people also use *ought to* and *had better* to give advice. *Ought to* has a very similar meaning to *should*, but we often use it to describe a moral responsibility. (For example, *You ought to take better care of your children.*) We use *had better* when something negative happens if the advice isn't followed. (For example, *He had better study (or he will fail his test).*) *Should* is the most common way to give advice.

- Focus on the grammar chart. Read the affirmative and negative statements aloud. Point out that the form *should* is the same for all subjects, and that we use the word *not* to make a statement negative.
- Read the second part of the grammar chart on *yes / no* questions and short answers aloud. Point out that we don't include the base form of the verb in short answers. We only use *should* or *shouldn't*.
- Read the information questions and answers aloud. Point out that many native English speakers give short answers to information questions. For example, rather than saying *You should drink tea with honey*, people usually say *Drink tea with honey*. When someone asks, *Who should I ask?* rather than answering with *You should ask a doctor*, people usually respond simply with *A doctor*.
- Go over the first Note. Say, *English speakers hardly ever say should not. That sounds very formal.*
- Read the second Note aloud. Point out examples of the base form of the verb after *should* in the grammar chart.
- Address any questions.
- For grammar practice, have Ss turn to the grammar activities on page 139.

3 CONVERSATION

- A**
- Have Ss look at the video still. Ask, *Who is in the picture? (Diego) Can you tell how he is feeling? (sick)*
 - Ask Ss to preview the questions to get an idea of the conversation.
 - Books closed. Have Ss listen or watch.
 - Books open. Have Ss complete the exercise individually. Remind them that more than one answer may be correct for each item.
 - Go over the answers as a class. Have Ss listen again if appropriate.
 - Ask additional questions to make sure Ss understood the video. For example, *Why can't Diego take the day off? (He has a lot of work to do.) Does he have a fever? (no) Who does Sara fix tea and honey for? (her daughter)*

+ **EXTENSION** Ask Ss to talk about whether they agree or disagree with the advice that Diego receives. Ask, *What advice do you agree with? What advice do you disagree with? What other advice would you offer?*

- B**
- Focus on the Conversation Skill box on the right. Read it aloud. Point out that people say these phrases in a sympathetic tone, and demonstrate this. Have Ss repeat.

- Have Ss listen to the conversation or the entire video in 3A.
- 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.
 - Model the conversation.
 - Have Ss listen and repeat again.
 - Then in pairs, have Ss practice the conversation. Circulate and listen for the target language. Time permitting, have Ss swap roles and practice again.

- D**
- Have Ss use the model in 4B to make new conversations using the new words. They should replace the highlighted words in the model with the words with the same color.
 - Have Ss use the model in 4B to make new conversations again. This time, they should replace the highlighted words with their own ideas.

4 TRY IT YOURSELF

- A**
- Put Ss into groups of four. Ask one group to read the model conversation aloud. Ask, *What is garlic?* Elicit dishes from your country that contain garlic.
 - Say, *Try to talk about remedies that we use in our country.* Then have Ss role-play conversations with their group.
 - At the end of the activity, ask Ss to talk about the new illnesses and remedies they added and to share their conversations with the class.

... **OPTION** For lower-level Ss, instead of coming up with their own remedies, have Ss discuss the remedies introduced on page 70. Encourage them to refer to the word webs they created for Exercise 1B and to include those remedies in their conversations.

- B**
- Go over the directions. Present some nonverbal language Ss can use to act out their illnesses, such as rubbing your head for a headache or holding your throat for a sore throat. Tell Ss they can also use words to act out their illnesses. For example, they can say *I'm so hot* to show they have a fever.

- Give Ss time to walk around and complete the task. 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. Check to see if Ss are

- ✓ using illnesses, symptoms, and remedies vocabulary
- ✓ using *should* to offer advice
- ✓ asking information questions to ask for advice
- ✓ using affirmative and negative statements
- ✓ showing sympathy



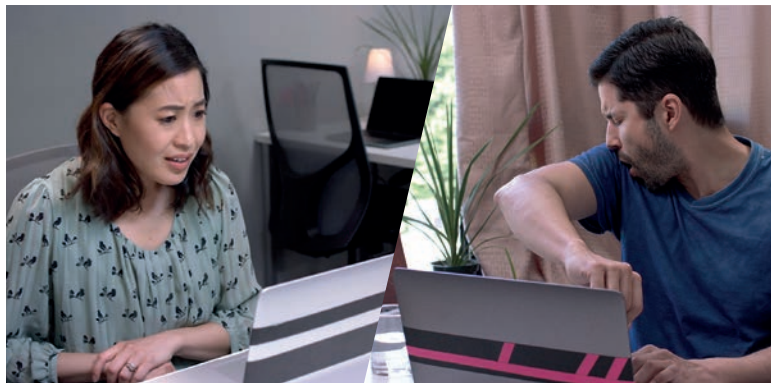
EXIT TICKET At the end of the class, stand by the door as Ss leave. For each S, act out an illness or symptom. Ask, *What is wrong with me?* Elicit a response. (For example, *You have a sore throat.*) Then ask, *What should I do?* Have the S suggest a remedy. (For example, *You should get some rest.*) Identify areas for review in later lessons and individual Ss who may need additional practice.

3 CONVERSATION



A ▶ 06-18 Listen or watch. Then answer the questions. Circle all the correct answers.

1. Why is Diego at home?
 - ☒ a. He's sick.
 - b. He doesn't have work.
 - c. It's five o'clock.
2. What is wrong with Diego?
 - a. He has a fever.
 - ☒ b. He has a sore throat.
 - ☒ c. He has a cough.
3. What does Sara say Diego should do?
 - ☒ a. drink tea with honey
 - b. take some medicine
 - ☒ c. get some rest



CONVERSATION SKILL Show sympathy

To show sympathy when something bad happens, say:

- That's too bad.
- I'm so sorry.

Listen to or watch the video again. Raise your hand when you hear someone show sympathy.



B ▶ 06-19 Listen or watch.
Complete the conversation.

Sara: Are you OK?

Diego: No, I'm sick. I have a sore throat and a cough.

Sara: Oh, that's too bad. You should drink tea with honey.

Diego: That's a good idea. Thanks.

Sara: You should get some rest, too. I hope you feel better soon!

Diego: Thanks.

C ▶ 06-20 Listen and repeat. Then practice with a partner.

D PAIRS Make new conversations. Use these words or your own ideas.
Change names if necessary.

a headache a runny nose take some medicine stay home from work

5 TRY IT YOURSELF

A GROUPS Student A is sick. Students B, C, and D give advice about remedies. Think of as many different pieces of advice as you can. Use your own remedies. Take turns.

A: I have a fever.

B: You should get some rest.

C: And you should drink lots of cold water.

A: Cold water? Really?

C: Yes. I always drink cold water when I have a fever.

D: I think you should eat garlic. That works for me ...

B WALK AROUND Talk to other students in the class. Act out your illness.
The other students make suggestions for remedies.



LESSON 4

READ ABOUT HOT SPRINGS



DIEGO SALAS

@DiegoS

I just read a blog post about hot springs.
Do you think they're really good for your health?

1 BEFORE YOU READ

A PAIRS What do you do when your body is tired or sore?



B VOCABULARY 06-21 Listen. Then listen and repeat.

benefit: something useful that you get from something

stressed: worried and unable to relax

muscles: the parts of your body that help you move

recover: get better after an illness or injury

desert: a large area of dry land where there aren't many plants

volcano: a mountain with a hole at the top—burning rocks sometimes come out of the hole

proof: facts that show something is true

2 READ

A PREVIEW Read the title and look at the photo. What are the people in the photo doing?

B 06-22 Read and listen to a blog post about the benefits of hot springs.
Why do people visit them? *Possible answer: People visit hot springs to relax, to help sore muscles, and to recover from injuries. They also enjoy the hot springs' beauty.*

Home | About | Photo Gallery | Places



The benefits of hot springs

When you feel tired and stressed, do you sometimes take a hot shower or bath? It helps you relax, right? Well, here's something even better: hot springs. Hot springs are like giant bathtubs, with hot water that comes up from deep inside the earth. Most people enjoy a temperature between 98° and 104° F (36–40° C). And one of the best in the world—Takaragawa Hot Springs—is only about three hours from my home in Tokyo!

I usually visit Takaragawa in the summer. You can sit in the hot water and look up at the beautiful mountains covered with trees. But you should also visit in the winter. It's amazing to sit in the hot water and look up at the same mountains—covered with snow! It's wonderful in every season. I often go to Takaragawa when the muscles in my back, arms, and shoulders hurt. (Too many hours at my computer.) A lot of people also come here to recover after sports injuries.

After my experience at Takaragawa, I decided to visit other hot springs. I really enjoyed my visit to the Puritama hot springs in San Pedro, Chile. They are very different from Takaragawa. They are high up in a desert, where the air is dry. There are volcanoes all around the springs. The volcanoes make the water very hot. Visitors say the water is good for their skin and muscles, and for any kind of pain.

Doctors say there is no scientific proof that hot springs have real health benefits, but who cares? They're so beautiful, and the hot water feels so good! When I return from a trip to a hot spring, all my muscles relax, and I feel great. You should plan a visit soon. You'll feel like a different person when you return.

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LESSON 4 READ ABOUT THE BENEFITS OF HOT SPRINGS



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

- Read the lesson title aloud. Ask, *What is a benefit?* (something useful that you get from something) If Ss don't know the answer, direct their attention to the first vocabulary word and definition in 1B. Then ask, *What are hot springs?* (hot water that comes from underneath the Earth's surface) Ask, *Are there any hot springs near here?*
- Then read the social media message. Ask, *What did Diego just read?* (a blog post about hot springs) *Why do you think some people say that hot springs are good for your health?* Write Ss' ideas on the board.

Say, *We'll check these predictions when we read the blog post below.*



CULTURE NOTE There are famous hot springs in the United States, including Breitenbush Hot Springs (Oregon), Conundrum Hot Springs (Colorado), Hot Springs State Park (Wyoming), and Burgdorf Hot Springs (Idaho). There are also hot springs in many other countries around the world, including in Honduras, Canada, Chile, Iceland, Chile, Japan, and New Zealand. Some people believe that hot springs have healing benefits for skin irritations, infections, dry scalp, arthritis, or digestive problems.

1 BEFORE YOU READ

- A** • Have Ss discuss the question in pairs. Then bring the class together and have them share their remedies. Elicit answers and write them on the board. See which answers come up the most often and which are less common. Ask, *What new ideas for remedies do you want to try?*
- B** • Draw attention to the vocabulary words. Have Ss listen. Then have them listen and repeat.
- For each word, ask additional questions to make sure Ss understand the definition. For example, *What is one benefit to learning English? What makes you feel stressed? Have you ever hurt a muscle? What were you doing? How long did it take you to recover the last time you were sick?*



EXTENSION In pairs, have Ss quiz each other on the vocabulary definitions. Student A closes the book, Student B keeps the book open. Student B asks for definitions of the first four words (for example, *What is a benefit?*) and checks Student A's answers. Then the pairs switch roles for the last three words.



TEACHING TIP One way to test understanding of new vocabulary is to quiz Ss on definitions. With books closed, give each student a stack of cards or pieces of paper with the target vocabulary words listed on them. Read a definition aloud and have Ss hold up the card with the correct vocabulary word on it. If appropriate, you can also show a picture that illustrates each word and have Ss hold up the correct card. **For higher-level Ss**, if appropriate, you can also give an example of the word (for example, Sahara) and have them hold up the correct card. (desert)

2 READ

- A** • Say, *Now we're going to read the blog post about hot springs that Diego talked about in his message at the beginning of the lesson.*
- Ask Ss to look at the title and photo and then answer the question.
- Solicit volunteers to share their answers.
- B** • Have Ss read and listen. If appropriate, have them read and listen again.



OPTION For lower-level Ss, pause the audio after each benefit is mentioned and have Ss underline it in the reading.


- In pairs, have Ss discuss the reasons that people visit hot springs.
- Have Ss share answers with the class. Ask, *Does this article convince you that hot springs have benefits?*

3 CHECK YOUR UNDERSTANDING

- A** • Have Ss identify the main idea of the reading. Remind them that all three answer options may appear in the reading, but they have to choose the most important one.
- Check their answers.

+ **EXTENSION** Have Ss highlight or underline information in the reading that helped them determine the answer to this exercise.

- B** • Focus on the Venn diagram. Explain that a Venn diagram is used to compare and contrast two things.

 **TEACHING TIP** When you first introduce a new type of graphic organizer to a class, use it to organize information about a topic or topics that Ss are already very familiar with. This will help them understand how the graphic organizer works. For example, draw the graphic organizer on the board and ask Ss to complete it with information about the English class, their friends or family members, or their home country.

- Go over the first item as an example. Say, *A visit to BOTH Takaragawa and Puritama will help you relax and feel better, so write 1 in the "both" section of the diagram.* **For lower-level Ss**, point out the sentences in the reading that prove that both springs help you relax and feel better.
 - Have Ss complete the Venn diagram with the correct numbers. **For lower-level Ss**, have them complete task in pairs.
 - Have Ss compare answers with a partner.
 - Go over the answers as a class.
- C** • Read the sentences aloud.
- Ask Ss to choose the answer that describes what each underlined phrase means.
 - Go over the answers as a class.

+ **EXTENSION** Ask Ss to use the phrases in their own sentences. Solicit volunteers to write their sentences on the board.

- D** • Have Ss read the Reading Skill box silently. Say, *Authors have a purpose for every paragraph they write. It is a good idea for you to do this when you are writing, too.* Remind Ss that if two paragraphs have the same purpose, those paragraphs should be combined into one paragraph.
- Give Ss time to identify the purpose of each paragraph.
 - Pair Ss to share their answers and explain why they chose them. Then go over the answers as a class.

+ **EXTENSION** For further practice in identifying the purpose of paragraphs, do a jigsaw activity. Print out a simple reading with clearly written paragraphs. (To make the task easier, you could print out an article Ss have already read from an earlier unit.) Make several copies of the reading and cut them into pieces. Divide them up by paragraphs. Then have Ss put the paragraphs in the correct order. **For higher-level Ss**, have them complete the task individually. **For lower-level Ss**, have them work in pairs or groups.

- E** • Have a volunteer read the example sentence aloud.
- In pairs, have Ss retell the most important ideas from the reading.
 - Ask pairs to share their answers.

... **OPTION** Focus attention on the box to the right of 3E. Have Ss complete the research task during class or for homework. Consider giving small groups a specific hot spring to research or sharing the list of hot springs from the Culture Note on page 72 to give Ss ideas. Then ask Ss to share what they learned. Put Ss in small groups and have them talk for a few minutes about their search results.

4 MAKE IT PERSONAL

- A** • Go over the directions. Remind Ss to give their own opinions about hot springs in addition to using ideas from the reading and their online research from 3E.
- Have them work individually to make a list of benefits.

- B** • Before Ss talk, encourage each S to choose a specific hot spring that they want to visit. They can choose one of the springs mentioned in the reading or one they found out about during their online research task. Have them make notes to describe the hot spring, and talk about its location and features, as well as what benefits it offers.
- In pairs, Ss give each other advice about the hot spring they should visit.
 - Circulate and help as needed.



EXIT TICKET On a blank card or piece of paper, ask Ss to write a few sentences about one of the hot springs they learned about in this lesson. Have them explain why they should visit the hot spring. (For example, *I should visit the Breitenbush Hot Springs in Oregon because they are beautiful...*) Collect the cards. Read them to identify areas for further review and individual Ss who may need additional practice.

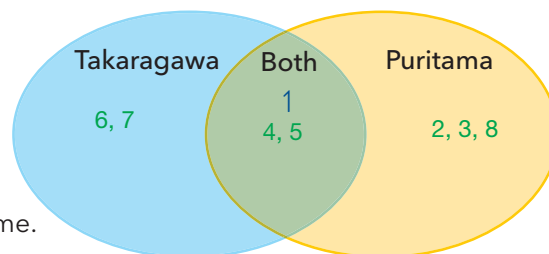
3 CHECK YOUR UNDERSTANDING

A Read the blog post again. What is the main idea of the post?

- a. Hot springs are a great place to relax. c. Hot springs exist around the world.
b. Hot springs improve your health.

B Read the statements. Which are true for Takaragawa? for Puritama? for both? Write the numbers of the statements in the diagram.

1. A visit there will help you relax and feel better.
2. These hot springs are in a desert.
3. The air is very dry there.
4. The water there is hot.
5. These hot springs are in a beautiful location.
6. These hot springs are close to the writer's home.
7. The writer says people should visit in winter.
8. The hot water comes from volcanoes.



C FOCUS ON LANGUAGE Read. What do the underlined words mean?

1. Doctors say there is no scientific proof that hot springs have real health benefits, but who cares?
a. That's not important. b. I don't think that's true.
2. You'll feel like a different person when you return.
a. You'll act like someone else. b. You'll feel much better.

D READING SKILL Read the Reading Skill. What is the purpose of each paragraph?

Paragraph 1

- a. to tell about the writer's vacation in Japan
- b. to introduce the reader to the topic of hot springs
- c. to explain where Takaragawa is located

Paragraph 2

- a. to describe the Takaragawa Hot Springs
- b. to give a definition of hot springs
- c. to explain medical problems

Paragraph 3

- a. to show why the Puritama hot springs are better than Takaragawa
- b. to tell readers about other hot springs in South America
- c. to describe the Puritama hot springs

Paragraph 4

- a. to compare the two hot springs
- b. to explain the science of hot springs
- c. to explain why readers should visit hot springs

READING SKILL

Understand the purpose of each paragraph

When you understand the reason for, or *purpose* of, each paragraph, it is easier to understand the whole article. After you finish each paragraph, ask yourself, why did the author write this?

E PAIRS What is the blog post about? Retell the most important ideas in the post.

The article is about hot springs ...

Find out about other hot springs. Which springs are very popular? Which springs are unusual?



4 MAKE IT PERSONAL

A Make a list of reasons to visit hot springs. Use the blog post and your own ideas.

B PAIRS Which springs do you want to visit? Give your partner some advice.

You should visit Termas de Puritama.
They are ...

I CAN READ ABOUT HOT SPRINGS.



DIEGO SALAS

@DiegoS

Do you sleep on your stomach?
You should read this post!

1 BEFORE YOU WRITE

- A** Read the answer to the discussion board question. What problem is Diego reading about? **Diego is reading about back problems.**

The Patient Place

Home | Discussion Board | Logout

Home

Health Information

Doctors

Questions

colds

headaches

sore throat

stomach problems,

back problems

My back hurts a lot these days. I try to stay healthy, but nothing seems to help. Does anyone have any good advice? Help!

Miguel S April 2

Many people have this problem. You can do different things that can help. For example, you should do exercises that make your stomach muscles stronger. Strong stomach muscles mean that your back muscles don't have to work hard. However, you should not do exercises, like standing and touching your feet, that stress your back. Think about how you can avoid stress on your back. For example, always use your leg and stomach muscles when you pick up heavy things. Don't use your back muscles. Also, you should sleep on your back or your side, not on your stomach. Sleeping on your stomach is bad for your neck, back, and shoulders. Finally, for people who sit all day in front of a computer, here is some advice: Get up and walk around every 30 minutes. This will make your back feel better.

Leave a Reply

Enter your comment here...

Do you like this answer? 😊 (33) ☹️ (4)

- B** Read the post again. Take notes about how to make your back feel better. Write four things you should do and four things you shouldn't do.

DOs	DON'Ts
<u>You should sleep on your back or your side.</u>	<u>You shouldn't do exercises that stress your back.</u>
<u>You should do exercises that make your stomach muscles stronger.</u>	<u>You shouldn't stand and touch your feet.</u>
<u>You should avoid stress on your back.</u>	<u>You shouldn't lift heavy things with your back muscles.</u>
<u>You should walk around every 30 minutes.</u>	<u>You shouldn't sleep on your stomach.</u>

- C PAIRS** Look at the chart in 1B. Which of the things do you do? Which things don't you do? Are there any things that you want to change?
- I sleep on my stomach. I want to change that! I should sleep on my side.*

LESSON 5 WRITE SIMPLE HEALTH ADVICE



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

- Read the lesson title aloud. Ask, *Who gives you health advice? Whose advice do you take? Do you ever give health advice?*

1 BEFORE YOU WRITE

- A** • Read Diego's social media message aloud. Ask, *Do you sleep on your stomach?*
- Say, *Diego is talking about the discussion board post in this exercise. What do you think the post is about? (health advice)*



CULTURE NOTE A lot of people in the United States seek medical advice on discussion posts and blogs. However, many people are not aware that this advice is not always given by doctors or certified professionals. In other words, the advice is not always reliable.

- Have Ss read the post and answer the question.
- B** • Go over the directions. Have Ss read the post again and make a list of Dos and Don'ts.



OPTION For lower-level Ss, copy the list on the board. Elicit answers from Ss to complete the first couple of lines of each list and fill them in on the board. Then have Ss work in pairs to complete the rest of the chart.



OPTION For higher-level Ss, after they complete the task, ask them to add their own ideas to the list of dos and don'ts.

- Have Ss check answers in pairs or small groups.



EXTENSION Have a discussion about back pain. Start by talking about your own experiences with back pain, if appropriate. Then ask Ss to share their own personal experiences with back pain if they are comfortable doing this. Ask, *Do you agree with the advice in this blog?* Encourage Ss to share their own tips about what they do to make their back pain go away.



- Have Ss look at the completed charts in Exercise 1B and identify the things they do and don't do. Then have them discuss the habits they want to change.
- Give Ss a few minutes to complete the task.
- Have pairs share their answers with the class.



TEACHING TIP Health issues are sometimes considered sensitive. Ss may not want to discuss their health in class. Whenever you ask Ss to complete an activity related to health, or any other potentially sensitive topic, tell them they can make up information instead of giving personal details about themselves.



EXTENSION Bring in discussion board posts that feature questions about health. Make sure the posts are appropriate in level and content for your class and do not include complex medical terminology. Have Ss read them for extra vocabulary and reading practice. You can also invite Ss to post responses to the discussion posts later in the lesson.

2 FOCUS ON WRITING

- A** • Read the Writing Skill box on using *for example* and *like* aloud. Ask, *Why is it important to add examples to writing?* (To add more details. Details make it easier for the reader to understand and also make the reading more interesting.)
- Write on the board: *When I get the flu, I use remedies like eating garlic.* Underline *like*. Say, *This is an example of how we use like at the end of a sentence.* Then write on the board: *When I get the flu, I use remedies like I eat a lot of garlic.* Cross out *I eat a lot of garlic*. Say, *We can't use full sentences after like.*
- B** • Direct attention back to the post Diego read in Exercise 1A. Have Ss circle all the examples of *for example* and *like*. Then have Ss underline the examples that follow.
- **For lower-level Ss**, model the task. Focus on the discussion board post and ask, *Where is the first for example and the example it introduces?* (in the second line of the post: *for example, you should do exercises*)
- Go over answers as a class.


3 PLAN YOUR WRITING

- A** • Tell Ss it is time to start developing their own writing about health Dos and Don'ts. Ask them to choose a cold, a sore throat, or the flu. Ask, *What should you do if you have this health problem? What shouldn't you do?*
 - Give Ss time to take notes for the illness they chose. Remind them to use the chart from 1B as an example as they work.
 - Circulate to help Ss as needed.
 - B** • Read the directions and the example sentence aloud. Tell Ss they will use this sentence to have their own conversations.
 - Pair Ss to talk about the advice in their notes.
 - If time allows, ask Ss to share their advice with the class.
- ... **OPTION** Put Ss into three groups to complete the exercise based on which condition they chose for 3A. Have them compile all their answers. Then have each group—cold, sore throat, and flu—present their answers to the other two groups. Ask Ss to vote on the three best pieces of advice for each condition.


4 WRITE

- A** • Ask Ss to use their charts from 3A to write a discussion post. They should write about what someone should and should not do for one of the conditions listed. Remind them to include *for example* and *like* in their writing and to use the model as an example. Encourage them to use correct spelling, punctuation, and capitalization.

5 REVISE YOUR WRITING

- A** • Tell Ss they will peer-review their partner's discussion post. Ask them to answer the questions in the book about their partner's discussion post.
 - B** • Ask Ss to make suggestions for improvement.
-  **TEACHING TIP** When you ask Ss to peer-review each other's work, keep in mind that they may worry that their English isn't good enough to offer feedback. Remind them that they can focus on checking the specific grammar and vocabulary they studied in the unit. Also remind them that they are just offering suggestions and that the person they are giving feedback to can choose not to follow their recommendations.

6 PROOFREAD

- Have Ss proofread their discussion posts one last time.
 - Ask them to check their spelling, punctuation, and capitalization.
 - Then collect student work and offer individual feedback.
-  **EXIT TICKET** On a blank card or piece of paper, have Ss write a couple of sentences of health advice for an illness or symptom they did not write about in this lesson. For example, if they wrote about a cold in their discussion board post for 4, have them write advice for a sore throat or some other condition. Collect cards as Ss leave. Read them to identify areas for further review and individual Ss who may need additional practice.

2 FOCUS ON WRITING

- A** Read the Writing Skill.
- B** Read the post again. Circle *for example* and *like*. Underline the examples that follow.

WRITING SKILL Give examples with *for example* and *like*

Use *for example* or *like* to introduce examples. *For example* works well to introduce examples at the beginning of sentences. Use a comma after *for example*.

- Rest is often the best remedy. *For example*, if you hurt your back or get a headache, you should just lie down for a little while.

Like works well to introduce examples in the middle or at the end of sentences. Don't use full sentences after *like*.

- Cold remedies *like* tea with lemon and soup never really work for me.

3 PLAN YOUR WRITING

- A** Choose a cold, a sore throat, or the flu. What should you do to get better? What shouldn't you do? Write notes.

DOs	DON'Ts

- B PAIRS** Give your partner some advice about remedies for a cold, a sore throat, or the flu.
When you have a cold, you should wear warm clothes.

4 WRITE

Write a discussion board post about what you should do and shouldn't do when you have a cold, a sore throat, or the flu. Remember to use examples with *like* or *for example*. Use the post in 1A as a model.

5 REVISE YOUR WRITING

- A PAIRS** Exchange posts and read your partner's post.
1. Did your partner give advice about what you should and shouldn't do for a cold, a sore throat, or the flu?
 2. Did your partner introduce examples correctly with *like* or *for example*?
- B PAIRS** Can your partner improve his or her post? Make suggestions.

6 PROOFREAD

Read your post again. Can you improve your writing?

Check your

- spelling
- punctuation
- capitalization

PUT IT TOGETHER

1 MEDIA PROJECT



A ▶ 06-23 Listen or watch. What things does Omar show?
sneakers, fruit (an apple and an orange), his bed



B ▶ 06-24 Listen or watch again. Complete the chart.

	Thing Omar shows	Why it's good for his health
1	sneakers	he uses them to exercise
2	fruit, an apple and an orange	fruit is good for you
3	his bed	sleep is important for our health



C Make your own video.

Step 1 Think about things you use to stay healthy.

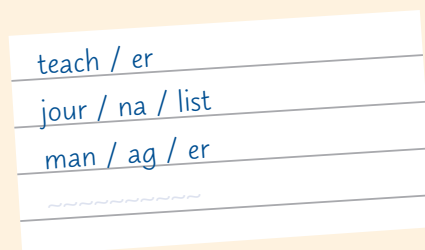
Step 2 Make a 30-second video. Show the things you use to stay healthy.
Describe why you like them.

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

2 LEARNING STRATEGY

STUDY SYLLABLES

Choose some words you want to practice saying.
Write the words on a piece of paper and draw lines
between each syllable. Check your work with a
dictionary or ask your teacher for help.



Choose ten vocabulary words in this unit. Write them down and draw lines to break them into syllables. Practice saying each word. Count the syllables by touching your mouth to your hand.

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 daily routines
- ☐ Talk about injuries
- ☐ Talk about illnesses and their remedies

Vocabulary

- ☐ Daily routines
- ☐ Parts of the body
- ☐ Illnesses
- ☐ Remedies

Pronunciation

- ☐ Emphatic stress
- ☐ Consonant groups and silent consonants

Grammar

- ☐ Adverbs of frequency
- ☐ *Should* for advice and suggestions

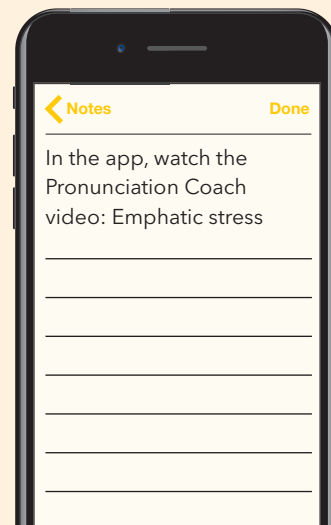
Reading

- ☐ Understand the purpose of each paragraph

Writing

- ☐ Give examples with *like* and *for example*

B What will you do to learn
the things you highlighted?
Write notes.



PUT IT TOGETHER

1 MEDIA PROJECT

- A** • Have Ss look at the picture on the right. Ask, *What do you see?* (a person running in a park)
- Ask Ss, *What do you think Omar will talk about?* Have Ss listen or watch the video and check their predictions.
 - Give Ss time to answer the question. Have Ss listen or watch the video again if necessary.
 - Have Ss compare answers. Then go over the answers as a class.
- B** • Have Ss preview the chart to give them an idea of what to listen for. Then have them listen or watch again.
- Give Ss time to complete the chart. Have Ss listen or watch again if appropriate.
 - Have Ss compare answers. Then go over the answers as a class.
- +** **EXTENSION** Ask additional questions about the video to make sure students understand. For example:
- Where does Omar like to run?* (park and gym)
What else does he do for exercise? (walk to work)
What fruit does he have with him today? (apple and orange)
When does he eat fruit? (for breakfast)
How long does he sleep every night? (eight hours)
Why does he go to bed early? (so he can get up early)
- C** • Explain to Ss that they will create a video similar to the one they watched.
- Give Ss a few minutes to read the three steps. Encourage them to make a list of what things they use to stay healthy and why they like each item.
 - For homework, tell Ss to make their video. Tell them they can film themselves or they can ask someone to film them.
 - Back in class, write the following questions on the board:
Feedback: Is the student well-prepared?
Was the video well-organized?
Does the student speak loudly and clearly?
Does the student include items he / she uses to stay healthy?
Does the student describe why he / she likes each item?
Give Ss a few minutes to read over the questions. Tell them to write each person's name on a piece of paper before they watch the video and then take notes during the video 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 and refer to their notes and tell Ss individually what they did well or could do better. Remind Ss to speak kindly and constructively.
- ...** **OPTION** Provide an opportunity for self-review. Have Ss watch their own video again and complete the feedback questions.

2 LEARNING STRATEGY

- Remind Ss about what a syllable is (a unit of pronunciation that has one vowel sound and may or may not include consonant sounds). Write *video* on the board. Say, *Divide this word into syllables.* (vid-e-o) Point out that this word has three syllables.
 - Ask Ss to read the Learning Strategy silently. Ask, *Do you think this is a good way to practice English?*
 - Tell Ss to choose ten vocabulary words from this unit and divide them into syllables.
- ...** **OPTION** Ask Ss to write one of their words on the board and divide it into syllables. Make sure they can pronounce it correctly.

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, and so on 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 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 HOW DO I GET THERE?

PREVIEW THE UNIT

LESSON 1		Make a phone call
	Vocabulary	Tourist attractions and activities
	Speaking	Talking on the phone
	Pronunciation	Linking a vowel to a vowel
LESSON 2		Ask about public transportation
	Vocabulary	Public transportation
	Grammar	<i>There is / There are</i> : Review
	Listening Skill	Think about the purpose
LESSON 3		Give directions
	Vocabulary	Getting around the city
	Grammar	Prepositions of movement
	Pronunciation	The voiceless <i>th</i> sound /θ/
	Conversation Skill	Show you understand
LESSON 4		Read a story about getting lost
	Reading skill	Identify supporting examples
LESSON 5		Write directions to a place
	Writing skill	Show order with signal words
PUT IT TOGETHER		
	Media project	Photos: Talk about places that are special to you
	Learning strategy	Vocabulary word maps



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

GET STARTED

- A** • Read the unit title. 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 what they see. Bring the class together and ask pairs to share. Write words on the board. (For example, a busy city, buses and taxis, people walking and biking, skyscrapers / tall buildings)
- C** • Focus on the social media message and bring Ss' attention to the photo and name. Ask, *What do you know about Rosa?* Invite Ss to call out answers. Have them reread what Rosa says in *Meet the People of TSW Media* on page 4 or play the video of Rosa.
 - Have Ss turn back to page 77. Read the social media message aloud. Then ask, *Have you ever been to New York City?*



HOW DO I GET THERE?

LEARNING GOALS

In this unit, you

- 🕒 make a phone call
- 🕒 ask about public transportation
- 🕒 give directions
- 🕒 read a story about getting lost
- 🕒 write directions to a place



GET STARTED

- A** Read the title and the learning goals.
- B** Look at the photo of the city. How can people move around the city?
- C** Now read Rosa's message. Where is she going next week?
frenglish.ru



ROSA DELGADO

@RosaD

I'm going to New York City for work next week! This is going to be so much fun!

LESSON 1

MAKE A PHONE CALL



ROSA DELGADO

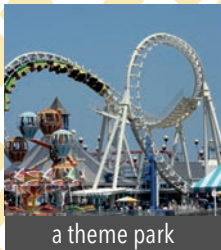
@RosaD

Hey, New York friends! I'll have a free day in your city this Sunday. What should I do?

1 VOCABULARY Tourist attractions and activities



A ▶ 07-01 Listen. Then listen and repeat.



a theme park



a monument



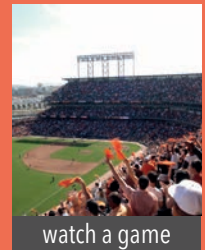
a tourist information booth



a square



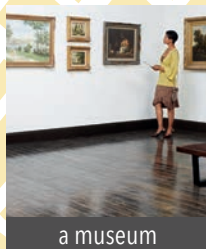
take a tour



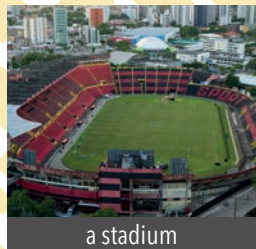
watch a game



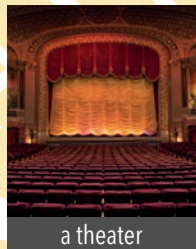
a street market



a museum



a stadium



a theater



see a show



walk around

Places to go: a theme park, a monument, a tourist information booth, a square, a street market, a museum, a stadium, a theater

Things to do: take a tour, watch a game, see a show, walk around

B PAIRS Which items in 1A are places to go? Which are things to do?

C PAIRS How many of the places in 1A can you name in your city?

We have two theaters in our city: the Mag Theater and the Court Theater.

2 SPEAKING

A ▶ 07-02 Notice how we talk on the phone. Then listen and repeat.

Answering the phone

TSW Design. This is Paul O'Dell.

Hello. This is Paul. How may I help you?

Calling someone

Hi, Paul. This is Ann Wheeler. How are you?

Hello. This is Ann Wheeler. May I speak to Jeff Schultz?

Ending a call

Well, I should go. Bye.

Nice talking to you. Take care.

Ending a message

Could you call me back? Thanks.

I hope to hear from you soon. Bye.

B ▶ 07-03 Listen. In each conversation, what are the people doing? Circle the correct numbers.

Answering the phone 1 2 3 4 5 **6**

Calling someone **1** **2** 3 4 **5** **6**

Ending a call 1 2 **3** **4** 5 6

Ending a message **1** 2 3 4 **5** 6

C ▶ 07-04 Listen. Circle the words you hear.

- Could you** / I hope you call me back, please?
- This is** / I'm Nancy Corbin.
- Well, I should **go** / call you.

- Nice talking to you.** / I should go.
- Could I** / **I hope to** hear from you soon.
- How may I **help you** / speak with Nancy Corbin?

LESSON 1 MAKE A PHONE CALL

- Read the lesson title aloud. Ask, *Do you like making phone calls? Why or why not?* Write reasons why people like and dislike phone calls in a T-chart on the board.

- Read the social media message aloud and ask, *What is Rosa asking for?* (advice on things to do when she is in New York)

1 VOCABULARY

- A** • Play the audio. Have Ss listen and repeat.
- Ask questions to make sure Ss understand the phrases. For example, *What can you do at a theme park?* (go on rides) *What can you do at a street market?* (buy things)

+ EXTENSION Closed books. Have a competition to test understanding of the vocabulary. In groups, have Ss match places with activities. For example, ask, *Where can you watch a game?* (a stadium) *Where can you ride a roller coaster?* (a theme park) The group with the most correct answers wins.



TEACHING TIP Consider making class activities more exciting by staging competitions, if appropriate for your class, awarding Ss with candy or small prizes if they perform well. This works especially well for younger Ss.

- B** • In pairs, have Ss to answer the questions.
- Circulate as Ss talk and help as needed.
 - Go over the answers as a class. Draw a chart on the board with the column headings *Places to Go* and *Things to Do*. Solicit a volunteer from the class to write the answers on the board.
- C** • Ask one S to read the example sentence. Encourage Ss to use that as a model.
- Give Ss time to discuss the places they know in their city.

+ EXTENSION Bring in photos of theme parks, monuments, squares, street markets, museums, stadiums, and theaters from around the world. For each photo, ask Ss what it is and if they know which one it is. For example, for a picture of the Guggenheim Museum, ask, *What is this?* (a museum) Then ask, *What is it called?* (the Guggenheim) *Does anyone know where it is?* (New York City)

2 SPEAKING

- A** • Begin a discussion about talking on the phone. Ask, *Who do you call on the phone? What types of calls do you enjoy? What types of phone calls are more difficult?*
- Say, *We are going to learn some phrases you can use when you answer the phone, call someone, end a call, or end a message.* Make sure Ss understand that with ending a message, the speaker is recording a voicemail, not speaking directly to another person.
 - Play the audio. Then have Ss listen and repeat.
 - Explain that at the beginning of a phone call, the speaker usually says a greeting (*Hello*) and identifies him or herself (*This is Marco.*). If the person is calling someone, he or she gives the purpose or reason for the call (*May I talk to Miguel?*). In the first phrase under *Answering the phone*, there is no greeting because the speaker is an employee officially answering the phone for a company.



LANGUAGE NOTE Many second-language speakers say *I am* followed by their name when they introduce themselves on the phone. Native English speakers tend to say *This is* followed by their name.



LANGUAGE NOTE *How may I help you?* and *May I speak to...?* are considered formal in tone. Many English speakers would instead say *Can I help you?* or *Can I talk to...?*

- B** • Explain that Ss will hear six conversations. Ask, *Is the person in each conversation answering the phone, calling someone, ending a call, or ending a message?*
- Go over the example with the class. Play the audio for Conversation 1. Ask, *Why are there two correct answers here?* (Steve is both calling someone to leave a message and ending the message.)
 - Play the audio. Have Ss listen again to check answers.
- C** • Tell Ss they will listen to the conversations again, but this time they should pay attention to the specific words they hear.
- Play the audio and have Ss complete the task.
 - Go over the answers.

+ EXTENSION Make copies of the conversation scripts for 2B and 2C. Pair Ss to role-play conversations 2 through 6. Have them sit back-to-back. This will prepare Ss for phone calls where there is no face-to-face interaction. **For higher-level Ss**, encourage them to make up their own similar conversations and role-play them back-to-back.

3 PRONUNCIATION

- A** • Ask, *Does anyone know what linking is?* (connecting or joining two things together) Tell Ss English pronunciation has a lot of linking and that today's lesson will focus on linking a vowel to a vowel.
- Have Ss read the Note about linking a vowel to a vowel silently. Then read the Note aloud.
 - Focus on the sentences. Make sure Ss notice which words are linked with a /y/ and which a /w/.
 - Play the audio. Have Ss listen. Then have them listen and repeat. If Ss need extra practice producing the vowel sounds, tell them to focus on the shape of their mouth. They should make their lips wide before the /y/ sound. The lips are round before the /w/ sound.
- B** • Play the audio. Have Ss complete the sentences with the missing words.
- Check answers before Ss mark the linked sounds.
 - Then play the audio again to check those answers.

- C** • Pair Ss. Explain that they will first match questions 1–3 with responses 4–6 in 3B and then practice reading the conversations.
- If appropriate, go over the first item with the class as an example. Ask, *What is the correct answer for How long will you be in New York?* (two or three days)
 - Have Ss complete the exercise and role-play the conversations. Circulate and offer feedback on pronunciation.

+ **EXTENSION** Challenge Ss to write their own conversations with words that are linked. Ss can write their conversations on the board. Ask other Ss to mark the linked words. Then check answers as Ss read their conversations aloud.

4 CONVERSATION

- A** • Have Ss look at the photo. Ask, *Who are these people?* (Rosa and Emma) *What are they doing?* (talking) Explain that Ss will hear a conversation between Emma and Rosa.
- Have Ss preview the sentences to get an idea of the conversation.
 - Have Ss listen or watch and complete the sentences. Have Ss listen again if appropriate.
 - 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.

- C** • Play the audio and have Ss repeat chorally, line by line.
- Model the conversation.
 - Have Ss listen and repeat again.
 - Then in pairs, have Ss practice the conversation using their own names. Circulate and listen for pronunciation issues. Time permitting, have Ss swap roles and practice again.
- D** • Have Ss use the model in 4B to make new conversations using the new words. They should replace the highlighted words in the model with the words with the same color.
- Have Ss use the model in 4B to make new conversations again. This time, they should replace the highlighted words with their own ideas.

5 TRY IT YOURSELF

- Solicit two volunteers to read the example conversation. Explain that Ss should role-play an entire conversation, including the speaking language on page 78. One S asks for advice on what to do in a city, and the other gives it.
- Give partners time to write their conversations.
- Circulate and help as needed.

... **OPTION** Have Ss sit back-to-back as they perform their role plays to mimic a real phone conversation.

+ **EXTENSION** Let Ss write their conversations and practice several times. Then have them perform their role play for the rest of the class.



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

- ✓ using tourist attractions and activities vocabulary
- ✓ incorporating telephone language into their role plays
- ✓ linking vowel to vowel sounds



EXIT TICKET At the end of the class, stand by the door as Ss leave. Say, *We are going to practice making phone calls.* For each S, use one of the phrases taught in this lesson to begin the phone conversation (For example, Hello. This is [your name]. May I speak to Jeff Schultz?) Have the S respond. Accept any response that makes sense. Continue with other Ss, using a different phrase each time. Note which Ss speak with ease and which ones are less sure of themselves.



3 PRONUNCIATION

- A** ▶ 07-05 Listen. Notice the way we link the words together. Then listen and repeat.

/y/ Hi, Abby.

/w/ How are you?

/y/ May I speak to Jeff?

/w/ Can I ask you a question?

Linking a vowel to a vowel

We link words together when we speak. When one word ends in a vowel sound and the next word begins with a vowel sound, we do not stop between the words. We often add a short /y/ or /w/ sound to link the words together smoothly.

- B** ▶ 07-06 Listen. Complete the sentences with the words you hear.

Then listen and mark the /y/ and /w/ links. Check your work with a partner.

1. How long will you be in New York?

4. Turn right at the corner and you'll see it.

2. How do I get to Central Park?

5. Two or three days.

3. Should we go to a museum?

6. Good idea. We can also see a play.

- C** **PAIRS** Match the questions and answers in 3B. Practice the short conversations. 1 and 5
2 and 4
3 and 6

4 CONVERSATION



- A** ▶ 07-07 Listen or watch. Circle the correct answers.

- Rosa is coming to / leaving New York on Sunday morning.
- Rosa needs advice about places to stay / things to do.
- Rosa will go to a museum / street market on Sunday.



- B** ▶ 07-08 Listen or watch. Complete the conversation.



Emma: Hi, Rosa! How are you ?

Rosa: Great, thanks. So, I'm coming to New York on Sunday. What do you think I should do?

Emma: You should go to a street market.

Rosa: That sounds like fun.

Emma: You can also see a show or walk around the city.



- C** ▶ 07-09 Listen and repeat. Then practice with a partner.

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

a museum

watch a game

take a tour of

5 TRY IT YOURSELF

ROLE PLAY Student A: Student B is coming to your city. Student B: You want to learn about things to do on your visit. Role play a phone call. Talk about things to do. Then end the call.

A: Hello.

B: Hi, Li. This is Chen.

A: Hi, Chen! How are you?

B: Great! I have a question. When I come to Shanghai, what should I do?

■ I CAN MAKE A PHONE CALL.



LESSON 2

ASK ABOUT PUBLIC TRANSPORTATION

1 VOCABULARY Public transportation



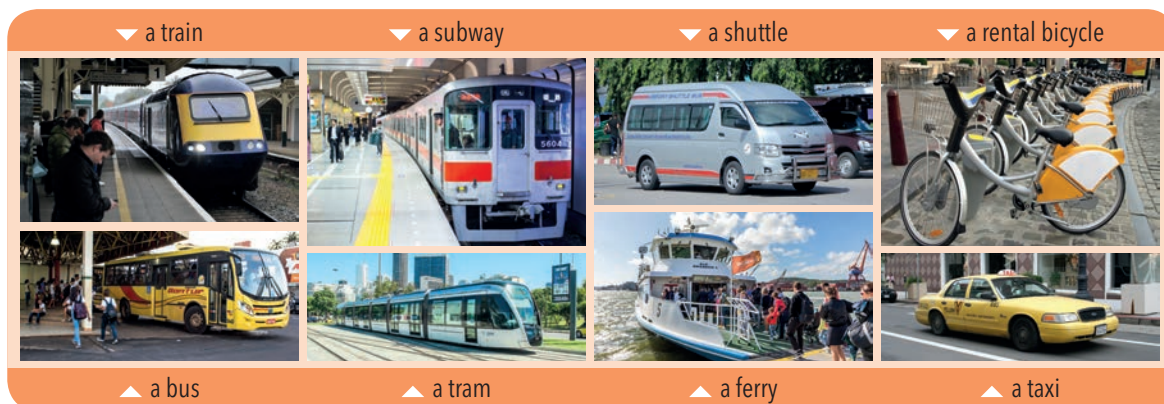
A 07-10 Listen. Then listen and repeat.



ROSA DELGADO

@RosaD

Just listened to a nice podcast on getting around NYC. New York, I'm here! Let's go!



B PAIRS What kinds of transportation do you use? Which don't you like? Why?

A: I use trains, buses, and taxis. How about you?

B: I do, too. But I don't like buses. There are too many people on them.



2 GRAMMAR *There is / There are:* Review

Affirmative statements			
There	Be	Noun	
There	is	a ferry	to New York.
		information	online.
	are	trains	to New Jersey.

Negative statements			
There	Be + no	Noun	
There	is no	train	from here.
		money	in the ATM.
	are no	bicycles	for rent.

Yes / no questions			
Be	There	Noun	
Is	there	an ATM	near
Are		any stores	here?

Short answers					
Affirmative			Negative		
Yes,	there	is.	No,	there	isn't.
		are.			aren't.

Notes

- Remember that non-count nouns take singular verbs.
Is there time to eat before our flight?
- You can also make negative statements with *There isn't a / any* or *There aren't any*.
There isn't a train from the airport. **There isn't any** food on the ferry.
There aren't any bicycles for rent.
- In affirmative statements, we almost always use the contraction *there's*.
- In negative statements, we almost always use the contractions *isn't* and *aren't*.
- Use the full form, not the contraction, in short answers with Yes.
A: Is there a post office near here? **B:** Yes, there is. NOT Yes, *there's*.
- Use *there are*, NOT: *there're*.

Questions with
What / Which + noun
Which airport are you flying into?
What options do we have for transportation?



>> FOR PRACTICE, GO TO PAGE 140

LESSON 2 ASK ABOUT PUBLIC TRANSPORTATION



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

- Read the lesson title aloud. Ask, *What does public mean?* (open for everyone to use)
- Then focus on the social media message. Ask, *How do you find out about a city that you are going to visit?*

1 VOCABULARY

- A**
- Ask, *How do you get to school?* Elicit answers. (For example, by bus, car, bike)
 - Have Ss listen, and then listen and repeat.
 - Make sure Ss know what the words mean, especially if these transportation options are not available in your area. For example, ask, *What is a rental bicycle?* (a bike you rent) *How do you rent one of the bikes in this photo?* (Possible answer: You use an app on your phone to pay the rental fee. Then you get a code that unlocks the bike. You can return the bike to any bike rental station.)
- B**
- Solicit two volunteers to read the example conversation.
 - In pairs, have Ss complete the exercise. **For lower-level Ss**, make a list of reasons why people might not like certain forms of transportation on the board for Ss

to refer to as they talk. (For example: too expensive, too crowded, too slow, always late, schedules or stops aren't convenient, not available)

- Bring the class together to share their answers.



EXTENSION Divide the class into small groups and ask Ss to name a city or location that has each mode of public transportation. Give them time to look up information on their phones if time allows.



EXTENSION Ask, *What other kinds of transportation can you think of?* List them on the board. Then have a discussion about transportation. Ask, *Which kinds of transportation are the best? Which do you want in this area?*

2 GRAMMAR

- Write on the board: *There are cars in our city.* Underline *There are*. Say, *Today we are going to learn more about using There is and There are.*
- Focus on the grammar chart. Read the affirmative and negative statements aloud. Point out that the main difference between them is adding the word *no* to the negative statements.
- Read the examples of *yes / no* questions and short answers aloud.
- Write *Are there buses in our city?* on the board and pose the question to Ss. Elicit answers and write them on the board. (Yes, there are. or No, there aren't.) Then ask, *Is there a subway in our city?* Elicit *Yes, there is* or *No, there isn't*. Write the question and answer on the board.
- Go over the first Note. Ask, *What are non-count nouns?* (nouns that you can't count and that don't have plural forms) Write *dollars* and *money* on the board. Ask, *Which of these is non-count?* (money)
- Focus on the second Note. Read the examples aloud. Point out that the phrases that use *any* are more natural and common in spoken English.
- Go over the rest of the Notes. Say, *In affirmative statements, say There's even though it isn't as formal. In negative statements, There is is not contracted, but is not or are not are contracted.* Explain that we do not use contractions in affirmative short answers or with *There are*.



EXTENSION Bring in photos of city scenes that show different types of transportation. Pair Ss. Give each pair or group a photo. Have Ss discuss what they see in their photo. Then have pairs ask another pair about their photo. For example, *Is there a train in your photo? No, there isn't. / Yes, there is.*



TEACHING TIP For shyer or **lower-level Ss**, you can make oral or communicative activities less intimidating by having Ss work together in small groups to write sentences and plan what they will say before they talk. Then have them read their sentences aloud to complete the activity.

- Draw attention to the Post-it Note. Read it aloud. Ask, *Which airport is near us? What options do we have for transportation to the airport? Which train station is near here?*



EXTENSION Bring in schedules and maps for the types of transportation asked about (airports, trains). Have Ss find ways to the airport using the different types of transportation.

- For grammar practice, have Ss turn to the grammar activities on page 140.

3 LISTENING

- A** • Focus Ss' attention on the Listening Skill box. Read it aloud. Remind Ss that in Unit 6, they learned that every paragraph has a purpose. Explain that people also have conversations or listen to audio for specific reasons. Make clear, however, that there can be more than one purpose. In other words, the answer to the questions in the Listening Skill box can be Yes for all three.
- Have Ss listen to the podcast and circle their answer.
 - Then go over the answer as a class. Ask, *Why did you choose this answer?* (Alyssa is talking about how to get around Manhattan and different transportation options.)

+ **EXTENSION** Ask additional questions about the podcast to test listening comprehension. **For lower-level Ss**, write the questions on the board. For example:

What airport do many people use when they travel to New York? (John F. Kennedy Airport in Queens)
Is there a train all the way to Manhattan from the airport? (no)
What other ways are there to get from the airport to Manhattan? (subway, bus, taxi)
What are some ways to get around Manhattan? (subway, buses, taxis, rental bicycles)

- B** • Draw attention to the map in the book. Make sure Ss understand all the icons and symbols on it. For example, point at the icon of the bridge and ask, *What is this?*



CULTURE NOTE There are five boroughs in New York: Manhattan, Brooklyn, Queens, the Bronx, and Staten Island. Each borough has a president, but management of the five boroughs is mostly handled by the mayor of New York.

- Have Ss listen and mark the route they hear on the map. **For lower-level Ss**, identify the starting point on the map (Times Square) before Ss listen.
 - Go over the answers as a class. Then listen again.
- C** • Focus on the photo of Times Square. Ask, *Where is this? What can you do there? What are the advertisements for? What do you like about Times Square? What do you dislike?*
- Say, *Let's think about some of the other places for tourists that the map shows. What are they?* (Metropolitan Museum of Art, Empire State Building, Statue of Liberty, Central Park, Natural History Museum, Brooklyn Bridge) *Have you been to any of these places? What do you know about them? Which of them would you like to go to? Why?*
 - Say, *Now we are going to talk about how to get to these different places on the map.* Solicit two volunteers to read the example conversation. Point to the bus route that goes from the Metropolitan Museum of Art to the Empire State Building on the map.
 - In pairs, have Ss complete the task. Circulate to help Ss as needed.



EXTENSION Bring a map from the local area or a popular area and have Ss use the map to continue practicing. Have Ss mark paths and give directions to a partner. **For higher-level Ss**, have Ss ask questions about the map without giving their partner time to prepare an answer.

4 TRY IT YOURSELF

- Go over the directions for the game. **For lower-level Ss**, to make the game easier, give them a list of famous places in their city that they can choose from.
- Solicit three volunteers to model the example conversation. Point out that bus systems and numbers may differ based on location.
- Have groups complete the task. Encourage them to exchange roles and discuss different transportation options.



OPTION If appropriate, bring in timetables for local public transportation. Ss can use these to determine which bus, train, or other mode of transportation they would need to take from their school to get to the famous places.



EXTENSION Extend the activity by having Ss talk about how to get to more than one famous place.



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

- ✓ using public transportation vocabulary
- ✓ using *there is* / *there are* in questions and statements
- ✓ using contractions and *any* with negative statements
- ✓ thinking about the purpose of their statements



EXIT TICKET On blank cards or pieces of paper, have Ss write a question about how to get from one location to another in their city using public transportation. Encourage them to use *Is there* or *Are there* in their questions. (For example, *Is there a subway from the Art Museum to the street market?*) If they know the answer to the question, have them write that too. Collect the cards and read them to identify areas for review in later lessons and individual Ss who may need additional practice.

3 LISTENING

- A** ▶ 07-12 Listen to the podcast. Complete the sentence.

The purpose of the podcast is to ____ about public transportation.

- a. tell a story **b.** provide information
c. show emotions

- B** ▶ 07-13 Listen again. Then look at the map of New York City. How can you get from Times Square to the Statue of Liberty? Circle the route on the map.

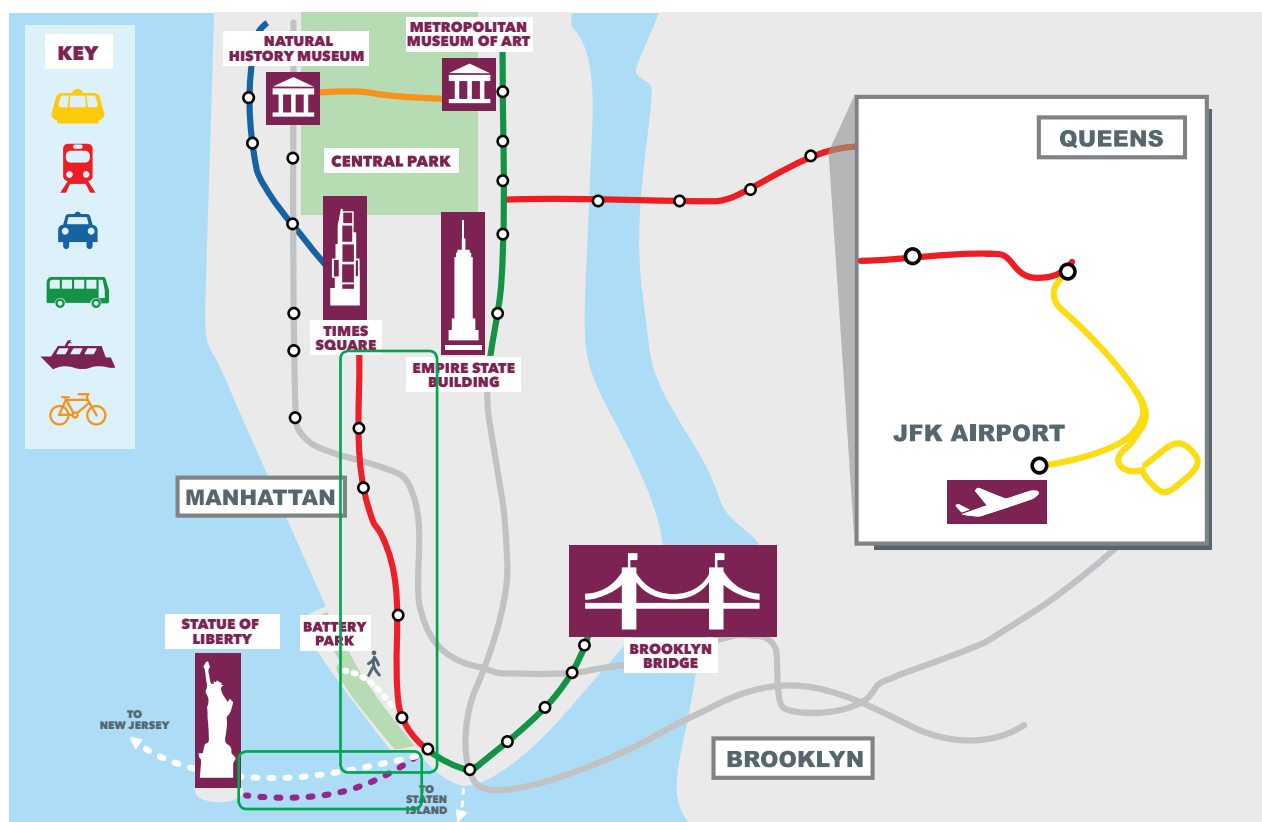
- C PAIRS** Ask and answer questions about how to get to different places on the map.

A: I'm at the Metropolitan Museum of Art. Is there a bus to the Empire State Building?

B: Yes, there is. ...

LISTENING SKILL Think about the purpose

When you listen, think about the purpose of the conversation. This will help you understand. For example, does a podcast tell a story? Does it provide information? Does it show an emotion?



4 TRY IT YOURSELF

GAME Student A: Think of a famous place in your city. Students B and C: Ask questions about the public transportation you can take from your school to the famous place. Then guess the place.

B: Is there a bus from here to the place?

A: Yes, there is.

C: Which bus is it?

A: It's the 12.

B: Where do you get off the bus? ...

■ I CAN ASK ABOUT PUBLIC TRANSPORTATION.



LESSON 3 GIVE DIRECTIONS



ROSA DELGADO

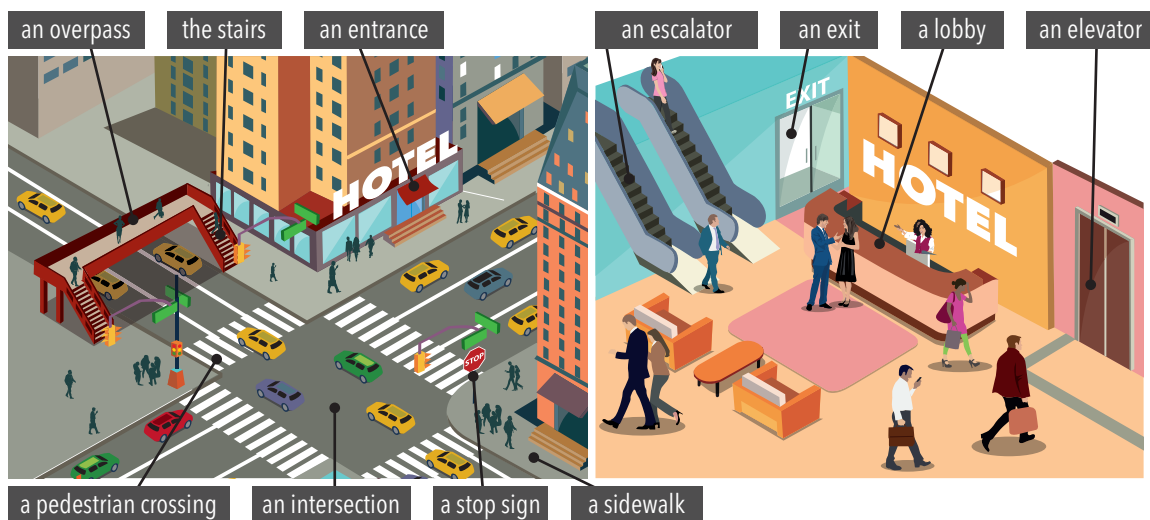
@RosaD

At the hotel. Feeling tired, but ready to go sightseeing! Just need to get some directions ...

1 VOCABULARY Getting around the city



A 07-14 Listen. Then listen and repeat.



B PAIRS Look at these groups of words from 1A. Give each group a title and talk about why you chose those titles.

escalator
stairs
elevator

entrance
exit
lobby

sidewalk
overpass
pedestrian crossing



2 GRAMMAR Prepositions of movement

Verb	Preposition	Noun		Verb	Preposition	Noun	
Walk	to	the door.		Get	off	the bus.	
Drive	through	the tunnel.		Go	around	the corner.	
Go	across	the street.		Go	past	the bank.	
Get	on	the bus.		Go	over	the overpass.	
Go	in	the hotel.		Go	out	the exit.	

>> FOR PRACTICE, GO TO PAGE 141

LESSON 3 GIVE DIRECTIONS



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

- Read the lesson title aloud. Ask, *Have you ever given directions?*
- Draw attention to the social media posting. Ask, *What does Rosa want to do?* (go sightseeing in New York City) *What does she need?* (directions)

1 VOCABULARY

- A** • Draw attention to the illustration. Explain that we use some of these vocabulary items to give directions. For example, *Walk to the INTERSECTION of Main Street and First Avenue. Turn right at the STOP SIGN.*
- Play the audio and have Ss follow along.
 - Have Ss listen and repeat.
 - Call on a S to read the first label aloud. Then ask volunteers to read the remaining labels. Ask questions to make sure Ss understand the different terms. For example, *How do you walk over a street?* (You use an overpass.) *Where should you cross a street?* (at a pedestrian crossing)
- B** • Go over the directions and the groups of words. Ask, *What do these words have in common?* If appropriate, go over the first list as an example: *What do escalator, stairs, and elevator have in common?* (For example, They are all ways to go up or down.) Point out that more than one answer is possible in this exercise.
- In pairs, have Ss look at the groups of words and discuss which titles to give them.
 - Go over the answers as a class. Accept any answers that Ss can give a reasonable explanation for choosing.

+ **EXTENSION** Some of these vocabulary items have signs or images associated with them. For example, a stop sign in the United States is red and octagonal. Do a quick image search online to find images. Show Ss the images and see if they know which vocabulary item matches each image.

... **OPTION** For lower-level Ss, write the three answers on the board and have Ss match them to each group of words.

2 GRAMMAR

- Say, *A preposition is a word that goes in front of a noun. It gives information about place, time, or direction. In this lesson, we are going to learn about prepositions of movement. We use them to give people directions.*
 - Have Ss look at the grammar chart. Read the examples aloud. If appropriate, refer Ss to the vocabulary in 1A as the grammar is presented. Elicit examples of other words they can use with each preposition. (For example, *Walk to the EXIT. Walk through the INTERSECTION.*)
- ...** **OPTION** Have Ss act out the movements in the classroom or around the school. Put all Ss' names in a bag and draw them out one at a time. Ask them to follow one direction. For example, say *Go around your desk.* Then have Ss give each other directions. For example, *Walk to the door. Walk through the door. Go across the room. Go into the library. Go out the door. Get on the desk* (if Ss are able to sit on their desks). *Get off the desk. Go around the teacher's desk. Go past the bookshelf.*

+ **EXTENSION** On the board, draw a table with ten columns: *Walk to, Walk through, Go across, Get on, Go in, Get off, Go around, Go past, Go over, Go out.* Put Ss in small groups and ask them to think of at least two more examples for each category. Have them list their answers on the chart on the board.

LANGUAGE NOTE In addition to the prepositions presented in the grammar chart, the following are common phrases that can be used to talk about the vocabulary in 1A: *go up the escalator, go down the escalator, get out of the elevator, stop at the stop sign.*

- Answer any questions.
- For grammar practice, have Ss turn to the grammar activities on page 141.

3 PRONUNCIATION

- A**
- Have Ss read the Note about the voiceless *th* sound /θ/ silently. Then read the Note aloud.
 - Tell Ss that words spelled with *th* can be pronounced in two different ways. Contrast the voiceless *th* sound /θ/ to the voiced *th* sound /ð/. Explain that voiced sounds use the vocal cords. Voiceless sounds use only breath and do not use the vocal cords. Use the words *thanks* and *the* as examples.
 - Focus on the example words. Draw attention to the *th* sounds.
 - Play the audio. Have Ss listen. Then have them listen and repeat.
- B**
- Before they listen, have Ss preview the words try to predict which words will have the voiceless *th* sound /θ/.
 - Play the audio and have Ss circle the correct words.
 - Play the audio again and check answers.
 - Have Ss listen and repeat.
- C**
- Solicit a volunteer to read the example sentence.
 - In pairs, have Ss make up sentences using the words in 3B and then read them aloud.
 - Circulate and offer feedback on pronunciation.
 - Have Ss read their sentences aloud for the class.

+ EXTENSION Challenge Ss to write more sentences using other words with the voiceless *th* sound.

4 CONVERSATION

- A**
- Have Ss look at the video still. Ask, *Who is Rosa talking to?* (a concierge) Ask, *What does a concierge do?* (helps hotel guests)
 - Have Ss preview the sentences to be completed 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 necessary.
 - Focus on the Conversation Skill box. Read it aloud.
 - Have Ss listen or watch again and raise their hands when the characters show they understand.
- 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.
 - Play the audio and have Ss repeat chorally, line by line.
 - Model the conversation.
 - Have Ss listen and repeat again.
 - Then in pairs, have Ss practice the conversation. Circulate and listen for the target language. Time permitting, have Ss swap roles and practice again.
- D**
- Have Ss use the model in 4B to make new conversations using the new words. They should replace the highlighted words in the model with the words with the same color.
 - Have Ss use the model in 4B to make new conversations again. This time, they should replace the highlighted words with their own ideas.

5 TRY IT YOURSELF

- A**
- Draw attention to the map. Ask, *What places do you see?* Elicit answers. (For example, Franklin Hotel, Market Street)
 - Have two Ss model the example conversation.
 - Give them time to give directions to a partner using different places on the map.
 - Circulate to help as needed.

+ EXTENSION Have the class create a map of the school and then write directions to the most popular places for new Ss. For example, *How do you get from the front door to the library?*



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

- ✓ using getting around the city vocabulary
- ✓ using prepositions of movement
- ✓ pronouncing the voiceless *th* sound
- ✓ showing they understand
- ✓ giving directions



EXIT TICKET Write *to, through, across, on, in, off, around, past, over, and out* on the board. Ask Ss to choose three of the words and to write a sentence to give directions that uses each word. (For example, walk to the window) Have them write their answers on blank cards or pieces of paper. Collect cards or papers as Ss leave. Read the cards to identify areas for review in later lessons and individual Ss who may need additional practice.



3 PRONUNCIATION

- A** ▶ 07-16 Listen. Notice the pronunciation of *th* in these words. Then listen and repeat.

thanks theater theme park third fourth sixth

- B** ▶ 07-17 Listen and circle the word you hear. Then listen and repeat the words with the voiceless *th* sound /θ/.

- | | |
|--------------------------|-------------------------|
| 1. <u>sink</u> / think | 4. boot / <u>booth</u> |
| 2. <u>true</u> / through | 5. <u>mouse</u> / mouth |
| 3. tree / <u>three</u> | 6. eight / <u>eight</u> |

- C** **PAIRS** Make one sentence with each of the *th*-words in 3B.
I think about English all day long!

The voiceless *th* sound /θ/

To say the *th* sound in thanks, put your tongue between your teeth. Push air out between your tongue and top teeth. Do not use your voice.

CONVERSATION SKILL

Show you understand

To show you understand what someone is saying, say:

- I see.
- Uh-huh.
- Right.

Listen to or watch the video again.

Raise your hand when you hear someone show understanding.

4 CONVERSATION



- A** ▶ 07-18 Listen or watch. Circle the correct answers.

- Rosa wants to order coffee / get directions.
- Rosa should take the subway / walk to the market.
- Rosa also wants to go to a museum / coffee shop.



- B** ▶ 07-19 Listen or watch. Complete the conversation.



Rosa: How do I get to the Sunny Day Street Market?

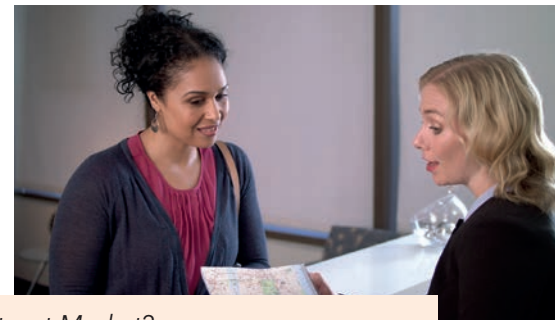
Concierge: You can take the subway. Go out the entrance to 25th Street. Turn right and walk to the intersection at 25th Street and Eighth Avenue.

Rosa: Uh-huh ...

Concierge: Then turn left on Eighth Avenue. Go past a coffee shop and walk two blocks to 23rd Street.

Rosa: Left on Eighth, two blocks to 23rd Street.

Concierge: Right. The subway station is around the corner. Go down the stairs into the station.



- C** ▶ 07-20 Listen and repeat. Then practice with a partner.

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

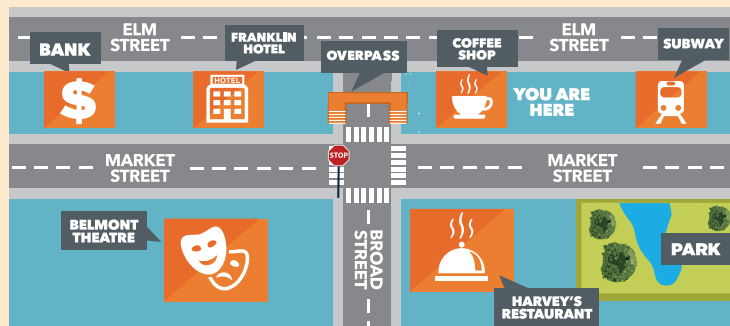
the lobby pedestrian crossing down the escalator

5 TRY IT YOURSELF

ROLE PLAY Look at the map. You are at the coffee shop. Ask for and give directions to different places.

A: How do I get to the park from here?

B: Just go over the overpass ...



I CAN GIVE DIRECTIONS.



LESSON 4

READ A STORY ABOUT GETTING LOST



ROSA DELGADO

@RosaD

Had trouble finding the museum ... but made some great new friends. Sometimes bad luck becomes good!

1 BEFORE YOU READ

- A PAIRS** What do you do when you arrive in a new place? How do you find your way around?



- B VOCABULARY** ▶ 07-21 Listen. Then listen and repeat.

get lost: If you get lost, you don't know where you are or how to get somewhere.

traditional: based on old ways of doing things

a bakery: a shop that makes and sells bread, cake, cookies, etc.

delicious: Delicious food tastes very good.

a mood: the way you feel at a particular time

an adventure: a new and exciting experience

a discovery: something you find or learn that is new to you

a guidebook: a book with information for tourists

2 READ

- A PREVIEW** Read the title and the list of topics on the left. Look at the photo. Where do you think stories like this appear? *Possible answer: Websites for people to talk and ask questions*

- B** ▶ 07-22 Read and listen to a post about getting lost.

Good Questions

Home | Discussion Board | Logout

Home

Travel

Memories

Getting Lost

Outdoors

With Friends

What's your favorite story about a time you got lost?

Ed R. July 27

When I was in my 20s, I went to Colombia to study. On my second day in Bogotá, I went out to meet some friends for lunch, but I think I had the wrong address. I walked around for a long time, but I couldn't find the restaurant. Soon, I had no idea where I was.

I was a little scared, but then I heard music. I smiled and followed the sound around the corner to a small square. There was a group of musicians playing cumbia, the traditional music of Colombia. A few people were dancing. I watched and listened for a little while. Then the dancers invited me to join them! I don't think I was very good at it, but I had a great time. When the music ended, I thanked the dancers and started walking. Now I wasn't scared at all. I was excited to see more of Bogotá.

I went into a small bakery across the street. Everything looked delicious, so I bought a piece of cake. I took one bite, and I knew at that moment that I loved Colombia! Almost every day for the next few months, I returned to that bakery. Now, almost twenty years later, I can still remember the taste of that cake. After a few visits, I became friends with the owner and his family. Later, they invited me to their home for Colombia's Independence Day.

I learned something that day. Getting lost can be an adventure. Since that visit to Bogotá, I have been lost many times in many different places. When I go to a new city, I don't use the GPS on my phone. I follow my mood, not a map. When I get lost, I make wonderful discoveries, like a neighborhood street market, a beautiful view of the mountains that is not in any guidebook, or best of all, a new friend.



Cumbia dancers

Do you like this answer? 😊 (94) 😞 (7)

Leave a Reply

Enter your comment here...

LESSON 4 READ A STORY ABOUT GETTING LOST



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

- Read the lesson title aloud. Say, *We're going to read a story about someone who got lost. What happens when a person gets lost?* (the person doesn't know where they are)
- Then read the social media message aloud. Ask, *What happened to Rosa?* (She got lost.) *Why does she say bad luck sometimes becomes good?* (because she made some new friends)

1 BEFORE YOU READ

- A** • Have Ss discuss the questions in pairs. Then bring the class together and have them share answers. Make a list of suggestions on the board.

+ **EXTENSION** Allow time for Ss to share their answers with small groups.

- B** • Draw attention to the vocabulary words.
- Play the audio. Ask Ss to listen and repeat.
 - Make sure Ss understand the definitions. Ask questions to test understanding of the vocabulary words. For example:

Where is it easy to get lost?

Does your family have any traditional ways of doing things?

What is your favorite thing to buy from a bakery?

What food do you think is delicious?

What is your mood right now?

What is a great adventure you have had?

Did you make any interesting discoveries on your last vacation?

Do you use a guidebook when you travel?

... **OPTION** Write each vocabulary word on a piece of paper. Put the pieces of paper in a bag. Have Ss take turns drawing a word out of the bag. When they draw a word, challenge them to use the word in a sentence.

+ **EXTENSION** Bring in example guidebooks to show Ss examples of this particular vocabulary item. Then have them search the guidebooks for activities and locations. Challenge them to use the other vocabulary words to describe the places. For example, *I found a restaurant in this guidebook. The food sounds delicious.* Or *There is a big park with a forest and lakes. You can have adventures there.*

2 READ

- A** • Read the title aloud. Draw attention to the picture. Ask, *Where are the people in this photo?* (Colombia) *What are they doing?* (dancing)

- Focus Ss on the list of topics in the menu: Travel, Memories, Getting Lost, Outdoors, With Friends. Ask, *What do you think each section is about?* Then ask, *What is this blog post about? Who wrote this? Do you think it was a travel writer or an ordinary person?* Encourage Ss to use all this information to help them answer the questions.

- Solicit volunteers to share their answers. Then ask, *Have you ever read a blog post like this? Have you ever written one?*

- B** • Have Ss read and listen. If appropriate, have them read and listen again.

- Draw attention to the *Do you like this answer?* question in the bottom left corner of the reading. Say, *People can vote if they like or dislike an story.* Ask, *How many people liked this story?* (ninety-four) *How many people didn't like it?* (seven) Say, *What about you? Raise your*

hand if you liked the story. Take a count of hands. Write that number on the board. Then say, *Now raise your hand if you didn't like it.* Write the numbers on the board. See how the class vote compares to the one in the book.

... **OPTION** To review the Unit 6 Reading Skill on the purpose of paragraphs, page 73, solicit volunteers to read each paragraph aloud. After each paragraph, ask *What was the purpose of that paragraph?*

+ **EXTENSION** Books closed. Write the vocabulary words from 1B on the board. In pairs, have Ss write a definition for each word. Then have them compare their definitions to the ones in 1B.

+ **EXTENSION** For higher-level Ss, draw attention to the list of topics on the left side of the reading again. Ask them to write their own short story (a paragraph or two) for one or more of the links.

3 CHECK YOUR UNDERSTANDING

- A** • Have Ss work individually to identify the main idea of the reading.
• Have them compare answers with a partner.

+ **EXTENSION** Have Ss underline information in the reading on page 84 that helps them identify the main idea.

- B** • Give Ss time to read the questions and choose the correct answers.
• Let Ss compare answers with a partner.
• Go over the answers as a class.

+ **EXTENSION** Ask Ss to talk about their experience using GPS and Google maps (or other online maps on their phones). Ask, *Are those better than directions from a person? Have they ever been wrong? Tell us about a particular experience you had using your GPS.*



TEACHING TIP Whenever you assign a reading or listening or have Ss watch a video in class, consider going beyond the comprehension questions in the book and asking additional questions to explore the content more fully and give Ss more practice. You can also encourage Ss to ask their own questions about what they just listened to, watched, or read and quiz other Ss.

- C** • Focus on Language. Read the sentences aloud.
• Ask Ss to choose the answers that describe what the underlined phrases mean.
• Check their answers.

4 MAKE IT PERSONAL

- A** • Tell Ss they will revisit a time they were lost and add supporting examples to their story. They will take notes, making sure to include answers to the questions in the chart.
• If appropriate, give Ss an example. Answer the chart questions yourself using a personal story. Write answers on the board.
• Give them time to complete the task individually.

... **OPTION** Require Ss to use the vocabulary items from 1B and 3C in their stories.

- B** • Solicit a volunteer to read the example sentence.
• In pairs, have Ss use their notes to share their stories. Circulate to help Ss as needed.



EXTENSION Ask Ss to use the phrases to tell a short story about themselves. For example, *When I first moved here and I had to go to the store, I had no idea where to go.*



- D** • Present the Reading Skill box. Have Ss read silently. Then read it aloud. Explain that readings often include supporting examples. Recognizing supporting examples can help Ss understand the main idea more easily.
• Go over the first item as an example. Ask, *Is going out to meet some friends for lunch an adventure or a discovery?*
• Have Ss complete the activity individually.
• Pair Ss to compare their answers.
• Go over the answers as a class.
- E** • Solicit a volunteer to read the example sentence.
• In pairs, have Ss summarize the post, starting their descriptions with the example sentence. Encourage them to use their own words instead of repeating the words in the blog post.



OPTION Focus attention on the box to the right of 3E. Have Ss complete the research task during class or for homework. Then ask Ss to share what they learned. Put Ss in small groups and have them talk for a few minutes about their search results. Encourage Ss to share the most interesting or extreme advice with the class.



OPTION Have Ss record their stories and read them out loud to the class. Provide feedback on their pronunciation and supporting examples.



EXIT TICKET Write *Last Friday I...* on the board. Ask Ss to write a main idea (for example, went to dinner with friends) and three supporting details (for example, ate at a Mexican restaurant, listened to a mariachi band, celebrated a friend's birthday) that they would include in a story on a blank card or piece of paper. Collect the cards. Check the cards to identify areas for review in later lessons and individual Ss who may need additional practice.

3 CHECK YOUR UNDERSTANDING

A What is the main idea of the post?

- a. It is frightening to get lost in a big city.
- b.** Getting lost can lead to discoveries and fun.
- c. Bogotá is a big, exciting city.

B Circle the correct answer.

1. Why couldn't Ed find the restaurant?
 - a. His friends weren't there.
 - b. Nobody helped him.
 - c.** He had the wrong address.
2. What happened to Ed at the village square?
 - a. He ate delicious cake.
 - b.** He began to enjoy his trip to Bogotá.
 - c. The dancers helped him find his way home.
3. What happened to Ed at the bakery?
 - a.** He met new friends.
 - b. He found his way home.
 - c. He traveled without GPS.
4. Why does Ed enjoy getting lost?
 - a. He can use his GPS.
 - b. He can explore things in his guidebook.
 - c.** He can find new things.

C FOCUS ON LANGUAGE Read. What do the underlined words mean?

1. I had no idea where I was.
 - a.** I was lost.
 - b. My idea was wrong.
2. I follow my mood, not a map.
 - a.** I do whatever I want to.
 - b. I do only things that are fun.

D READING SKILL Read the Reading Skill. Check the sentences from the reading that give examples of adventures and discoveries.

- ☐ 1. On my second day in Bogotá, I went out to meet some friends for lunch.
- ☒ 2. Then the dancers invited me to join them!
- ☒ 3. After a few visits, I became friends with the owner and his family.
- ☐ 4. Getting lost can be an adventure.
- ☐ 5. I follow my mood, not a map.
- ☒ 6. When I get lost, I make wonderful discoveries, like a neighborhood street market, a beautiful view of the mountains that is not in any guidebook, or best of all, a new friend.

READING SKILL

Identify supporting examples

Writers often use examples to support their ideas. Understanding the examples can help you understand the main idea.

E PAIRS What is the post about? Retell the most important ideas in the post.

Use your own words.

On his first day in Bogotá, Ed got lost ...

Find out about travel without a guidebook. What advice for travelers did you find?



4 MAKE IT PERSONAL

A Can you think of a time when you got lost? What happened?

B Tell your partner about a time when you got lost. Use your notes to help you.

When I was eight years old, I got lost in a shopping mall ...

Where and when did you get lost?	
How did you feel?	
What did you do?	
How did you find your way?	
Did you have an adventure?	

I CAN READ A STORY ABOUT GETTING LOST.

LESSON 5

WRITE DIRECTIONS TO A PLACE



ROSA DELGADO

@RosaD

Hooray! My friend Nina is moving to Santiago to study! This is amazing!

1 BEFORE YOU WRITE

- A** Read the email. Where does Nina need to go? **The university**

Re: Directions to the University

From: Rosa Delgado

To: Nina Kelly

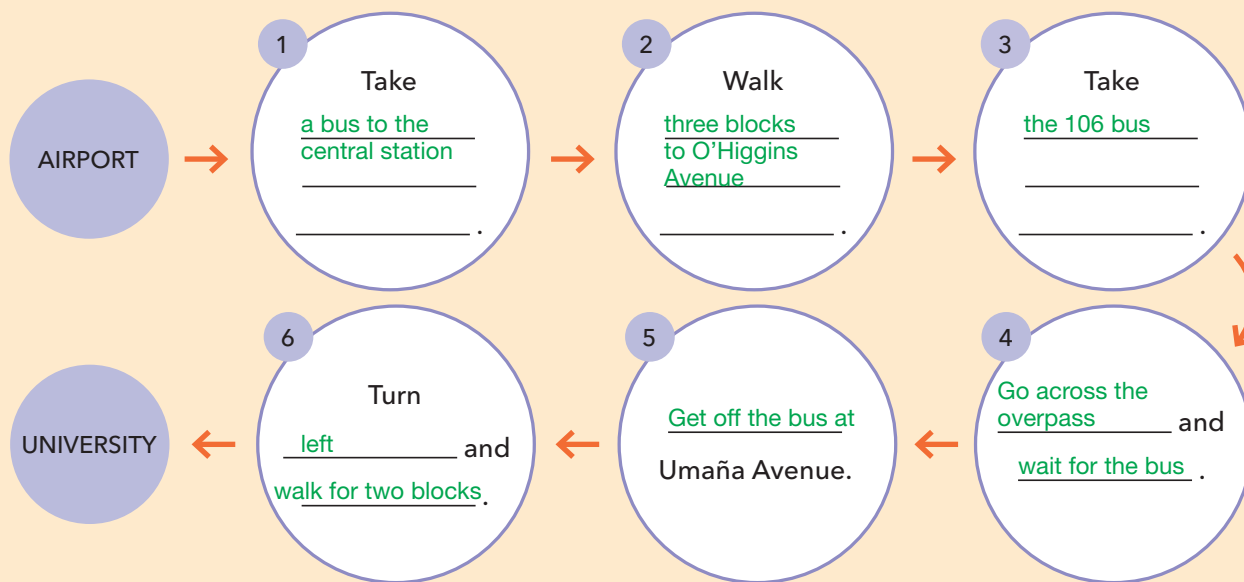
Hi Nina,

I am so excited that you're coming to Santiago to study! It's easy to get around Santiago, but there isn't a train from the airport to the city center. So, **first** you have to take a bus to the central station. When you get to the station, walk three blocks to O'Higgins Avenue. **Next**, take the 106 bus. Go across the overpass and wait for the bus. You'll go past a hospital and a shopping mall. Get off the bus at Umaña Avenue. **Then** turn left and walk for two blocks. You'll see the university ahead of you. The College of Architecture is on the corner. Send me a text about your first day!

Love, Rosa

- B** Read the email again. Take notes on Rosa's directions. Complete the steps in order in the circles.

Directions from the airport to the university



LESSON 5 WRITE DIRECTIONS TO A PLACE



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

- Read the lesson title aloud. Say, *Do you write directions for people to use? Do you think written directions are easy or hard to understand?*
- Then read the social media message aloud. Say, *Rosa lives in Santiago, Chile. Ask, Has anyone been to Santiago? What other countries have you studied or lived in? Would you like to study in another country? Why or why not?*

1 BEFORE YOU WRITE

- A**
- Draw attention to the directions. Tell Ss they should look for the answer to the question.
 - Have Ss read the email and answer the question.
 - Ask Ss, *Have you ever had to give directions from the airport to somewhere in the city? What were the directions for?*
 - Answer any vocabulary or content questions.



TEACHING TIP When you assign a reading in class, have Ss underline words they don't know as they read. When everyone is finished, pair Ss to help each other answer their vocabulary questions. Let them look words up. Then have Ss write their words and definitions on the board.

- B**
- Go over the directions and focus attention on the first circle. Ask, *What does Nina have to take first to get from the airport to the university?* Underline the sentence in the email that tells this information. (So, first you have to take a bus to the central station.)
 - Give Ss a few minutes to read the email again and complete the rest of the circles.
 - Have Ss check answers in pairs.



OPTION Draw one set of circles on the board and ask Ss to complete it with their answers to check that everyone has the same answers.



EXTENSION After Ss complete the exercise, see how well they can remember the directions. Divide the class into two teams. Books closed. Write false sentences about the steps on the board and challenge Ss to correct them. For example, *Take the train from the airport to the central station.* (Correct answer: Take the bus.) For every sentence they correct, the team gets a point.



EXTENSION Bring in example directions from hotel or airport websites. Ask Ss to read them for extra vocabulary practice. Repeat the activity with the circles for the directions or have Ss highlight all the prepositions or direction words. Pair them to check that they found all the prepositions or direction words.



EXTENSION Have Ss highlight or mark the words and grammar in the email that they think make Rosa's directions clear. Have them share their answers with the class. Write their answers on the board. Then have a class discussion about good directions. Write these sentences on the board:

Get off the bus at Umaña Avenue. Then turn left and walk for two blocks.

You should take the bus, or maybe a taxi, until you get to Umaña Avenue, and then you should get off the bus. You should turn left and then you should walk along the street for two blocks.

Ask, *Which directions are better?* (the first set) *Why?* (They are short, they use the imperative form, and they only say what you need to know. They also use the word *then* to show that you should turn left after you get off the bus, and they use prepositions of motion.) Cross out the second set of directions and circle the first set. Say, *When you give directions, you should use these directions as a model.*

2 FOCUS ON WRITING

- A** • Have Ss read the Writing Skill on signal words that show order silently. Then read it aloud. Ask, *Why is it important to use signal words?* (because they make the order of steps clearer for the reader)
- B** • Go over the directions. Direct attention to the third sentence of Rosa's email: *So, first you have to take a*

bus to the central station. Say, The signal word first shows that this is the first step Nina has to take to get from the airport to the university.

- Have Ss work individually to circle the other examples of signal words in the email. Check their answers.

3 PLAN YOUR WRITING

- A** • Tell Ss it is time to prepare to write their own directions. Encourage them to write directions to a place that they are familiar with. Remind them that using personal experience makes writing easier.
- If appropriate, draw empty circles on the board and complete them with your own directions to a location you are familiar with before Ss begin this task.

... **OPTION For lower-level Ss**, choose one location and have all Ss work on directions to the same location. Give them the starting point to help them get started. Circulate as Ss work and help as needed.

- Give Ss time to complete the circles. Remind them to use the circles from 1B on page 86 as an example as they work.
- Circulate to help Ss as needed.
- B** • Read the directions and the example sentence aloud. Tell Ss they will use this example sentence to have their own conversations.
- Pair Ss to give directions using signal words and the information in their circles in 3A.

4 WRITE

- A** • Ask Ss to write an email with their directions. Require them to use their circles from 3A and signal words. Refer them to the model on page 86 as an example.
- Encourage Ss to use correct spelling, punctuation, and capitalization. However, note that email writing is not

usually considered as formal as other types of writing. Consider letting Ss write this message more informally than they would an essay or letter. Allow them to include slang, contractions, and so forth.

5 REVISE YOUR WRITING

- A** • Tell Ss they will peer-review their partner's email message. Ask them to answer the questions in the book about their partner's writing.
- B** • Ask Ss to make suggestions for improvement.



TEACHING TIP When you ask Ss to review their classmates' work, consider having them also take a look at whatever notes the classmates took while planning their writing. Ask each peer reviewer to see if the writing follows the outline presented in the notes and to make sure their classmate didn't forget to include something important.

6 PROOFREAD

- Have Ss proofread their email messages one last time.
- Ask them to check their spelling, punctuation, and capitalization.
- Then collect student work and offer individual feedback.



EXIT TICKET Books closed. To review directions with signal words, write the following sentences on the board: ____ *take the subway. Get off at Central Station. ____ take Bus 6A to Foster Avenue. ____, turn right and walk three blocks to Grant Park. ____, walk through the park entrance. You'll see Lake Café.* Have Ss copy the sentences and complete them with signal words that show the order of steps. Collect papers as Ss leave. Read the papers to identify areas for review in later lessons and individual Ss who may need additional practice.

2 FOCUS ON WRITING

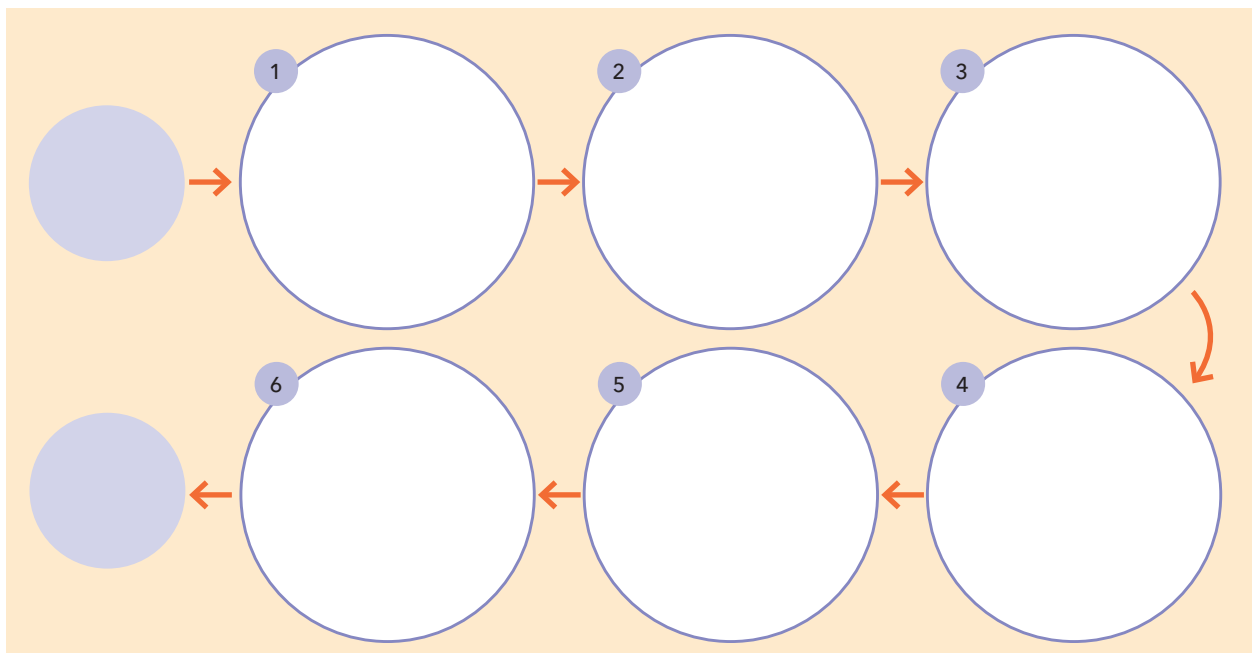
- A** Read the Writing Skill.
- B** Read the email in 1A again. Circle the signal words.

WRITING SKILL Show order with signal words

When you give directions about how to do something or how to get somewhere, make the order of the steps clear with signal words like *first*, *second*, *next*, *then*, and *finally*.

3 PLAN YOUR WRITING

- A** Think of a place in your city or town—a famous museum, a park, or your favorite restaurant. How do you get there from the main train station, the airport, or your school? Fill in the circles below with your directions. Add more circles if you need them.



- B PAIRS** Give your partner directions to a place in your city. Use signal words.
First, take the shuttle bus to ...

4 WRITE

Write an email with directions about how to get to a place in your city or town. Remember to use signal words like *first*, *then*, and *next*. Use the email in 1A as a model.

5 REVISE YOUR WRITING

- A PAIRS** Exchange emails and read your partner's email.
1. Did your partner give directions to a place in his or her city?
 2. Did the directions include clear steps?
 2. Did your partner use signal words like *first*, *then*, and *next* to mark the steps?
- B PAIRS** Can your partner improve his or her directions? Make suggestions.

Check your

- spelling
- punctuation
- capitalization

6 PROOFREAD

Read your email again. Can you improve your writing?

☐ I CAN WRITE DIRECTIONS TO A PLACE.

PUT IT TOGETHER

1 MEDIA PROJECT



A ▶ 07-23 Listen or watch. What places does Peter show?
Peter shows his favorite places in Moscow.



B ▶ 07-24 Listen or watch again. Complete the chart. Possible answers:

Place	Why Peter likes it
A street (Gogolevsky Boulevard)	He feels good when he walks there with his friends.
The street in front of his grandmother's apartment	He lived in the building when he was a boy.
A monument (The Monument to the Conquerors of Space)	He thinks about doing great things when he sees it.



C Show your photos.

Step 1 Think about three places in your city that are special to you. Take a photo of each place.

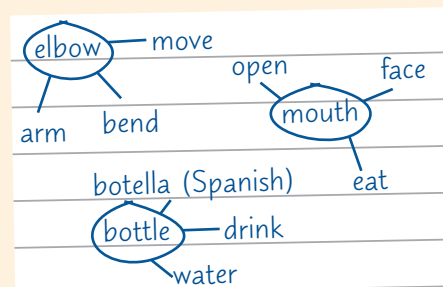
Step 2 Show the photos to the class. Talk about each place and why you like it.

Step 3 Answer questions about the places. Get feedback on your presentation.

2 LEARNING STRATEGY

VOCABULARY WORD MAPS

On a piece of paper, write some new vocabulary words and draw a circle around each. Make sure that each word has a lot of space around it. From each circle, draw a short line and then write a word that can help you to remember the vocabulary word. This word can be a noun, a similar word, a description, or a word from your language. Do this three times for each new vocabulary word.



Choose five new places or transportation vocabulary words from this unit and make vocabulary word maps with them. Write at least three helpful words for each one.

3 REFLECT AND PLAN

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

Speaking objectives

- ☐ Make a phone call
- ☐ Ask about public transportation
- ☐ Give directions

Vocabulary

- ☐ Tourist attractions
- ☐ Tourist activities
- ☐ Public transportation
- ☐ Getting around the city

Pronunciation

- ☐ Linking a vowel to a vowel
- ☐ The voiceless *th* sound /θ/

Grammar

- ☐ *There is/There are*: Review
- ☐ Prepositions of movement

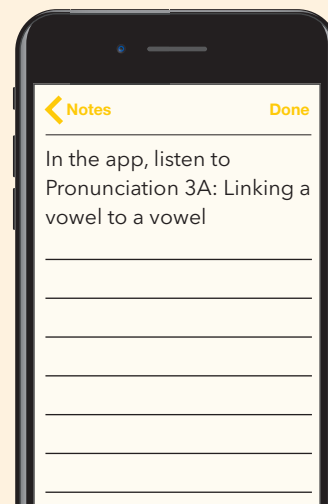
Reading

- ☐ Identify supporting examples

Writing

- ☐ Show order with signal words

B What will you do to learn the things you highlighted? Write notes.



PUT IT TOGETHER

1 MEDIA PROJECT

- A** • Have Ss look at the picture on the right. Ask, *Do you know what this is?* (a monument)
- Tell Ss they will hear Peter's presentation about places that are special to him, and one of these places is the place in the photo. Play the audio or video.
 - Give Ss time to answer the question. Play the audio or video again if appropriate.
 - Have Ss compare answers. Then go over the answers as a whole class. Point to the picture again. Ask, *What do you think this is a picture of?* (the Monument to the Conquerors of Space)
- B** • Remind Ss of the importance of supporting examples and details. Say, *Supporting examples make a presentation more interesting.*
- Tell Ss they will hear Peter's presentation again. Play the audio or video.
 - Give Ss time to work individually on the chart.
 - Have Ss compare answers. Then go over the answers with the whole class.
- + EXTENSION** Hold a class discussion. Ask, *What monuments are famous in your city or country? Or What monuments would you like to visit?* If time allows, let Ss go to the computer lab to print a picture of the monument they want to show the rest of the class.
- C** • Explain to Ss that they will create a similar project using photos of places that are special to them.
- Give Ss a few minutes to read the three steps. Encourage them to make a list of what locations and details they will include.
 - For homework, tell Ss to take their photos and prepare their presentation.
 - Back in class, write the following questions on the board:
Feedback: Is the student well-prepared?
Was the video well-organized?
Does the student speak loudly and clearly?
Does the student talk about three places?
Does the student give details about why he / she likes each place?
Give Ss a few minutes to read over the questions. Tell them to write each person's name on a piece of paper before they watch the video and then take notes during the video 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 and refer to their notes and tell Ss individually what they did well or could do better. Remind Ss to speak kindly and constructively.
- ...** **OPTION** Provide an opportunity for self-review. Have Ss watch their own video again and complete the feedback questions.

2 LEARNING STRATEGY

- Tell Ss they have used word maps or word webs several times in the book. Explain that this is a common way to learn vocabulary.
 - Ask Ss to read the Learning Strategy. Direct their attention to the example word maps. Ask, *Do you think this is a good way to practice English?*
 - Tell Ss to choose five places or transportation vocabulary words from this unit and create word maps for each one. Start with an example. Write *ferry* on the board and circle it. Draw one line extending from it and write *public*. Ask, *What other words can we write in this word map that will help you remember what ferry means?* (For example, boat, water)
- ...** **OPTION** Give Ss time to present their word maps to the rest of the class.
- ...** **OPTION** Have Ss who chose the same words combine their word maps and draw the new map on the board for the other Ss.

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, and so on 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 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 HOW WAS YOUR VACATION?

PREVIEW THE UNIT

LESSON 1	Describe a place	
	Vocabulary	Weather and travel experience
	Grammar	Simple past with <i>be</i> : Review
	Pronunciation	<i>Was / wasn't and were / weren't</i>
LESSON 2	Talk about a vacation	
	Vocabulary	Things you do on vacation
	Grammar	Simple past, regular verbs: Review
	Pronunciation	Simple past -ed ending
LESSON 3	Describe a hotel experience	
	Vocabulary	Hotel activities
	Grammar	Simple past, irregular verbs: Review
	Conversation Skill	Show surprise
LESSON 4	Read about an unusual job	
	Reading skill	Find details
LESSON 5	Write a hotel review	
	Writing skill	Connect ideas with <i>so</i> and <i>that's why</i>
PUT IT TOGETHER		
	Media project	Photos: Talk about a person you visited
	Learning strategy	Find grammar online



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

GET STARTED

- A** • Read the unit title. 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 what they see. Bring the class together and ask pairs to share. Write words on the board. (For example, a park, a monument, tourists sightseeing)
- C** • Focus on the social media message and bring Ss' attention to the photo and name. Ask, *What do you know about Diego?* Invite Ss to call out answers. If necessary, have them reread what Diego says in *Meet the People of TSW Media* on page 4 or play the video of Diego.
 - Have Ss turn back to page 89. Read the social media message aloud. Ask, *Where was Diego?* (London) *Where is he now?* (in New York for work)

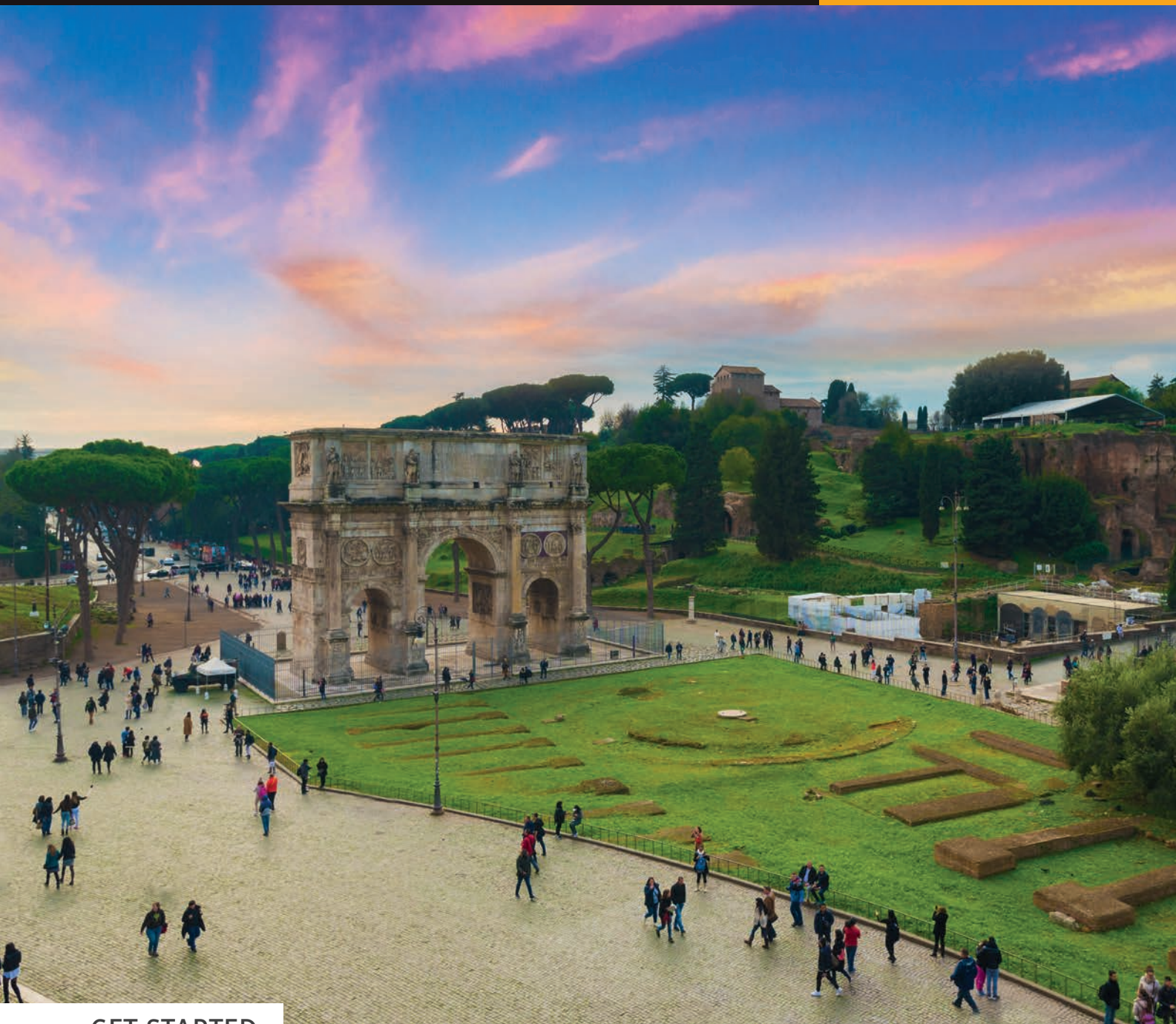


HOW WAS YOUR VACATION?

LEARNING GOALS

In this unit, you

- ⊗ describe a place
- ⊗ talk about a vacation
- ⊗ describe a hotel experience
- ⊗ read about an unusual job
- ⊗ write a hotel review



GET STARTED

- A** Read the title and the learning goals.
- B** Look at the photo. What are the people doing?
- C** Now read Diego's message. Where was he? Where is he now?

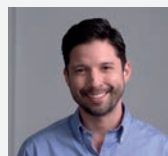


DIEGO SALAS

@DiegoS

In New York for work after my London vacation. Back to work!

LESSON 1 DESCRIBE A PLACE



DIEGO SALAS

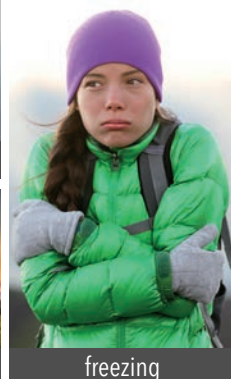
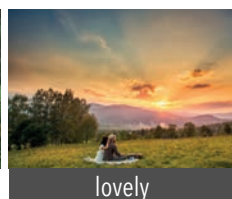
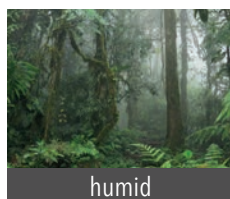
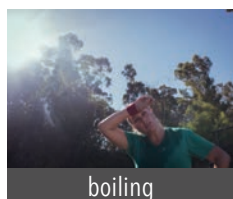
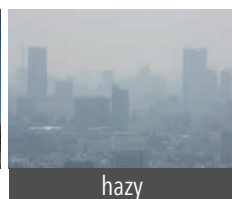
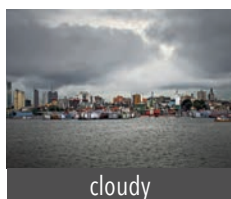
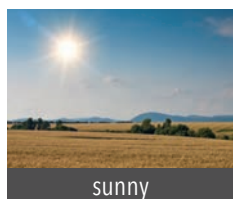
@DiegoS

So many nice co-workers asking how my vacation was... It wasn't great... 😞

1 VOCABULARY Weather and travel experience

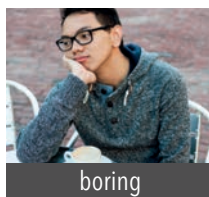
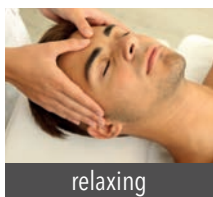


A WEATHER ▶08-01 Listen. Then listen and repeat.



B PAIRS Describe today's weather. Use the words from 1A. **Positive words:** relaxing, exciting
Negative words: horrible, stressful, boring

C TRAVEL EXPERIENCE ▶08-02 Listen. Then listen and repeat.



D PAIRS Which words in 1C are positive? Which are negative? Make two lists.



2 GRAMMAR Simple past with be: Review

Affirmative statements				Negative statements		
Subject	Be			Subject	Be + not	
I	was	on vacation last week.		I	was not	at work.
We	were	at the beach.		We	were not	at home.
Questions				Answers		
Wh- word	Be	Subject		Affirmative	Negative	
	Was	it	fun?	Yes, it was .	No, it was not .	
	Were	you	in New York?	Yes, we were .	No, we were not .	
How	was	your trip?		It was great!		
Where	were	you?		In Central Park.		

Notes

- We almost always use the contractions *wasn't* and *weren't* in speech and informal writing.
- Notice the past tense in sentences with *there + be* and *it + be*.

There were two restaurants in our hotel.

Was there a pool? Yes, **there was**.

It was sunny yesterday

Was it fun? No, **it wasn't**.

>> FOR PRACTICE, GO TO PAGE 142

LESSON 1 DESCRIBE A PLACE

- Read the lesson title aloud. Say, *This lesson will be about describing a place. Can you describe where we are now?*

- Read the social media message aloud and ask, *How was Diego's vacation? (not great) What does he think about his co-workers? (They are nice.)*

1 VOCABULARY

- A** • Play the audio. Focus on the photos and ask, *What kind of weather is your favorite? Which is your least favorite?* Have Ss listen again and repeat.

⊕ **EXTENSION** Put Ss into groups and ask them to think of other types of weather they are familiar with. Have a competition. The team that can think of the most new vocabulary wins. (For example, rainy, snowy, foggy, windy)

- B** • In pairs, have Ss answer the question. Then call on volunteers to share their answers.

⊕ **EXTENSION** Draw a timeline on the board listing the four seasons: winter, spring, summer, fall. Write the location of the school underneath the timeline. Ask, *What kind of weather do we have here in each season?* Write the words across the timeline. Extend the activity by adding different locations—other parts of the country, other countries, Ss' hometowns, places they want to visit, and so on.

- C** • Play the audio. Draw Ss' attention to the photos and have them listen and repeat.
- Make sure Ss understand the vocabulary. For each picture, ask, *What do you see in this picture?* For example, for the first picture, Ss might say, *a beach with a lot of garbage on it.* Ask, *Do you agree that this is horrible?*

- D** • Go over the directions. Give Ss an example to get them started. Ask, *Is horrible positive or negative?* (negative)

- In pairs, have Ss make their lists.

- Draw a T-chart on the board with the column headings *Positive* and *Negative*. After Ss discuss with a partner, complete the chart on the board to check answers.

⊕ **EXTENSION** Put Ss into groups and ask them to think of other words to describe travel experiences. Encourage Ss to add these new words to the textbook and to the chart on the board. Consider also including the weather words from 1A in the chart, but remember that different Ss might have different answers. For example, some people might think cloudy days are positive, not negative.

🌐 **CULTURE NOTE** Weather and travel are two of the most common small-talk topics in the United States. They are often used as conversation starters. For example:

Nice day, isn't it?

Can you believe this [rain] we're having?

It looks like it's going to [rain].

How was your vacation?

Where did you go?

Did you have a good time?

2 GRAMMAR

- Remind Ss that the simple past is used to talk about things that started and finished in the past. Write on the board: *I was at the store last night. Say, This action started and finished in the past. So the verb is in the simple past.*
- Read the affirmative and negative statements in the first half of the grammar chart aloud. Say, *Does was or were go with each of these subjects?* Write the following on the board: *I (was), You (were), He (was), She (was), It (was), We (were), They (were).* Elicit answers and write them on the board.
- Read the questions and answers in the second half of the grammar chart aloud. Then write two questions on the board: *Were you out last night? Where were you last night?* Elicit a few responses to the two questions. Make sure Ss answer *yes* or *no* to the first question and with a location to the second question. Then follow up

with a question to elicit a negative response: *Mario said he was at a movie last night. Was he at home?* (No, he wasn't at home. He was at a movie.)

- Draw attention to the Notes. Go over the examples with *there* and *it + be*. Point out that only the *be* verb changes for the simple past form in these structures. Remind Ss to use the contractions *wasn't* and *weren't*.

⊕ **EXTENSION** Bring in pictures of people in various outdoor locations. Hold up each picture and ask, *Where was he / she?* Ss should answer using the target grammar. (For example, *He was on vacation. He was at the beach.*) Then ask, *What was the weather like?* A sample response could be *It was sunny.* Accept any reasonable answers.

- For grammar practice, have Ss turn to the grammar activities on page 142.

3 PRONUNCIATION

- A**
- Have Ss read the Note on *was / wasn't* and *were / weren't* silently. Then read the Note aloud.
 - Focus on the sentences. Ask, *Do you see how this follows the rule in the Note? Was and were are unstressed. Wasn't and weren't are stressed.*
 - Play the audio. Have Ss listen. Then have them listen and repeat.
- B**
- Have Ss preview the sentences. Remind them that the negative forms are stressed. Then have them listen and circle the words they hear.

- C**
- Pair Ss. Explain that they will write new sentences using the sentences in 3B.
 - Have Ss read their sentences aloud. Offer feedback on pronunciation.

+ **EXTENSION** Have Ss write their sentences on the board. Ask the class to mark the stressed words. Then have the Ss read their sentences aloud with the correct stress.

4 CONVERSATION

- A**
- Have Ss look at the photo. Ask, *Who are these people?* (Rosa and Diego) *What are they doing?* (talking) Explain that Ss will hear the conversation between Rosa and Diego.
 - Have Ss listen or watch. Give them time to answer the questions.
 - Have Ss listen again if necessary.
 - Go over the answers as a class. If appropriate, play the audio / 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.

- C**
- Play the audio and have Ss repeat chorally, line by line.
 - Model the conversation.
 - Have Ss listen and repeat again.
 - Then in pairs, have Ss practice the conversation using their own names. Circulate and listen for pronunciation issues. Time permitting, have Ss swap roles and practice again.
- D**
- Have Ss use the model in 4B to make new conversations using the new words. They should replace the highlighted words in the model with the words with the same color.
 - Have Ss use the model in 4B to make new conversations again. This time, they should replace the highlighted words with their own ideas.

5 TRY IT YOURSELF

- A**
- Tell Ss they will talk about places where they were recently. Solicit two volunteers to read the example conversation.
 - In pairs, have Ss describe places. Encourage them to include a description of the weather. Make sure they switch roles so both participants describe a place.
 - Circulate and help as needed.
- B**
- Encourage Ss to have conversations with other Ss that they do not usually pair up with.
 - Circulate and help as needed.
 - Hold a class discussion at the end to see if any Ss were in the same places. If they were, ask, *Did you agree about the place? How was it?*



TEACHING TIP Walk around and listen to Ss' conversations. Take notes on errors, but don't interrupt. This allows Ss to focus on fluency. Note which Ss speak with ease and which ones are less sure of themselves. After completing the activity, go over common problems as a class. If appropriate, have Ss repeat the exercise.



EXIT TICKET Have Ss write their name, a place they want to visit, and one reason why they want to visit on a blank card or piece of paper. (For example, I want to visit New York. It's exciting.) Collect cards as Ss leave. Read the cards to identify areas for review in later lessons and individual Ss who may need additional practice. If possible, also read the cards aloud to the class and ask Ss to guess which student wants to visit which place.



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

- ✓ using weather and travel experience vocabulary
- ✓ making affirmative and negative statements using the simple past with *be*
- ✓ asking and answering questions using the simple past with *be*
- ✓ pronouncing the past tense of the *be* verb with correct stress and syllables



3 PRONUNCIATION

- A** ▶ 08-04 Listen. Notice the pronunciation of *was* / *wasn't* and *were* / *weren't*. Then listen and repeat.

The weather *was* great. It *wasn't* humid.

We *were* away on vacation. We *weren't* home.

Was / *wasn't* and *were* / *weren't*

Was and *were* are usually unstressed when a stressed word (such as a noun or adjective) follows. *Wasn't* and *weren't* are always stressed. Notice: *Wasn't* has two syllables, but *weren't* has one syllable.

- B** ▶ 08-05 Listen. Circle the word you hear. Check your work with a partner. Then listen and repeat.
- Our hotel *was* / *wasn't* very good.
 - We *were* / *weren't* in Madrid.
 - There *was* / *wasn't* a lot of people on the beach.
 - The food *was* / *wasn't* good, but I *was* / *wasn't* hungry.

- C** **PAIRS** For each sentence in 3B, change one or two words to make a new sentence.

1. Our hotel *was* very *clean*.

4 CONVERSATION



- A** ▶ 08-06 Listen or watch. Match the questions and the answers.

- | | |
|--|------------------------|
| <u>c</u> 1. Where was Rosa yesterday? | a. In London |
| <u>f</u> 2. How was Rosa's day yesterday? | b. Not good |
| <u>d</u> 3. How was the weather in New York? | c. In New York |
| <u>a</u> 4. Where was Diego last week? | d. Sunny and clear |
| <u>b</u> 5. How was Diego's vacation? | e. Cloudy and freezing |
| <u>e</u> 6. How was the weather in London? | f. Lovely |



- B** ▶ 08-07 Listen or watch. Complete the conversation.



Diego: I *was* on vacation last week.

Rosa: Oh, yeah? *Where were* you?

Diego: I was in London.

Rosa: And *how was* it?

Diego: Well, the weather *was* *horrible*! It *was* really *cloudy and cold*.
And everything *was* really *stressful*. It *wasn't* *relaxing* at all.



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

- D** **PAIRS** Make new conversations. Use these words or your own ideas. Use different names and places.

lovely *sunny and clear*
exciting *boring*

5 TRY IT YOURSELF

- A** **MAKE IT PERSONAL** Describe a place you visited recently. What was it like? How was the weather? Choose three words to describe it and tell your partner.

A: I was in Cartagena in February.

B: Oh, yeah? How was it?

A: It was lovely and relaxing. The weather was sunny and clear. ...

- B** **WALK AROUND** Describe the place to other classmates. Was anyone in the same place? Compare your descriptions.

I CAN DESCRIBE A PLACE.



LESSON 2 TALK ABOUT A VACATION

1 VOCABULARY Things you do on vacation



A 08-09 Listen. Then listen and repeat.



walk on the beach



sunbathe



watch the sunrise



explore the city



go sightseeing



visit a tourist attraction



talk to local people



learn about local customs



shop for souvenirs

B Circle the phrase that does not belong.

1. talk to local people learn about local customs sunbathe
2. walk on the beach shop for souvenirs watch the sunset
3. watch the sunrise visit a tourist attraction explore the city

C **PAIRS** What do you like to do on vacation? What don't you like to do?

A: I like to walk on the beach.

B: I do, too. I also like to explore the city.



2 GRAMMAR Simple past, regular verbs: Review

Affirmative statements			Negative statements			
Subject	Verb		Subject	Did + not	Verb	
I	visited	Miami.	I			
She	watched	the sunset.	She	did not	like	the beaches.
			We			

Notes

- We almost always use the contraction *didn't* in speech and informal writing.

Spelling rules for regular verbs

- For most verbs, add *-ed* to the base form. enjoy → enjoyed walk → walked
- For verbs that end in *e*, add only *d*. like → liked love → loved
- For verbs that end in a consonant + *y*, change the *y* to *i* and add *-ed*. study → studied try → tried
- For most verbs that end in consonant + vowel + consonant, double the last consonant. stop → stopped plan → planned

>> FOR PRACTICE, GO TO PAGE 143

LESSON 2 TALK ABOUT A VACATION



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

- Read the lesson title aloud. Say, *In this lesson, we're going to talk about vacations.*
- Then read the social media message aloud. Ask, *Where did Diego go on his last vacation?* (a cold,

exciting place) *Where does he want to go on his next vacation?* (a sunny, relaxing place) Ask, *Which kind of place do you prefer? Why?*

1 VOCABULARY

- A** • Play the audio. Have Ss listen, and then listen and repeat.
- Focus on the picture of the sunrise. Tell Ss, *We can watch the sunrise at the beginning of the day, and we can watch the sunset at the end of the day.*
 - Ask questions to confirm that Ss understand the vocabulary. For example, *What do people do when they sunbathe?* (lie in the sun) *What are some local customs you can learn about?* (For example, cooking, dancing)

... **OPTION** Write the weather words from 1A on page 90 on the board. Ask, *In what kind of weather can we do these things on vacation?* In pairs, have Ss match the activities with the type of weather they can be done in. (For example, *We can walk on the beach in sunny weather.*) Remind Ss some activities can be done in more than one kind of weather. Then elicit answers from Ss and write them on the board.

- B** • Have Ss read the options. If appropriate, go over the first item as an example. Ask, *Which two activities do you do with people?* (talk to local people, learn about local customs) *What activity can you do alone?* (sunbathe)
- Have Ss complete the exercise individually.
 - Bring the class together and go over the answers.
 - Solicit volunteers to talk about why the answers they chose do not belong.

- C** • Have Ss read the example conversation aloud. Then in pairs, have them talk about their favorite vacation activities.
- Bring the class together to share their answers. Poll the class about each of the activities in 1A. For example, ask, *Who likes to walk on the beach?* For each question, tally the number of responses. Ask, *Is anyone surprised by the results?*

+ **EXTENSION** Divide the class into small groups and have them brainstorm a list of vacation spots where they can do each of the activities in 1A. Have Ss share their lists.



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.

... **OPTION** If you assign the brainstorming extension task above and Ss need inspiration to come up with vacation spots, bring in travel brochures or print out information about different vacation spots from the internet. Have Ss preview these materials to get ideas for vacation spots.

2 GRAMMAR

- Write on the board: *I traveled to Mexico last year.* Underline the *-ed* ending on *traveled*. Say, *This is a regular simple past verb. We add a -d or -ed to the end of the verb to make the simple past form.* Ask Ss to call out other regular verbs they can think of. Make a list on the board.
- Focus on the grammar chart. Read the affirmative and negative statements aloud. Draw attention to the fact that in negative statements, the main verb is in the base form. Only *did* takes the simple past form.
- Present the Notes in the second half of the grammar chart. Teach the spelling rules for regular verbs in the simple past. Read the examples of each rule aloud. Ask, *Can you think of more examples for each spelling rule?* Elicit suggestions and have Ss add the verbs to the charts in their books.

- Answer any questions.

+ **EXTENSION** Quiz Ss on regular simple past forms. Write the base forms of a number of regular verbs on blank cards or a piece of paper and put them in a bag. Then pull one card out at a time and have Ss spell the simple past form correctly. This activity can be done individually in the form of a written test, or as a team activity in which one student from each team goes to the board and writes the past tense correctly. Possible verbs to use: *ask* (asked), *bake* (baked), *care* (cared), *clap* (clapped), *cry* (cried), *fill* (filled), *hate* (hated), *hurry* (hurried), *start* (started), *worry* (worried)

- For grammar practice, have Ss turn to the grammar activities on page 143.

3 PRONUNCIATION

- A** • Read the Note on -ed endings aloud. Explain that it can be hard to hear the -ed endings of simple past tense verbs. Enunciate the different ending sounds clearly and have Ss repeat.
- Have Ss listen to the examples in the chart and repeat.
- B** • Before they listen, have Ss preview the exercise items and try to predict how they think the endings will sound.
- Then have Ss listen and write the verbs in the appropriate columns in the chart in 3A. Play the audio again if appropriate.
- Go over the answers as a class. Then listen again and repeat.
- C** • Explain to Ss that they will practice their own pronunciation with the vocabulary they learned earlier in the lesson.

- Solicit two volunteers to read the example conversation.
- Circulate as Ss practice. Listen to make sure Ss are pronouncing the -ed endings correctly.



EXTENSION Give Ss additional verbs to change to the simple past, to add to the chart in 3A, and practice pronunciation with. For example:

/t/: ask, bake, cook, dress, drop, help, laugh, look, pack, stop, shop, walk, wash

/d/: agree, arrive, call, live, play, stay, die, close, rain, save, share, change

/ɪd/: start, accept, cheat, connect, wait

4 CONVERSATION

- A** • Have Ss look at the pictures. Point to the photo of Rio de Janeiro. Ask, *Where do you think this is?* (Brazil) Say, *This is called the Sugar Loaf. It's a famous tourist attraction in Rio de Janeiro.* Ask, *Who do you think is in the video we are going to watch?* (Rosa and Diego) *What do you think they will talk about?* (a trip to Brazil)
- 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 necessary.
- 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.
- Model the conversation.
 - Have Ss listen and repeat again.
 - Then in pairs, have Ss practice the conversation. Circulate and listen for pronunciation issues. Time permitting, have Ss swap roles and practice again.
- D** • Have Ss use the model in 4B to make new conversations using the new words. They should replace the highlighted words in the model with the words with the same color.
- Have Ss use the model in 4B to make new conversations again. This time, they should replace the highlighted words with their own ideas.

5 TRY IT YOURSELF

- A** • Go over the directions and the example sentences.
- In pairs, have Ss describe their vacations. Encourage them to answer all the questions.
- B** • Solicit two volunteers to model the example conversation.
- Give Ss time to walk around and share their vacation experiences. Tell them to form groups with people who did the same activities on their vacation (not necessarily in the same place). See which activities are the most popular among the Ss.

- +** **EXTENSION** Identify the Ss who are standing alone because no one else did the same activities they did. Ask them to share their unusual activities with the class.



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

- ✓ using things to do on vacation vocabulary
- ✓ using simple past regular verbs
- ✓ pronouncing -ed endings correctly



EXIT TICKET Have Ss write one thing they liked and one thing they didn't like about their last vacation 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 PRONUNCIATION

- A** ▶ 08-11 Listen. Notice the sound of the *-ed* ending. Then listen and repeat.

/t/	/d/	/ɪd/
talk <u>ed</u>	explo <u>red</u>	rent <u>ed</u>
watch <u>ed</u>	stay <u>ed</u>	decid <u>ed</u>
walk <u>ed</u>	enjoy <u>ed</u>	visit <u>ed</u>
	learn <u>ed</u>	need <u>ed</u>
	sunbath <u>ed</u>	

Simple past *-ed* ending

We pronounce the simple past *-ed* ending as an extra syllable /ɪd/ only after the sound /t/ or /d/. After other sounds, we say the *-ed* ending as the sound /t/ or /d/ and do not add a syllable for the ending.

- B** ▶ 08-12 Listen. Write each verb in the correct column in 3A. Then listen and repeat.

1. enjoyed 2. visited 3. learned 4. sunbathed 5. walked 6. needed

- C** **PAIRS** Student A: Say a phrase from 1A. Student B: Use that phrase in the simple past.

A: watch the sunrise

B: We watched the sunrise before breakfast yesterday.

4 CONVERSATION



- A** ▶ 08-13 Listen or watch. Circle the correct answers.

- Rosa's vacation in Miami was *horrible* / lovely.
- Rosa was on the beach / *in the city* a lot during her vacation.
- Diego enjoyed his vacation in *Miami* / Rio.
- Diego was *on the beach* / in the city a lot during his vacation.



- B** ▶ 08-14 Listen or watch. Complete the conversation.



Diego: Last year, we were in Rio on vacation.

I really enjoyed it.

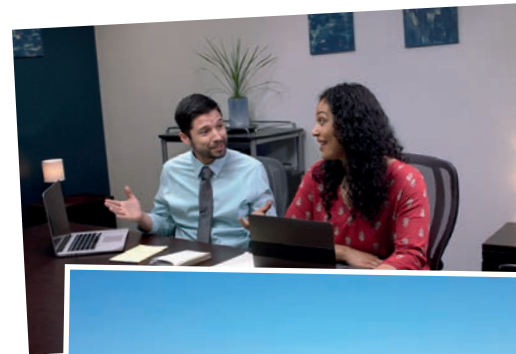
Rosa: Ah, Rio! How exciting!

Diego: Yeah. We visited tourist attractions, and we explored the city.

We also learned about the local customs.

Rosa: You're lucky. Rio is great.

Diego: We didn't visit any beaches, though. Next time!



- C** ▶ 08-15 Listen and repeat. Then practice with a partner.

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

sunbathed

talked to local people

went sightseeing

5 TRY IT YOURSELF

- A** **MAKE IT PERSONAL** Describe your last vacation. Where did you go? Was it near or far? How was it? What did you do?

I visited Beijing last year. I loved it. I explored the city. ...

- B** **WALK AROUND** Find people who did the same activities as you.

A: I walked on the beach in Los Angeles on my last vacation.

B: Oh, cool. I walked on the beach in Bali!

■ I CAN TALK ABOUT A VACATION.



LESSON 3

DESCRIBE A HOTEL EXPERIENCE



DIEGO SALAS

@DiegoS

Did you know the largest hotel in the world is in Malaysia? It has 7,351 rooms!

1 VOCABULARY Hotel activities

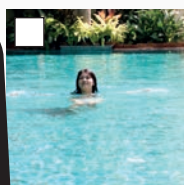


A ▶08-16 Listen. Then listen and repeat.

Green Tree Hotel

Check-in	Month	02
	Day	04
	Year	2020
Check-out	Month	02
	Day	06
	Year	2020
Adults	2	
Children	0	
Beds	1 King	

MAKE A RESERVATION ☐



go swimming in the pool



buy souvenirs in the gift shop



eat breakfast in the hotel



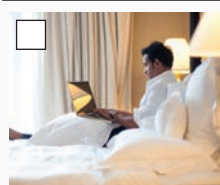
hang out in the lobby



get a massage



have a spa treatment



use the hotel Wi Fi



take a nap in the room

B ▶08-17 Listen to the conversations. Number the activities in 1A in the order you hear them.

C PAIRS Which activities in 1A do you like to do when you stay in a hotel? Why?

I like to swim in the pool because ...



2 GRAMMAR Simple past, irregular verbs: Review

Affirmative statements

Subject	Verb	
I	ate	at a restaurant.
She	swam	at the beach.
We	got	a massage.

Negative statements

Subject	Did + not	Verb	
I		eat	at the hotel.
She	did not	swim	in the pool.
We		get	a double room.

Note: We almost always use the contraction *didn't* in speech and informal writing.

Common irregular verbs

Base form	Simple past	Base form	Simple past	Base form	Simple past
be	was, were	go	went	sit	sat
bring	brought	hang out	hung out	sleep	slept
buy	bought	have	had	spend	spent
come	came	make	made	take	took
cost	cost	say	said	wake	woke
drink	drank	see	saw	write	wrote



>> FOR PRACTICE, GO TO PAGE 144

LESSON 3 DESCRIBE A HOTEL EXPERIENCE



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

- Read the lesson title aloud. Say, *In this lesson, we're going to talk about experiences people have when they stay in hotels.*
- Draw attention to the social media message. Ask, *Did you know this fact about the largest hotel in the world that Diego shared? What large hotels do you know about?*

1 VOCABULARY

- A** • Focus attention on the pictures. Say, *These are all activities that people often do in hotels.* Play the audio and have Ss follow along.
- Ask questions to make sure Ss understand. For example, have Ss look at the phone screen. Ask, *What is happening on February 4?* (Someone is checking into the Green Tree Hotel.) *How long is the person staying?* (two days) *When will he or she check out?* (February 6)
 - Have Ss listen and repeat.
 - Call on a student to read the first activity aloud. Then ask volunteers to read the remaining activities.
- ... **OPTION** Hold a group discussion. Ask, *Can you go swimming in a pool at every hotel? Can you name a hotel that has a pool? What about a hotel that doesn't have a pool?* Repeat the questions for each activity in 1A.
- ... **OPTION** In pairs, have Ss list other hotel activities they are familiar with. Make a list of answers on the board and encourage Ss to add new words and phrases to their textbooks.
- B** • Go over the directions. Point out that Ss should write the numbers in the boxes of the upper left corners of each picture in 1A.
- Go over the first item as an example. Play the audio and pause after the first conversation. Ask, *What are the people doing?* (swimming in a pool) Then say, *So go swimming in the pool is number 1.*
 - Have Ss work individually to complete the rest of the activity.
 - Let Ss compare their answers in pairs and justify their answers by talking about what is happening in each conversation.
 - Go over the answers.
- C** • **For lower-level Ss**, give a personal example to guide Ss in completing the task. Say, for example, *I like to have a spa treatment at the hotel because it helps me relax.*
- In pairs, have Ss talk about the activities they like to do and why. Circulate to help as needed.

2 GRAMMAR

- Review the past tense of regular verbs from the grammar chart on page 92. Tell Ss they will now review irregular verbs. Ask, *What is an irregular verb?* (a verb that does not add the usual -ed ending to form the past tense)
 - Write on the board: *I taught yesterday.* Ask, *What is the base form of taught?* (teach) Explain that this is irregular because the spelling changed. Write *tached* on the board and then draw an X through it.
 - Focus on the grammar chart. Read the affirmative and negative statements aloud. Point out that *ate*, *swam*, and *got* are irregular verbs. Draw attention to the fact that as with regular verbs, in a negative statement, the main verb is in the base form. Only *did* takes the simple past form.
 - Read the Note aloud. Say, *With irregular verbs, you have to memorize the simple past forms. Here are some common irregular verbs and their simple past forms.* Have Ss read the list of irregular verbs silently.
 - Answer any questions.
- ⊕ **EXTENSION** Ask Ss to make a list of other irregular verbs they can think of. Have them add the verbs to the list or write them in their notebooks.
- ⊕ **EXTENSION** Have a spelling bee. Divide the class into two teams. Send one student from each team to the board. Give Ss the base form of a verb and ask them to write the simple past. For every correct answer, the team earns one point. The team with the most points, wins. You can use these verbs for the bee: *bring* (brought), *catch* (caught), *come* (came), *drink* (drank), *fight* (fought), *give* (gave), *go* (went), *hear* (heard), *pay* (paid), *say* (said), *think* (thought), *write* (wrote).
- For examples of common irregular past verbs, have Ss turn to the chart on page 151.
 - For grammar practice, have Ss turn to the grammar activities on page 144.

3 CONVERSATION

- A**
- Have Ss look at the photo of the hotel room. Ask, *What is this?* (a hotel room) *Does this look like a room you have stayed in before?*
 - Have Ss preview the chart before they listen or watch. Ask, *What do you think Rosa and Diego are going to talk about now?* (hotels in different places)
 - 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.
 - Focus on the Conversation Skill box on the right. Have Ss read it silently. Then read it aloud.
 - Play the audio. Ask Ss to raise their hands when they hear language for showing surprise.



LANGUAGE NOTE Here are a few other ways to express surprise in English: *Wow! That's a surprise! What?! Are you serious? Seriously? You must be joking!*

- 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 verb tense is being used?* (simple past) Say, *List the irregular verbs you heard.* (was, had, went, got, ate)
- C**
- Play the audio and have Ss repeat chorally, line by line.
 - Model the conversation.
 - Have Ss listen and repeat again.
 - Then in pairs, have Ss practice the conversation. Circulate and listen for the target language. Time permitting, have Ss swap roles and practice again.
- D**
- Have Ss use the model in 4B to make new conversations using the new words. They should replace the highlighted words in the model with the words with the same color. Point out that they need to change the verbs to the past tense.
 - Have Ss use the model in 4B to make new conversations again. This time, they should replace the highlighted words with their own ideas.

4 TRY IT YOURSELF

- A**
- Go over the memory game directions. Solicit volunteers to read the example aloud.
 - Have each group sit in a circle. Then ask one S to begin the game with a sentence about a hotel he or she stayed at. Go around the circle and have each S try to remember and repeat as many sentences as they can before they add their own sentence. Check to make sure the new sentences Ss add are grammatically correct and make sense. Each time a S forgets one of the sentences, start the game over.



TEACHING TIP When you conduct an activity that involves the whole class or large groups, consider forming smaller groups and having each group do the activity separately. This will give each S more time to practice and, in many cases, make the activity easier to complete.

- B**
- Go over the Truth or Lies directions. Solicit volunteers to read the example.
 - Play one example round of the game with two Ss. Say two true things and one lie about a vacation you recently had and have the Ss guess which statement was the lie. Encourage them to give reasons for their guesses.
 - Form groups and have Ss play several rounds of the game.



CULTURE NOTE Truth or Lies is a popular game. It is often played as an icebreaker at parties in the United States. An icebreaker is a game or conversation that helps people relax and begin talking.



EXTENSION Refer back to Diego's social media message at the beginning of the lesson. Say, *Let's find out about some other unusual hotels.* In groups, have Ss do online research to find answers to these questions:

What is the smallest hotel in the world?
Are there any underwater hotels?
Are there any hotels made out of ice?
Are there any hotels built in trees?

Then have them share their findings with the class.



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

- ✓ using hotel activities vocabulary
- ✓ using simple past irregular verbs
- ✓ showing surprise



EXIT TICKET On a blank card or piece of paper, have Ss write a couple of sentences about what they did at the last hotel they stayed at. Collect the cards or papers. Read them to identify areas for review in later lessons and to identify individual Ss who may need additional practice.

3 CONVERSATION



- A** ▶ 08-19 Listen or watch. Complete the chart. Check the things each hotel has.

	Diego's hotel in Rio	Rosa's hotel in Ecuador	Diego's hotel in London
pool	✓	✓	
spa	✓	✓	
gym	✓		
restaurant	✓	✓	
Wi-Fi	✓	✓	



- B** ▶ 08-20 Listen or watch. Complete the conversation.

Diego: What was your hotel like?

Rosa: Well, it had everything we needed.
The kids went swimming in the pool every day.

Diego: That's great.

Rosa: And Oscar and I got massages.
We also ate breakfast in the hotel restaurant.

Diego: That sounds perfect.



CONVERSATION SKILL

Show surprise

To show that you are surprised by something, say:

- No way!
- You're kidding!
- Really?

Listen to or watch the video again. Raise your hand when you hear someone show surprise.

- C** ▶ 08-21 Listen and repeat. Then practice with a partner.

- D PAIRS** Make new conversations. Use these words or your own ideas. Change the names of the places. Use the simple past of the verbs.

(buy) souvenirs in the gift shop (have) spa treatments (hang out) in the lobby

4 TRY IT YOURSELF

- A GAME** Work in a group. Student A: Imagine you stayed in a hotel last week. Tell the group that you stayed in a great hotel or a terrible hotel. Then go in a circle. Say each student's sentence and add a new sentence. How many sentences can you say?

A: I stayed in a great hotel last week.

B: I stayed in a great hotel last week. I went swimming in the pool.

C: I stayed in a great hotel last week. I went swimming in the pool. I bought ...

- B GAME** Play Truth or Lies with a new group. Say two true things and one lie about a vacation you had or a hotel you stayed in. The other students guess which thing you said is a lie.

A: I went to Mexico City last year. My hotel had three pools. I walked on the beach.

B: That's a lie! You didn't walk on the beach in Mexico City! There's no beach there!

A: You're right!



■ I CAN DESCRIBE A HOTEL EXPERIENCE.



DIEGO SALAS

@DiegoS

Just read a cool blog post. This person found such a smart way to learn English!

1 BEFORE YOU READ

- A PAIRS** When you visit a new city, what do you like to do and see? Do you sometimes go on tours? How do you choose a tour guide?



- B VOCABULARY** 08-22 Listen. Then listen and repeat.

sign up: put your name on a list to show you want to do something
directly: with nothing and no one in between
ordinary: not different or special
check out: look at something because it is interesting or attractive
neighborhood: a small part of a town or city with a lot of homes
offer: provide; make something available

2 READ

- A PREVIEW** Read the title and look at the photo. What city is the article about? Who is Jom Palao? *Bangkok; a tour guide*
- B** 08-23 Read and listen to an article about being a tour guide. How is Jom different from many other tour guides? *Possible answers: She uses a tourism website. She also shows people places that many tourists never see.*

Home | About | Photo Gallery | Museums | Food



Come for a visit. I'll show you my city!

Jom Palao

People sometimes say to me, "You speak English so well." I tell them, "I practice with native speakers," but I don't tell them that I make money while I practice! How do I do it?

It all started when I joined a tourism website and became a tour guide. Here's how it works: People from all over the world can sign up for tours with me directly. That keeps the prices low for the tourists. And I don't pay anything to have my name on the site!

The people on the site want to see the usual tourist attractions, like museums and monuments, but they also want to see the places that ordinary tourists never see. I can show them. When I give tours of my city, Bangkok, I take visitors to restaurants and shops that only Thai people visit. We check out interesting neighborhoods where they can talk to local people and eat local food.

Can you guess my visitors' favorite activity? Eating! We visit markets and my favorite little restaurants. They look around, and everyone else is Thai. That really makes their visit special. Their interest in Thai food gave me an idea: cooking lessons! So, last year my mother and I offered cooking lessons for the first time. Well, my mother cooks, and I explain everything in English. The classes are now more popular than my tours. Every class is full. Maybe next I will offer Thai dancing lessons!

Leave a Reply

Jom's Thai Tourism Blog

About

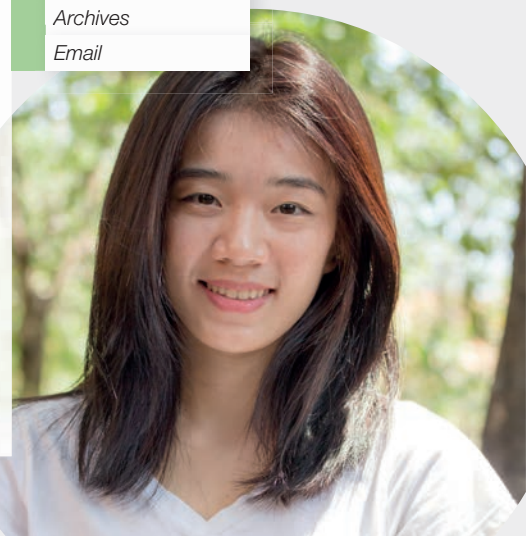
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Email



LESSON 4 READ ABOUT AN UNUSUAL JOB



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

- Read the lesson title aloud. Ask, *What are some unusual jobs you know about? Do you think being a tour guide is an unusual job? Do you think you would like being a tour guide?*
- Then read the social media message aloud. Ask, *What are some smart ways to learn English? Do you ever try to learn English online? What sites do you go to? Make a list on the board so Ss can refer to those websites, references, and learning strategies.*

1 BEFORE YOU READ

- A** • Have Ss discuss the questions in pairs. Then bring the class together and have pairs share answers with the class.
- B** • Draw attention to the vocabulary words. Play the audio. Ask Ss to listen and repeat.
- Make sure Ss understand the definitions. Ask questions to give Ss the opportunity to practice using the words in context. For example: *What is something you signed up for? What is something you handled directly rather than involving other people? What kind of vacation do you consider ordinary? What kind of vacation is different or special? What is something you checked out recently? What is your neighborhood like? What did someone offer you recently?*



EXTENSION Play Hangman or create a written test, showing the vocabulary words with missing letters. Have Ss guess the missing letters.



TEACHING TIP One good way to build vocabulary is to encourage Ss to try to think of synonyms and antonyms (words with similar or opposite meanings) for each new word or phrase they learn. Encourage them to check that the synonyms work for the definitions given for each word or phrase. Then have them write the synonyms and antonyms in their notebooks (possibly using word webs to link them to the original vocabulary word or phrase).

2 READ

- A** • Review the concept of making predictions before you read in the Unit 1 Reading Skill box, page 12. Ask Ss to look at the picture and the title. Ask, *Where do you think she is from? What do you think she does?*
- Solicit volunteers to share their answers to the questions.
- B** • Have Ss read and listen. If necessary let them read and listen again. Ask, *Were your predictions from 2A correct?*
- Ask, *What are tour guides usually like?* Elicit ideas and write them on the board. Then ask, *What is Jom like? What kinds of tours does she give?* In pairs, have Ss use the ideas on the board to compare Jom to ordinary tour guides.
- Have pairs share answers with the class. Ask, *Are the kinds of tours Jom gives better or worse than normal*

tours? Do you ever hire people to do things directly online? Can you think of any possible problems there might be with taking tours like this?



OPTION Have Ss find the vocabulary terms from 1B in the article and underline them. Ask Ss if there is any other vocabulary they don't understand in the article. Have Ss look up definitions for the vocabulary and write the new words and their definitions on the board.



EXTENSION Have Ss talk about what they would like to see in Jom's city. Ask, *Has anyone been to Thailand? If so, did you take a tour? What places have you toured? Tell us about a tour you were on. What did you like? What did you dislike?*

3 CHECK YOUR UNDERSTANDING

- A** • Have Ss answer the question about the main idea of the reading.
- Go over the answers as a class.
- +** **EXTENSION** Have Ss discuss the incorrect answers. Ask, *Do you think being a tour guide is the best way to learn a language? What are other jobs that might be good for learning a new language? Do you think the internet has changed things for tourists and travelers? In what ways?*
- B** • Have Ss read the Reading Skill box silently. Then read it aloud. Mention that finding details is a strategy they can use to take tests (if they want to continue schooling) or do well at work (if they want to get a job).
- Focus on the first part of the exercise. Go over the first item as an example. Ask, *Is The cost for tourists is low a detail that we can find in the article?* (yes) *Where is it?* (In the second paragraph: That keeps the prices low for the tourists.) Point out that the details may not be phrased in exactly the same words in the article.
 - Have Ss work individually to read the sentences and cross out the details that are not in the text.
 - Let Ss compare answers with a partner.
 - Go over the answers with the whole class. Encourage Ss to point out exactly where they found each detail in the text.

- Draw attention to the second part of the exercise. Explain that Ss need to use the lettered items in the first part of the exercise and match them to the main ideas in the second part. As an example, go over why *a* is listed next to number 1. Say, *The low cost for tourists is a definite advantage for Jom's website.*
 - Have Ss complete the rest of the exercise. Go over the answers as a class.
- C** • Read the sentence aloud. Ask Ss to choose the answer that describes what the underlined phrase means.
- Go over the answer as a class.
 - Ask questions that require Ss to use the target language. For example: *What language are you a native speaker of? Who is a native English speaker you know?*
- D** • Read the example sentence aloud. Pair Ss to discuss the most important ideas. Remind them to use the example sentence to begin their statements.

- ...** **OPTION** Focus attention on the box to the right of 3D. Have Ss complete the research task during class or for homework. Then ask Ss to share what they learned. Put Ss in small groups and have them talk for a few minutes about their search results. Encourage Ss to share information about the most interesting guides with the class.

4 MAKE IT PERSONAL

- A** • Go over the directions and the chart. Encourage Ss to concentrate on unusual, special places and activities, not the famous ones that everyone knows about.
- Give Ss time to complete their chart. Circulate to help with vocabulary as needed.

- ...** **OPTION** For lower-level Ss, make a list of unusual activities on the board or create a list as a class. Then have Ss complete the second part of the chart about what makes the place or activity special.

- ...** **OPTION** Give Ss time to do research in the school's computer lab or at home if they need more time to add new ideas to the chart. Similarly, challenge them to think of more than one item to add to the chart.

- B** • Go over the directions and have a volunteer read the example sentence aloud. Challenge Ss to act like tour guides as they complete this exercise.
- In pairs, have Ss describe the unusual places and activities they researched. Remind them to use the notes they took in their charts in 4A. Encourage them to include pictures or illustrations when they present, if possible.

- +** **EXTENSION** Have Ss make more formal presentations. In pairs, have them practice their presentations and give each other feedback on how the presentations can be improved. Encourage Ss to revise their presentations based on the peer feedback. Then have Ss give their tour guide presentations to a group or the class.

EXIT TICKET Write one main idea and three details on the board and have Ss identify which sentence is the main idea and which sentences are the details. For example:

1. *It has lots of small shops where you can buy jewelry and art.* (detail)
2. *There is a night market in my town.* (main idea)
3. *You can buy food from all over the world there.* (detail)

4. *People of all ages like to hang out there.* (detail)

Have Ss write the numbers 1–4 on a blank card or piece of paper, and then *main idea* or *detail* after each number. Collect the cards. Read them to make sure Ss can tell the difference between main ideas and details. Identify areas for review in later lessons and to identify individual Ss who may need additional practice.

3 CHECK YOUR UNDERSTANDING

A What is the main idea of the article?

- a. Being a tour guide is the best way to learn a new language.
- b. The internet has changed many things for tourists and travelers.
- ☒ c. A local tour guide can give tourists a special experience.

B **READING SKILL** 1. Read the Reading Skill. Cross out the details that are not in the text.

- a. The cost for tourists is low.
- b. Eating is often tourists' favorite thing to do.
- c. Tourists visit neighborhoods where Thai people live.
- d. The website is free for guides.
- ~~e. Thailand needs more tourism websites.~~
- f. Tourists can find local guides.
- g. Jom and her mother offer cooking lessons.
- h. Tourists visit small stores where Thai people shop.
- i. Visitors meet and talk to Thai people.
- ~~j. Jom heard about the tourism website from a friend.~~

READING SKILL Find details

Most readings have a few big ideas and then some details to give information about those ideas. Finding details can help you understand the writer's ideas better.

2. Now match the supporting details to each of the three big ideas below.

Write the letters on the lines.

- a, d, f 1. Jom's tourism website has many advantages.
- c, h, i 2. Local guides help tourists understand Thai people and culture.
- b, g 3. Jom works for visitors who love Thai food.

C **FOCUS ON LANGUAGE** Read. What do the underlined words mean?

I tell them, "I practice with native speakers," but I don't tell them that I make money when I practice!

- ☒ a. people who started speaking a language as a child
- b. people who speak a language at work

D **PAIRS** What is the article about? Retell the most important ideas in the article. Use your own words.

Jom is a tour guide in Thailand. She ...

Search for local guides in your own city or a city you want to visit. Find out about the services they offer.



4 MAKE IT PERSONAL

A Describe some attractions or activities in your town that visitors don't usually see or do. Why are they special? What kinds of visitors would enjoy them?

Place	Why it's special
Street market	It's exciting. You can also talk to local people.

B **PAIRS** Imagine you are a tour guide. You want to show visitors places that only local people know about. Explain why they are special and which visitors might enjoy them. Use the information in the chart from 4A.

There's a great market that sells local fruit. Tourists never go there.

I CAN READ ABOUT AN UNUSUAL JOB.

LESSON 5

WRITE A HOTEL REVIEW



DIEGO SALAS

@DiegoS

I'll never stay at a hotel again without reading some reviews first.

1 BEFORE YOU WRITE

- A** Read the hotel review. What is the writer's opinion of the hotel? What did she like about it? *Possible answer: The writer thinks the hotel is horrible, but she did like the restaurant.*



Danielle C.
Montreal, Canada
534 friends
22 hotel reviews
56 photos

[map view](#)

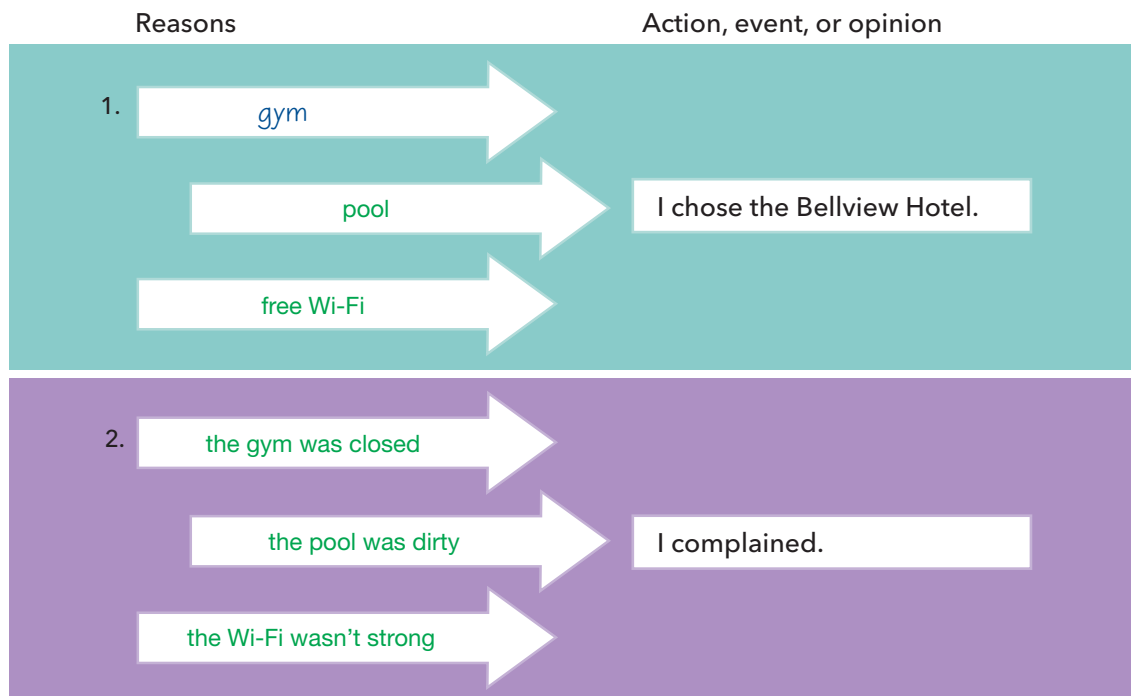
"I'll never go back!"

★ ★ ★ ★ ★ September 29

I spent two nights at the San Marco Bellview Hotel last month. I'll never go back. It was horrible. First, the room was boiling hot. I don't think I slept at all. The website showed amenities like a gym, a swimming pool, and free Wi-Fi. That's why I chose this hotel, but when I arrived, I was really disappointed! The gym was closed, the pool was really dirty, and the Wi-Fi was not very strong. so I complained at the front desk. They were not helpful. The only good thing was the restaurant. The food there was cheap and pretty good, so we ate breakfast there both mornings.

Was this review helpful? 87 2

- B** Read the review again. Write one reason in each arrow. The reasons should explain why the author chose the Bellview Hotel and why she complained.



- C PAIRS** Do you ever read reviews online? For what kinds of things? Why or why not?
I usually read reviews for hotels because...

LESSON 5 WRITE A HOTEL REVIEW



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

- Read the lesson title aloud. Ask, *What is a review?* (when someone gives their opinion of a hotel, restaurant, movie, etc.)
- Read the social media message aloud. Ask, *Why does Diego say this? What happened when he stayed at a hotel and didn't read reviews first?*

1 BEFORE YOU WRITE

- A** • Draw attention to the hotel review. Read the directions aloud. Say, *Find the answers to these questions as you read.*
- Before Ss read, have them look at the title and the star rating. Ask, *Do you think this is a good review or a bad review? Why?*
 - Have Ss read the review silently. Then read it aloud.
 - Solicit volunteers to answer the questions in the directions.
 - Answer any vocabulary or content questions.
- ⋮ **OPTION** Ask additional questions to test comprehension of the online format of the review. For example, *Who wrote the review?* (Danielle C.) *Where is she from?* (Montreal, Canada) *What do you think she likes to do for fun?* (climb mountains) *How many friends does she have?* (534) *How many hotels has she reviewed?* (22) *When did she write this review?* (September 29) *How many people liked this review?* (87) *How many people didn't like it?* (2)
- B** • Focus on the graphic organizer. Explain that in this type of graphic organizer, the reasons are on the left and the actions that they result in are on the right.
- To model how to use the chart, draw a similar chart on the board. Inside the *Action, event, or opinion* box to the right of the arrows, write *I failed the test*. Then ask Ss to suggest reasons why this happened. (For example, *I was tired. I didn't study. The test was too hard. I forgot about it. I had to work last night.*) Write a few of the reasons inside the *Reasons* arrows.
- Give Ss a few minutes to read the review again and write the reasons that each event happened.
 - Go over the directions. Then have Ss look at the review and complete both charts in their books.
 - Have Ss check answers in pairs. Then go over the answers as a class.
- ⋮ **OPTION** Have Ss underline where they found each reason in the review.
- ⊕ **EXTENSION** Bring in a few hotel reviews from popular review websites. Make sure to check that they are appropriate for your class in level and content. Ask Ss to read them for extra vocabulary practice. Similarly, later in the unit, ask Ss to post responses to the reviews that are brought into the class.
- C** • Go over the directions and have pairs discuss online reviews.
- Start a class discussion about online reviews. Ask, *What kinds of online reviews do you read?* Write suggestions on the board. Ask, *Do you ever write online reviews yourself? What do you write about?* Then elicit suggestions for good websites to visit to read and write reviews. Make a list on the board. Say, *Reading and writing online reviews is a good way to practice English.*

2 FOCUS ON WRITING

- A** • Read the Writing Skill box on connecting ideas with *so* and *that's why* aloud. Ask, *Why is it important to use connectors?* (They help readers see how ideas are related.)
- Point out that we use a comma before *so* and continue the same sentence. There is no comma before *That's why*. Instead, we use it to start a new sentence.
- B** • Go over the directions and then turn back to the hotel review on page 98. If appropriate, go over the first item as an example. Project the review on a screen for

the class and circle *That's why* in the seventh sentence. Ask, *What is the reason that comes before That's why?* (The website showed amenities like a gym, a swimming pool, and free Wi Fi.) Say, *Underline the reason. What is the action or decision that follows That's why?* (I chose this hotel.) *Double-underline the action.*

- Have Ss work individually to complete the task. Circulate to help as needed.
- Go over the answers as a class.

3 PLAN YOUR WRITING

- A** • Tell Ss it is time to start planning their own review. Go over the directions. Tell Ss to think about a place they are familiar with because using personal experience makes writing easier.
- If appropriate, give Ss an example. Draw a chart on the board and complete it. For example, write *I asked for a larger room* in the Action box. Write *I was going on vacation with a friend* in the first reason arrow. Ask, *What other reasons might I have for getting a larger hotel room?* Elicit answers and add them to the model on the board.

- Give Ss time to complete their own charts. Remind them to use the chart from 1B on page 98 as a model as they work. Also refer Ss back to the hotel vocabulary on page 94 if they need some more ideas.

- Circulate to help Ss as needed.

- B** • Read the directions and the example sentence aloud. Tell Ss they will use this sentence when they have their own conversations.

- In pairs, have Ss talk about the places they completed the charts about in 3A.
- If time allows, ask Ss to share their experiences with the whole class.

4 WRITE

- A** • Ask Ss to write their own reviews. Require them to use *so* or *that's why* and their charts from 3A.

- Refer them to the review in 1A as an example. Encourage them to use the correct spelling, punctuation, and capitalization.

5 REVISE YOUR WRITING

- A** • Tell Ss they will peer-review their partner's review. Ask them to answer the questions in the book about their partner's review.

- B** • Ask Ss to make suggestions for improvement.

6 PROOFREAD

- Have Ss proofread their reviews one last time.
- Ask them to check their spelling, punctuation, and capitalization.
- Then collect Ss' work and offer individual feedback.



EXIT TICKET At the end of class, write a few examples of reasons and decisions on the board. Then ask Ss to connect the ideas using *so* or *that's why* and to write the complete sentences on a blank card or piece of paper. For example, write:

Reasons

I was hungry.

My room was dirty.

It was cold outside.

Actions

I ate three pieces of pizza.

I complained to the hotel.

I put on a coat.

(Possible answers: I was hungry, so I ate three pieces of pizza. / My room was dirty. That's why I complained to the hotel. / It was cold outside, so I put on a coat.) Collect Ss' cards as they leave. Read the cards to identify areas for review in later lessons and to identify individual Ss who may need additional practice.

2 FOCUS ON WRITING

- A** Read the Writing Skill.
- B** Read the review in 1A again. Circle *so* and *that's why*. Underline the reasons and double-underline the action or decision that followed.

WRITING SKILL Connect ideas with *so* and *that's why*

So and *that's why* link reasons to actions, decisions, or opinions. Use *so* and *that's why* after you give the reason(s) and before the action, decision, or opinion.

reason

decision

I had a bad meal at that restaurant, *so* I never went there again.





reason

action

This restaurant is very popular. *That's why* we came early.

3 PLAN YOUR WRITING

- A** Think about a place you chose to visit. It can be a hotel, a spa, or another place. What amenities did the place have? Why did you choose it? Did you like it? Make notes on your reasons for why or why not. Write your reasons in arrows to the left of each action, decision or opinion.

Reasons	Action, event, or opinion
1. 	
2. 	

- B PAIRS** Tell your partner about the place you visited.
My hotel was really far from the beach.

4 WRITE

Write a review of a place you visited. Include reasons why you chose it, as well as reasons why you liked or didn't like it. Use *so* and *that's why* to link reasons to your decision and opinion.

5 REVISE YOUR WRITING

- A PAIRS** Exchange reviews and read your partner's review.
1. Did your partner give reasons for his or her choice?
 2. Did your partner give reasons for his or her opinion of the place?
 3. Did your partner use *so* and *that's why* to link the reasons to the decision and opinion? Circle them.
- B PAIRS** Can your partner improve his or her review? Make suggestions.

Check your

- spelling
- punctuation
- capitalization

6 PROOFREAD

Read your review again. Can you improve your writing?

☐ I CAN WRITE A HOTEL REVIEW.

PUT IT TOGETHER

1 MEDIA PROJECT



- A** ▶ 08-24 Listen or watch. Who did Yunmi visit in Busan?
Yunmi visited her sister's family.



- B** ▶ 08-25 Listen or watch again. What three things did Yunmi do?
Possible answers:

1. Yunmi walked on the beach.
2. Yunmi explored the city.
3. She ate a crab dish.



- C** Show your own photos.

Step 1 Think about a person you visited. Choose photos of the person you visited and the things you did.

Step 2 Show the photos to the class. Talk about them.

Step 3 Answer questions about the photos. Get feedback on your presentation.

2 LEARNING STRATEGY

FIND GRAMMAR ONLINE

Choose a grammar point that you are studying in class. Visit an English-language website and find five examples of the grammar. Write the example sentences. How is the grammar used? Compare examples with a classmate.

Search a travel or hotel review site. Find five example sentences that use the simple past. Write the sentences down and note how the grammar is used. Compare your examples with sentences from a classmate.

1. Customers liked to spend money on good food.
2. The fire began at the apartment at 1:30 in the morning.
- 3.



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 a place
- ☐ Talk about a vacation
- ☐ Describe a hotel experience

Vocabulary

- ☐ Weather
- ☐ Travel experience
- ☐ Things you do on vacation
- ☐ Hotel activities

Pronunciation

- ☐ Was / wasn't and were / weren't
- ☐ The simple past -ed ending

Grammar

- ☐ Simple past with be: Review
- ☐ Simple past, regular verbs: Review
- ☐ Simple past, irregular verbs: Review

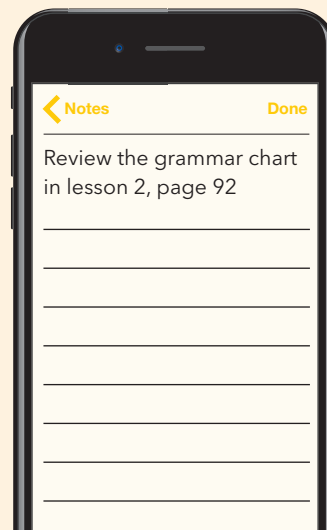
Reading

- ☐ Find details

Writing

- ☐ Connect ideas with so and that's why

- B** What will you do to learn the things you highlighted? Write notes.



PUT IT TOGETHER

1 MEDIA PROJECT

- A** • Have Ss look at the picture on the right. Ask, *What do you see?* (a city street) *Can anyone guess where this is?* (Busan, South Korea) Tell Ss that Busan is South Korea's second biggest city.
 - Read the directions aloud. Play the audio or video.
 - Give Ss time to answer the question. Play the audio or video again if appropriate.
 - Have Ss compare answers. Then go over the answers with the whole class.
- B** • Remind Ss that it important to listen for details. Encourage them to listen for the phrase *three things* and to pay attention to the activities Yunmi shows pictures of.
 - Have Ss listen or watch and answer the question. Play the audio or video again if appropriate.
 - Have Ss compare answers. Then go over the answers as a class.

+ **EXTENSION** Ask additional comprehension questions about the video. For example:
Who did Yunmi visit? (her sister and her family)
Where did she go? (Busan)
When was Yunmi there? (last month)
What was Yunmi's favorite meal in Busan? (crab)

- C** • Explain to Ss that they will create a project similar to the one they watched.
 - Give Ss a few minutes to read the three steps. Encourage them to think about a trip for which they have a lot of photos.

- For homework, tell Ss to select their photos and prepare their remarks for each one.
- Back in class, write the following questions on the board:
Feedback: Is the student well-prepared?
Was the video well-organized?
Does the student speak loudly and clearly?
Does the student talk about three photos?
Did he or she talk about the person?
Did he or she talk about the things they did?
- Give Ss a few minutes to read over the questions. Tell them to write each person's name on a piece of paper before they watch the presentation 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 and refer to their notes and tell Ss individually what they did well or could do better. Remind Ss to speak kindly and constructively.

... **OPTION** Provide an opportunity for self-review. Have Ss watch their own video again and complete the feedback questions.

2 LEARNING STRATEGY

- Ask, *How many of you like to find new websites? How many like studying English online?*
- Ask Ss to read the Learning Strategy silently. Ask, *Do you think this is a good way to practice English?*
- Focus on the picture and the example sentences. Say, *This man found these simple past sentences on a website in English. He underlined the simple past verbs.*

- Give Ss time in class to go to a travel or hotel review site and find examples of five sentences that use the simple past. Then have them compare their examples with a partner.

... **OPTION** Have Ss write their simple past sentences on the board.

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, and so on 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 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 WHAT'S FOR DINNER?

PREVIEW THE UNIT

LESSON 1		Talk about food you like
	Vocabulary	Common foods
	Grammar	Questions with <i>How much</i> and <i>How many</i>
	Pronunciation	Consonant groups
	Conversation skill	Make sure something is OK
LESSON 2		Describe how to cook something
	Vocabulary	Measurements and cooking verbs
	Grammar	<i>Some / Any</i> with count and non-count nouns: Review
	Pronunciation	Unstressed words: <i>a, of, an, and</i>
	Listening skill	Listen for sequence
LESSON 3		Order food
	Vocabulary	Foods on a menu
	Grammar	<i>Would like</i> for preferences and polite requests
LESSON 4		Read about food and memories
	Reading skill	Infer meaning
LESSON 5		Write a restaurant review
	Writing skill	Connect ideas with <i>this, that</i> , and other pronouns
PUT IT TOGETHER		
	Media project	Photos: Describe how to make a food
	Learning strategy	Write personal sentences



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

GET STARTED

- A** • Read the unit title. 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 what they see. (For example, dinner, people eating, a lot of food) Bring the class together and ask pairs to share all the different foods they can see. Write words on the board.
- C** • Read the social media message and bring Ss' attention to the photo and name. Ask, *What do you know about Emma?* Invite Ss to call out answers. If necessary, have them reread what Emma says in *Meet the People of TSW Media* on page 4 or play the video of Emma.
- Have Ss turn back to page 101. Read the social media message aloud. Ask, *What is a farmers' market?* (an outdoor market where you can buy fruits and vegetables from farmers) *Why does Emma like the farmers' market?* (because it has amazing fruits and vegetables) *Has anyone been to a farmers' market?*



WHAT'S FOR DINNER?

LEARNING GOALS

In this unit, you

- ⊗ talk about food you like
- ⊗ describe how to cook something
- ⊗ order food
- ⊗ read about food and memories
- ⊗ write a restaurant review



GET STARTED

- Read the title and the learning goals.
- Look at the photo. How many different foods can you see?
- Now read Emma's message. Why does she love the farmers' market?



EMMA DAVIS

@EmmaD

I love this great farmers' market near my house. Amazing fruits and vegetables!

LESSON 1

TALK ABOUT FOOD YOU LIKE

1 VOCABULARY Common foods



A 09-01 Listen. Then listen and repeat.



EMMA DAVIS

@EmmaD

Can't wait for Saturday and family dinner night! It's the one night we all eat together.



B Which words from 1A are not fruits or vegetables? *tortilla, chicken*

C PAIRS Which foods in 1A do you often eat? Which foods from 1A do you rarely eat?
I eat fruits like oranges and grapes every day, but I rarely eat black beans.



2 GRAMMAR Questions with *How much* and *How many*

<i>How much</i>	Non-count noun		Answers	<i>How many</i>	Plural noun		Answers
How much	bread	do we need?	A lot.	How many	vegetables	will there be?	Four.
	cheese		Not much.		desserts		Two.
	rice		Three bags.		people		Not many.

>> FOR PRACTICE, GO TO PAGE 145

LESSON 1 TALK ABOUT FOOD YOU LIKE

- Read the lesson title aloud. Ask, *Which kind of food do you like best: fruit, vegetables, breads and grains, dairy, or meat, poultry, and protein? Why is it your favorite?*

- Read the social media message aloud and ask, *Why is Emma excited about Saturday? (family dinner) Ask, Does your family have a night when everyone eats together? What night is it?*

1 VOCABULARY

- A** • Focus on the pictures. Have Ss listen, then listen and repeat. Make sure Ss understand that the captions below each picture give the name of the entire dish in the picture, and the ingredients of the dish are labeled with pointers.
- B** • Ask Ss to focus on the pictures in 1A again. Write *Fruits*, *Vegetables*, and *Other* on the board. Ask, *Which foods go in the Other category?*
- In pairs, have Ss compare answers.
 - Go over answers as a class. Call Ss to the board to write their answers.

... **OPTION** Have Ss classify the fruits and vegetables in the chart as well.

🗨 **LANGUAGE NOTE** A tomato is a fruit because of its seeds. However, many people classify it as a vegetable because it is used in savory cooking and flavored with salt. Most fruits, like apples and strawberries, are used in sweet cooking.

- C** • Go over the directions and the example. In pairs, have Ss discuss their eating habits.

+ **EXTENSION** Poll the Ss. Say, *Raise your hand if you eat a lot of fruit.* Count the hands and put the total on the board. Repeat for the other food categories: vegetables, protein (meat, poultry, plant protein), breads and grains, and dairy. Lead a class discussion about the total numbers. For example, ask, *Why don't people eat more [vegetables]?*

... **OPTION** Pair Ss to have them discuss the food items listed and decide if each is healthy or unhealthy. Extend the discussion by asking why they classified the food items as they did. For example, *Cherry pie has a lot of sugar. Tacos use meat.*

🌐 **CULTURE NOTE** The United States Department of Agriculture (USDA) developed MyPlate, which is a nutrition plan to help people eat the right amount of different foods. MyPlate is divided into fruits, vegetables, proteins, grains, and dairy, and is based on a person's age, gender, height, weight, and physical activity.

+ **EXTENSION** Share the Culture Note information with your class. Have them look up MyPlate online and determine where the foods in 1A go on the MyPlate illustration.

+ **EXTENSION** Bring ads from local grocery stores and markets. Challenge Ss to find photos of the vocabulary from 1A.

2 GRAMMAR

- To introduce the grammar, write on the board:
How much chicken do you need for the tacos?
Not much.
How many common foods are in the fruit salad? *Five.*
- Underline *How much* and *How many*. Say, *We ask these questions to find out the quantity of something.*
- Focus on the grammar chart. Read the *How much* questions and answers aloud. Then read the *How many* questions and answers aloud. Ask, *What is a non-count noun? (a noun you can't count) What is the difference between the How many and How much questions? (We use How much with non-count nouns. We use How many with plural count nouns.)*
- Focus on the *How much* questions and answers. Draw attention to the answer to the last question: *Three bags.* Say, *Sometimes we make non-count nouns countable by describing their quantities with a word that you can count. For example, we can't count all the*

grains of rice that the speaker needs. But we can put the rice into bags and then count the bags.

- Draw attention to the *How many* side of the chart. Say, *Notice how the questions with count nouns can be answered with numbers. If there is not a specific number, we answer with the words not many. Contrast not much for non-count nouns with not many for count nouns.*

🗨 **LANGUAGE NOTE** *Many* and *much* can also be adjectives: *There are many black beans in the tacos. There isn't much bread in the recipe.* There are some informal ways to express *many* and *much* in answers: *a lot of, lots of, a little bit, enough, and plenty of.* (For example, *They have a lot of potatoes. She only added a little bit of parsley to the soup.*)

- For grammar practice, have Ss turn to the grammar activities on page 145.

3 PRONUNCIATION

- A** • Have Ss read the Note about consonant groups silently. Then read the Note aloud. Write *blackberries* on the board. Underline the *bl* (*blackberries*) Say, *The letters b and l are consonants. They form the consonant group bl.* Make sure you pronounce *bl* as one sound, without a vowel sound between *b* and *l*.
- Draw attention to the words. Say, *Each of these words has at least one consonant group. What are they?* (*fr, bl, str, fl, ts, gr, pes*)
 - Play the audio. Have Ss listen. Then have them listen and repeat.
- B** • Play the audio. Have Ss listen and circle the words with consonant groups. Then have Ss listen again and repeat the words that have consonant groups.
- Have Ss underline the consonant groups in the words.



EXTENSION For higher-level Ss, divide the class into small groups. Have Ss think of new words for each consonant group. (For example, for consonant group *bl*: blue, blog) The group with the most new words wins.



- If appropriate, give a personal example to help Ss get started. Write on the board: *I like to make chicken.* Read the sentence aloud so Ss can hear the consonant groups.
- In pairs, have Ss write their sentences. Circulate and help as needed.
- Call on volunteers to share their sentences with the class.

4 CONVERSATION

- A** • Draw attention to the picture. Ask, *Who are these people?* (Emma and Rosa)
- Before they listen, have Ss preview the sentences to get an idea of the conversation. Ask, *What do you think Rosa and Emma are going to talk about?*
 - Have Ss listen or watch. Give them time to complete the exercise. Have Ss listen again 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.
 - Focus on the content of the conversation. Ask, *What will Rosa bring?* (fruit—strawberries and grapes) *How many people will be there?* (five)
 - Focus on the Conversation Skill box on the right. Read it aloud.



- Play the video again and have Ss raise their hands every time they hear someone make sure that something is OK.
 - Play the audio and have Ss repeat chorally, line by line.
 - Model the conversation.
 - Have Ss listen and repeat again.
 - Then in pairs, have Ss practice the conversation. Circulate and listen for pronunciation issues with consonant groups. Time permitting, have Ss swap roles and practice again.
- D** • Have Ss use the model in 4B to make new conversations using the new words. Say, *Replace the highlighted words in the model with the words with the same color.*
- Have Ss use the model in 4B to make new conversations again. This time, they should replace the highlighted words with their own ideas.

5 TRY IT YOURSELF

- A** • Say, *Let's plan a dinner party for the class. What kind of food should we have?*
- In pairs, have Ss talk about the foods they want to have at their party and write their own suggested shopping lists.
 - Have pairs role-play their own conversations about their dinner plans.
 - Circulate and help as needed.
- B** • Have Ss present their dinner plans to the class. Give Ss two minutes to talk about what they would be serving and the items on their shopping lists.
- Take a class vote on the best dinner plans. Ask Ss to vote on which dinner plan they want to serve for a party for the whole class. Tally the votes on the board.



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

- ✓ using common foods vocabulary
- ✓ asking and answering *How many* and *How much* questions
- ✓ using non-count and plural nouns correctly
- ✓ using and pronouncing consonant groups correctly
- ✓ making sure something is OK



EXIT TICKET Read a list of food items. For example: *milk, cherries, rice, tortillas.* Have Ss write a *how many* or *how much* question for each item on a blank card or piece of paper. (For example, *How much milk do you have?*) Collect the cards as Ss leave. Read them to identify areas for review in later lessons and individual Ss who may need additional practice with the target language for this lesson.



3 PRONUNCIATION

- A** ▶ 09-03 Listen. Notice the two or three sounds in the consonant groups. Then listen and repeat.

fruit blueberry strawberries carrots
cauliflower grapes

- B** ▶ 09-04 Listen. Circle the words with consonant groups. Then listen and repeat the words with consonant groups.

black beans chicken bread parsley pepper milk an orange steak cabbage

- C** **PAIRS** Make five sentences with the words in 3A and 3B.
I love to put parsley in my vegetable soup.

Consonant groups

Many words have groups of two or three consonant sounds next to each other. We say the consonants in a group together, and we do not add a vowel sound between them.

4 CONVERSATION



- A** ▶ 09-05 Listen or watch. Circle the correct answers.

- Rosa is having a good / *bad* time in New York.
- Emma invites Rosa to dinner at her house / *a restaurant*.
- Emma is / *is not* making soup and salad for dinner.
- Rosa is bringing a *pie* / some fruit to dinner.



- B** ▶ 09-06 Listen or watch. Complete the conversation.



Emma: I can make black bean soup and salad for dinner.
Is that ok?

Rosa: If it's no trouble. I love black bean soup. What can I bring?

Emma: How about some fruit?

Rosa: Sure. How much fruit do we need? How many people will be there?

Emma: Five people.

Rosa: OK. I can bring some grapes and strawberries.

Emma: Thanks. And I can make a cherry pie, too.



CONVERSATION SKILL

Make sure something is OK

To politely make sure something is OK, say:

- If it's no trouble.
- Are you sure?
- Would that be OK?

Listen to or watch the video again. Raise your hand when you hear someone make sure something is OK.

- C** ▶ 09-07 Listen and repeat. Then practice with a partner.

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

potato blueberries and oranges a cake

5 TRY IT YOURSELF

- A** **MAKE IT PERSONAL** Plan a dinner party for your class. Include foods you like. Make a list of things to buy and how much / how many you need. What can you make?

A: How about having a pizza party? We can make pizza.

B: OK, but how many pizzas should we make? And what do we need to buy?

- B** Describe your dinner plans to the class. Talk about the foods you like the best.

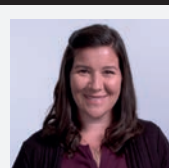
Class Party Shopping List



■ I CAN TALK ABOUT FOOD I LIKE.

LESSON 2

DESCRIBE HOW TO COOK SOMETHING



EMMA DAVIS

@EmmaD

My favorite recipe for cherry pie is so simple ... and so, so good.

1 VOCABULARY Measurements and cooking verbs



A MEASUREMENTS ▶ 09-08 Listen. Then listen and repeat.



a quart



a pint



a cup



half a cup



a tablespoon



a teaspoon



B COOKING VERBS ▶ 09-09 Listen. Then listen and repeat.



boil



fry



bake



chop



mix



add



roll

C ▶ 09-10 Listen to the people making food. Then write a cooking verb from 1B before each phrase.

1. add a teaspoon of salt to the flour
2. bake the cookies
3. fry some eggs
4. mix a quart of milk with a cup of sugar
5. boil some water for the tea
6. chop the carrots and peppers

D PAIRS Write two foods that go with each cooking verb in 1B. Then share your lists with the class.

A: What are two foods we can boil?

B: Eggs and carrots?

A: Yeah, those work. How about fry?



2 GRAMMAR Some / any with count and non-count nouns: Review

Statements				Yes / no questions		
Affirmative	I added	some	milk.	Do we need	any	milk?
Negative	I didn't add	any	eggs.		some	eggs?

Notes

- Don't use *some* or *any* when speaking about something in general.
A: I love **fruit**! What about you?
Do you like **fruit**?
B: Yes, but I don't like **cherries**.
- Use *some* to make offers and requests sound more natural.
A: Do you want **some** soda? Or **some** cookies?
B: No, thanks, but can I have **some** water?
- You can use *some* and *any* alone when the meaning is clear.
A: I made coffee. Do you want **some**?
B: Thank you, but no, I don't want **any** right now.
- Remember, you can use *there + be + no + noun*.
There's **no sugar**. = There isn't any sugar.
There are **no cherries**. = There aren't any cherries.

>> FOR PRACTICE, GO TO PAGE 146

LESSON 2 DESCRIBE HOW TO COOK SOMETHING



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

- Read the lesson title aloud. Ask, *Do you know how to cook? Do you like to cook?*
- Read the social media message aloud and ask, *What is a recipe?* (a set of directions to make a dish) *What is Emma's favorite recipe?* (cherry pie) *Why does she like this recipe?* (simple and good)

1 VOCABULARY

- A** • Have Ss look at the pictures. Say, *These are measurements that people use in the United States. They use these measurements in recipes.*
- Then have Ss listen, and then listen and repeat.
- +** **EXTENSION** If they are available, bring in measuring cups and spoons as visual aids. Show the different sizes for each measurement. Similarly, bring in one big container (a gallon) and have Ss get water in each measurement to pour into the big container.
- ...** **OPTION** If your Ss use the metric system, present the metric system equivalents for the measurements: Quart = 1 liter. Pint = 0.47 liter. Cup = 250 milliliters. Half cup = 125 milliliters. Tablespoon = 15 milliliters. Teaspoon = 5 milliliters.
- B** • Focus on the pictures. Say, *These are cooking verbs. They are common in recipes.*
- Have Ss listen, and then listen and repeat.
- +** **EXTENSION** To test student comprehension of each of the cooking verbs, give Ss a quick quiz. Ask questions like: *What do we do in hot water?* (boil) *What do we do in a pan?* (fry) *What do we do in an oven?* (bake) *What do we do to cut vegetables into smaller pieces?* (chop) *What do we do when we put ingredients together?* (mix) *What do we do to put an ingredient with other ingredients?* (add) *What do we do to make dough flat?* (roll)
- C** • Before they listen, have Ss preview the short descriptions to try to predict the correct answers.
- Play the audio. Have Ss complete the exercise individually. Play the audio again if appropriate.
 - Go over the answers as a class.
- +** **EXTENSION** Ask a few additional questions to test comprehension of the conversations. For example: *What do you think they are cooking in Conversation 1?* *Who is coming to dinner in Conversation 2?*
- D** • Solicit two volunteers to read the example conversation. Remind Ss to use this as a model for their own conversations.
- In pairs, have them complete their lists.
 - Go over the answers. Accept any reasonable answers.
- ...** **OPTION** For large classes, assign a verb to two different pairs and have those pairs compare answers. Then call on Ss from that group to write answers on the board.

2 GRAMMAR

- Review *some / any* with count and non-count nouns. Write on the board: *I have some milk. I don't have any cherries.* Ask, *What is the difference between milk and cherries?* (*Milk* is a non-count noun and *cherries* is a count noun.) Say, *We use some and any differently with count and non-count words. Now we are going to learn some other differences between some and any.*
- Focus on the grammar chart. Read the affirmative and negative statements aloud. Ask, *How is the affirmative statement different from the negative statement?* (The affirmative statement uses *some* with a non-count noun. The negative statement uses *any* with a plural count noun. The negative statement uses *didn't* and the base form of the main verb)
- Read the *yes / no* questions aloud. Point out that the question form switches the use of *some* and *any*. Say, *With questions, we use any with non-count nouns and some with count nouns. It is the opposite of the statements.*
- Focus on the Notes. For each bullet point, read the grammar rule aloud. Then call on two volunteers to read the example conversation.
- For the first Note, say, *This is the same for count or non-count nouns.*
- For the second Note, ask, *What was the last offer you received?* Give an example: *This morning, a teacher asked me, Do you want some coffee?*
- For the third Note, ask, *What would make the meaning clear?* Give an example: *When the teacher asked me about coffee this morning, she said Do you want some? She did not say coffee because she was holding the coffee pot, so it was clear what she meant.*
- For the fourth Note, remind Ss that these forms can be contracted.
- For grammar practice, have Ss turn to the grammar activities on page 146.

3 PRONUNCIATION

- A**
- Have Ss read the Note about the unstressed words *a, of, an, and* silently. Then read it aloud.
 - Focus on the example words and phrases in 3A. Say, *The linking lines mark where the words sound like they are one word instead of two words.*
 - Have Ss listen and repeat.
- B**
- Before they listen, have Ss preview the exercise items.
 - If appropriate, go over the first item as an example. Play the audio and pause after item 1. Elicit the

correct words to complete the sentence. Make sure Ss understand that since *an* and *and* both sound like /ən/, they also have to decide which words fit into the sentence grammatically before they write their answers.

- Then have Ss listen and complete the sentences individually. Play the audio again if appropriate.
- Go over the answers as a class. Then listen and repeat.

4 LISTENING

- A**
- Draw attention to the recipe and photo. Ask, *What is this a recipe for?* (cherry pie) Read the recipe aloud and answer any questions about the vocabulary.
 - Have Ss listen and mark the correct answer.
 - Solicit a volunteer to answer the question.
 - If Ss are familiar with Celsius, tell them that 375 degrees Fahrenheit is the same as 190 degrees Celsius.
- B**
- Read the Listening Skill box aloud. Then, if appropriate, review the Writing Skill on showing order with signal words on page 87. Write on the board: *first, second, then, next, now, after that, finally*. Say, *Listen for all these words when we listen to the different steps in the recipe. They will help you figure out when one step ends and the next step begins.*

- Encourage Ss to look at the recipe's list of ingredients as they listen.
 - Go over the first item as an example. Play the audio and pause after the sentence *To make the crust, first, chop the butter into small pieces*. Ask, *What is the first step?* Elicit the answer and write 1 next to *Chop the butter* as an example.
 - Play the rest of the audio and have Ss number the rest of the steps in order.
 - Play the audio once more to check answers.
- C**
- Solicit two volunteers to read the example conversation.
 - In pairs, Ss discuss the steps in the recipe. Remind them to use their answers from 4B in their conversation.

5 TRY IT YOURSELF

- A**
- Tell Ss they will describe the recipe of their choice to the class. Explain that it can be a very simple recipe, but that it should have a few steps.
 - In pairs, have Ss decide on a recipe and prepare their notes.
- B**
- Have Ss describe how to make the dishes in their recipes. Pairs can take turns describing the steps. Encourage the class to ask questions about the recipe and ingredients, or to share their own recipes for making the same dish.



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

- ✓ using measurement and cooking verb vocabulary
- ✓ using *some / any* with count and non-count nouns
- ✓ pronouncing unstressed words with the schwa sound correctly
- ✓ adding sequence words as they describe their recipes



TEACHING TIP Whenever Ss present personal examples of a concept they have learned to the class, consider collecting written versions of the examples and either posting them in the classroom or creating a book or webpage to display them.



EXTENSION Have Ss turn back to Emma's social media message on page 104. Ask them to respond to Emma with a message about their favorite recipe and why they like it.



EXIT TICKET To review recipes and words to show the sequence of steps, write the following sentences on the board:

This is how you make an omelet. ____, beat the eggs. ____, add water or milk to the eggs. ____ add salt and mix. ____, put butter in a pan and pour the mixture into the pan. ____, fry the omelet in the pan.

Have Ss copy the sentences and complete them with words to show the order of the steps. Collect papers as Ss leave. Read the papers to identify areas for review in later lessons and to identify individual Ss who may need additional practice.



3 PRONUNCIATION

- A** ▶09-12 Listen. Notice the way we link unstressed words to the words around them. Then listen and repeat.

an, and = /ən/ an hour and a half rice and beans
a, of = /ə/ a cup of tea a teaspoon of salt

- B** ▶09-13 Listen. Complete the sentences with *a, of, an, or and*. Check your answers with a partner. Then listen and repeat.

- I'm making an Italian cabbage and rice soup.
- To make the soup, you need a pound of cabbage.
- Chop an onion and the cabbage.
- Add rice and four cups of water.
- You don't need a lot of rice—maybe half a cup.
- Add a tablespoon of butter and some cheese at the end.

Unstressed words: *a, of, an, and*

We don't stress short words like *a, of, an, or and*. We say all these words with the short, weak vowel /ə/.

The word *and* usually sounds the same as the word *an*: *an hour and a half*.

In fast speech, *of* often sounds like *a* when the next word begins with a consonant sound: *a cup of tea*.

4 LISTENING

- A** ▶09-14 Look at the recipe and listen. What does the speaker say to do first?

☐ make cherry filling ☒ make a pie crust

- B** ▶09-15 Listen again and put the steps of the recipe in the correct order. Write the numbers.

- Roll the dough into two flat circles.
- Boil the cherries.
- Chop the butter.
- Bake the pie for 50 minutes.
- Mix the flour, salt, and sugar.
- Put the first circle of dough in a pan.
- Put the second pie crust on top.

- C** **PAIRS** Close your books. Pretend you are making a cherry pie. Try to remember how to make the crust and the filling.

A: First, chop up the butter. **B:** Yes. Then ...

LISTENING SKILL Listen for sequence

When you listen to steps in a process, listen for words like *then, next, now, and after that*. Speakers often use these words to introduce the next step.

←

RECIPES A TO Z

→

CHERRY PIE

INGREDIENTS

Crust:

- ★ 1 cup of butter
- ★ 3 cups of flour
- ★ one teaspoon of salt
- ★ one tablespoon of sugar
- ★ about half a cup of ice water

Filling:

- ★ 4 cups of cherries
- ★ 1 cup of sugar
- ★ 4 tablespoons of flour

5 TRY IT YOURSELF

- A** **PAIRS** Choose a dish to make. Write the ingredients on a piece of paper. Talk about how to make the dish.
- B** Report to the class. What ingredients do you need for your dish? How can you make it?
- This is how to make chicken soup. First, chop the chicken into pieces. Then chop potatoes and celery ...*

■ I CAN DESCRIBE HOW TO COOK SOMETHING.



LESSON 3 ORDER FOOD



EMMA DAVIS

@EmmaD

Just made a cherry pie for dinner!
Makes me think of my mom's kitchen
when I was a kid.

1 VOCABULARY Foods on a menu



A 09-16 Listen. Then listen and repeat.

MAIN DISHES

\$9	\$10	\$6	\$6	\$7
\$8	\$7	\$7	\$8	

SIDES

\$3	\$3	\$2
-----	-----	-----

DRINKS

\$1	\$1
-----	-----

B PAIRS Which foods in 1A are good to eat together?

I like eating fried chicken with french fries. They're great together!



2 GRAMMAR Would like for preferences and polite requests

Affirmative statements

Subject	Would like	Noun
I	would like	Mexican food.
She		a salad.

Questions

Wh- word	Would	Subject	Like	Answers
	Would	you	like	Yes, please. / No, thank you.
		anyone		I would!
What	would	you		Steak, please.
		they		Mushrooms and peppers.

Notes

- Use *would like* to make polite requests. *Would like* is more polite than *want*.
- Like* and *would like* have different meanings.
I **like** noodles. = I enjoy noodles. I'd **like** some noodles. = I want some noodles, please.
- We almost always contract *would* with pronouns in affirmative statements.
She'd like a cola.



>> FOR PRACTICE, GO TO PAGE 147

LESSON 3 ORDER FOOD



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

- Read the lesson title aloud. Ask, *Where do we order food?* (in or from a restaurant) Take a poll. Ask, *How many of you order food in restaurants from a server? How many of you order food at a restaurant to carry out? How many of you order food online? How many*

of you order food over the phone? Which way is most popular? Which way is easiest?

- Focus on the social media message. Ask, *Have you ever felt this way? What food reminds you of your home?*

1 VOCABULARY

- A** • Draw attention to the menu. Ask, *What is a diner?* (a restaurant that is usually small, inexpensive, and open 24 hours) Say, *Raise your hand if you eat at diners.*



CULTURE NOTE Diners used to serve American food and were very casual, but now diners serve all types of food. The earliest diners were actually converted dining cars from trains. That's where the name *diner* comes from. Later diners were small, long, and narrow like train cars. They were a combination of a long counter where diners ordered directly and booths along the other wall where a server would take orders and deliver food.

- Play the audio and have Ss look at the pictures and follow along. Point out that the price of each dish is to the right of the caption.
- Have Ss listen and repeat.
- Discuss the different dishes. For example, ask, *Which dishes do you think have beef in them?* (meatloaf, steak; possibly tacos, burritos, dumplings) *Where do tacos and burritos come from originally?* (They come from Mexico.)



EXTENSION Put Ss in groups and have them think of additional items to add to each of the three categories: main dishes, sides, and drinks.



EXTENSION Point out that for some foods, you can decide what kind you want. For example, you would order vegetable curry, a beef burrito, or fish tacos. In groups, have Ss think of possible combinations for some of the dishes, such as tacos, burritos, dumplings, curry, sushi, and noodles. Elicit suggestions and write them on the board. If time allows, have groups complete their own more detailed diner menus and then share them with the class.



- Go over the directions and the example sentence. Tell Ss to refer to the menu in 1A as they talk.



EXTENSION Put Ss in groups and have them think of other dishes (not already on the menu) that would go with each main dish. For example, ask, *What goes well with curry?* (rice) Accept any reasonable answers. Repeat this for each dish.

2 GRAMMAR

- Write on the board: *I would like Italian food.* Say, *This means I want Italian food. People use would like to say what they want in restaurants and shops.*
- Focus on the affirmative statements in the grammar chart. Read the examples aloud. Point out that the form of *would like* stays the same with different subjects.
- Read the questions and answers in the chart aloud. Point out that we add *please* and *thank you* to the yes / no answers to be more polite. We can also answer yes / no questions with *Yes, I would* or *No, I wouldn't*, but this is not very common because those phrases sound formal. *I would!* is used when the person answering the question wants to identify him or herself.



OPTION In pairs, have Ss interview each other using questions from the grammar chart. First they should ask, *Would you like [a burrito] for dinner?* If the answer is *no*, they should ask *What would you like for dinner?* Ask them to take notes and then present their partner's choices to the class. After everyone presents their choices, quiz Ss to see if they remember. Point to a student and ask, *What would [name] like for dinner?* Elicit answers. Let the student whose name you used confirm or restate their answer.

- Read the first Note aloud. Write on the board: *What do you want?* Write *What would you like?* next to it. Say, *What do you want? can sound a little rude.* Explain that *would like* is more polite and formal. Read the two sentences aloud so Ss can hear the difference in tone.
- Go over the other two Notes. Ask, *What do you like? What would you like right now?* Solicit volunteers to answer the questions. Remind Ss to use contractions in their answers (*I'd*).
- For grammar practice, have Ss turn to the grammar activities on page 147.

3 CONVERSATION

- A** • Have Ss look at the video still. Ask, *Who is this?* (Emma) *What is she doing?* (looking in her refrigerator) *How does she feel?* (upset) *How do you know?* (her facial expression) If necessary, have Ss refer back to Lessons 1 and 2 and remind them that Emma made plans to have dinner with Rosa.
- Before they listen or watch, ask Ss to preview the exercise to get an idea of the conversation. Ask, *What do you think this conversation will be about?*
 - 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 necessary.
 - Ask a few additional questions to test comprehension of the video. For example, *Who ate all the chicken, vegetables, and black beans?* (the kids) *How much does the food cost?* (forty-four dollars)



LANGUAGE NOTE The video uses the phrase *take-out*. *Take-out* is food that is cooked and sold by a restaurant that someone picks up and eats somewhere else. *Take-out* is hyphenated when it is used to describe this type of food. It is not hyphenated when it is used as a verb. (For example, I will take out the trash tonight.)

- 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 would Emma like?* (some food for delivery) *What does she order?* (five tacos, two burritos, five mixed salads)
- C** • Play the audio and have Ss repeat chorally, line by line.
- Model the conversation in 4B.
 - Have Ss listen and repeat again.
 - Then in pairs, have Ss practice the conversation. Circulate and listen for pronunciation issues and correct usage of the target language. Time permitting, have Ss swap roles and practice again.
- D** • Have Ss use the model in 4B to make new conversations using the new words. They should replace the highlighted words in the model with the words with the same color.
- Have Ss use the model in 4B to make new conversations again. This time, they should replace the highlighted words with their own ideas.



OPTION For lower-level Ss, have them use vocabulary words from page 106 if they can't think of their own ideas. For higher-level Ss, challenge them to use words that are not featured in the textbook. Have them role-play their conversations for the class and write any new words on the board.

4 TRY IT YOURSELF

- A** • Write a model conversation on the board:
- RESTAURANT: *[Student]'s Diner. How can I help you?*
CALLER: *Hello. I'd like to order some food.*
RESTAURANT: *Of course. What would you like?*
CALLER: *I'd like...*
- In pairs, have Ss role-play their conversations, referring to the model conversation if necessary. Encourage them to request different foods from a menu. Have them switch roles.
 - Circulate and take note of any pronunciation or grammar issues.
- B** • Have Ss take orders from other Ss and take notes in the chart. Encourage them to use the words from 1A, but let them know it is also okay to use other words.
- After everyone has taken orders from three people, have Ss read the orders they took. Write each food item on the board and keep a tally. At the end, ask, *What was the most popular food ordered?*



OPTION Divide the class into two groups. Have the two groups line up facing each other. Have one line take an order from the person standing across from them. After one order is taken, have one line move one person to the right for the next order. After each switch, change the line that is taking the orders so Ss have a chance to take and give orders.



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

- ✓ using foods on a menu vocabulary
- ✓ asking questions using *would like*
- ✓ answering *would like* questions
- ✓ using *like* and *would like* correctly
- ✓ taking and giving orders



EXIT TICKET Tell Ss to imagine it is their birthday. Have Ss write answers to the question *What would you like for your special birthday dinner?* 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 with the grammar.

3 CONVERSATION



A ▶ 09-18 Listen or watch. Then choose the correct answers.

1. Why is Emma upset?
 - a.** There are no black beans.
 - b. Rosa is late for dinner.
2. What does Emma decide to do?
 - a. buy more food at the supermarket
 - b.** order food over the phone
3. What are Emma and the others eating for dinner?
 - a. black bean soup and vegetables
 - b.** tacos, burritos, and salads



B ▶ 09-19 Listen or watch. Complete the conversation.



Sam: DiDi's Diner. How can I help you?

Emma: Hi. I'd like some food for delivery.

Sam: Sure. What would you like ?

Emma: Let's see. I'd like five chicken tacos, two black bean burritos, plus five mixed salads.

Sam: OK. Would you like anything to drink?

Emma: No, that's it. Thanks.

C ▶ 09-20 Listen and repeat. Then practice with a partner.

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

noodles with chicken vegetable curries orders of mashed potatoes

4 TRY IT YOURSELF

A MAKE IT PERSONAL Take turns ordering take-out food over the phone for dinner. Use foods from 1A and your own ideas.

B WALK AROUND Take food orders from three other students. Which dishes are the most popular?

Name	Order



■ I CAN ORDER FOOD.



EMMA DAVIS

@EmmaD

This article made me want to eat tortillas. 😊

1 BEFORE YOU READ

A PAIRS What were your favorite foods when you were a child?



B 09-21 Listen. Then listen and repeat.

suddenly: happening quickly when you don't expect it

a memory: something that you remember from the past

childhood: the time in your life when you were young

a smell: You notice smells with your nose.

flavor: the taste of a food or drink

an emotion: a feeling such as love, hate, or anger

2 READ

A PREVIEW Read the title and look at the photo. What memories will the author discuss?
Memories about food

B 09-22 Read and listen to a blog post about food and memory.
What foods does the writer describe? tortillas and chicken

Home | About | Photo Gallery | Restaurant Reviews | Recipes



Food and memories

Last week, I walked by a small taco restaurant. There was a wonderful smell of fresh tortillas. I have lived in the U.S. for forty years, but when I smell fresh tortillas, I am in Mexico again. The smell took me back to the small town in Mexico where I grew up. Suddenly, I was at my family's dinner table, with fresh tortillas and my grandmother's delicious chicken. The memory was so strong. I almost cried.

Later, I talked to some friends about my experience. They said that some foods bring back powerful memories from their childhood, too. My friend Anna remembers her family's Sunday dinners when she smells fried chicken.

There are also many stories about food and memories in books. French author Marcel Proust begins one of his novels with a cookie and a cup of tea. The taste brings back many memories—more than 4,000 pages of them! The author Eduardo Machado writes about foods that make him hungry for his home in Cuba. The smell of boiling fresh milk takes him back to his childhood.

Why does food make us remember things? Well, a food's smell has most of the food's flavor. And the part of the brain that is responsible for smell is directly connected to the parts of the brain that are responsible for memories and for emotions. So, it is not surprising that the smell of food often brings back memories, especially memories that include strong emotions.

What are your special food memories?

Luz López

Leave a Reply

Luz's Food Blog



About

RSS Feed

Social Media

Recent Posts

Archives

Email



LESSON 4 READ ABOUT FOOD AND MEMORIES



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

- Read the lesson title aloud. Ask, *Are there any foods that make you remember things about your past?*
- Then read the social media message, and ask, *Have you ever felt like Emma? Write crave on the board. Say, Crave means to want something a lot. Then ask, Have you ever craved a food? What food did you crave?*

1 BEFORE YOU READ

- A** • Tell the class about your favorite food when you were a child. Say, *When I was a child, I liked to eat [...]. What did you like to eat when you were a child?*
- Have Ss discuss the question in pairs. Then bring the class together and have them share answers. On the board, write examples of Ss' answers.
- B** • Draw attention to the vocabulary words. Play the audio. Ask Ss to listen and repeat.
- To make sure Ss understand the definitions, ask Ss to write a sentence using each of the words. Solicit volunteers to read their sentences aloud.



OPTION For higher-level Ss, have them close their books before you present the vocabulary. Write the words on the board and elicit definitions. Then have Ss open books and check their definitions.

2 READ

- A** • Ask, *What is the title of this blog post?* (Food and memories) Then draw attention to the photo. Ask, *Who are these people?* (a family) *What are they doing?* (having a family meal)
- Ask Ss to make predictions about the kinds of memories the blog post will discuss. Write their predictions on the board. Leave the words on the board to refer to later.
- B** • Have Ss read and listen. If appropriate, let them read and listen again. Answer any questions Ss may have.
- In pairs, have Ss underline the foods described in the blog post and then list them.
- Go over the answers as a class.
- Bring the class together and review the list of predictions from 2A on the board. Talk about which Ss' predictions were correct.



OPTION Ask Ss to highlight the target vocabulary from 1B in the blog post. Review the definitions again if necessary.



CULTURE NOTE The family dinner has an interesting history in the United States. In the 1950s, families ate together around the dining room table. Usually the father sat at the head of the table while the mother sat at the opposite end. The children sat on the sides of the table. Today, the family dinner is usually reserved for more formal occasions or holidays like Thanksgiving. Families don't always have both parents in the household or they eat at the kitchen table rather than at the more formal dining room table.



CULTURE NOTE Marcel Proust was a French writer who is known for his novel *In Search of Lost Time*, also known as *Remembrance of Things Past*. The seven volumes contain the narrator's childhood memories. A famous scene from this novel that many people can relate to is the "episode of the madeleine" in the first volume. Here he describes tasting a madeleine cookie and remembering eating a similar food with his aunt many years previously. This leads to many more memories. Eduardo Machado is a writer from Cuba. He wrote a lot of plays, but he also wrote a book called *Tastes Like Cuba: An Exile's Hunger for Home*. This book includes recipes and stories about his family.



EXTENSION Share the information about the family dinner Culture Note with your class. Hold a class discussion and ask, *Are family dinners more important in some cultures than in others? Do you have family dinners? What are your family dinners like?*

3 CHECK YOUR UNDERSTANDING

- A** • Have Ss work individually to identify the main idea of the reading.
- Go over the answers as a class. Then ask, *Why are the other two answers not the main idea?* (They are details that the author writes once, not the main idea that the author repeats in different ways.)

... **OPTION** For lower-level Ss, have them answer the question in pairs or small groups instead of individually.

- B** • Give Ss time to complete the sentences individually.
- Go over the answers as a class.

... **OPTION** Ask Ss to find the answers to each question in the reading and highlight them.

+ **EXTENSION** Test comprehension by asking additional questions about the reading. For example:
Where is the author of the blog from? (Mexico)
What food brings back memories for her friend Anna? (fried chicken)
How long is Proust's book? (over 4,000 pages)
Where is Eduardo Machado from? (Cuba)
Why does food make us remember? (The parts of the brain responsible for smell and memories are connected.)

- C** • Read the sentences aloud. Point out that Ss need to use the correct form of *be* with the second expression.
- Have Ss find the sentences in the reading that use the target language. Then give Ss time to choose their answers.
 - Go over the answers as a class.

+ **EXTENSION** Ask, *What takes you back? What are you responsible for in your life?* Have Ss write new sentences with the underlined expressions. Have Ss read their sentences to the rest of the class.

- D** • Have Ss read the Reading Skill box on inferring meaning silently. Then read it aloud. Explain that it is important to be able to identify meaning even when a writer does not state something clearly.

- Go over the directions. If appropriate, go over the first item as an example. Elicit the correct answer. (b) Ask, *How do we know that Luz likes tacos?* (Because she says the taco restaurant has a wonderful smell. She thinks tacos smell wonderful because she likes them.) *Why is a not the correct answer here?* (because Luz's statement doesn't give us any information about whether she likes to eat at home or not)
- For each *Luz writes* statement, have Ss choose the fact that they can infer from the statement.
- Go over the answers as a class.

+ **EXTENSION** To give Ss more practice in inferring meaning, choose a simple blog post about food. Make sure it is appropriate in level and content for your class. Write down a few inference questions based on this blog. For example, if the blog tells the reader to substitute olive oil for butter in a recipe, you could ask, *How does the author feel about butter?* Print out copies of the blog post or project it on a screen in class. Then ask Ss the inference questions you wrote down. Discuss the answers as a class.


- E** • Remind Ss about the importance of using their own words to summarize the most important ideas in an article.
- Read the example sentence aloud. Have pairs use it to complete the task.
 - Ask for volunteers to write their summaries on the board. Compare what different pairs thought were the most important ideas.

... **OPTION** Focus attention on the box to the right of 3E. Have Ss complete the research task during class or for homework. Then ask Ss to share what they learned. Put Ss in small groups and have them talk for a few minutes about their search results. **For lower-level Ss** or to save time, put Ss in groups and assign them a food with a strong or special smell. For example, garlic, cinnamon, bacon, onions, chocolate chip cookies, buttered popcorn, coffee, barbeque or grilled meat, fresh baked bread, Limburger cheese, or fish.

4 MAKE IT PERSONAL

- Tell Ss they will talk about a personal experience in which food reminded them of past memories. Read the example aloud. Tell Ss this will be how they begin their own conversation.
- If appropriate, copy the chart on the board and fill it in with your personal answers. Encourage Ss to use this as a model to complete their own charts.
- Give Ss time to answer the questions individually and draft the statements they want to use in their conversation. Remind them to use the vocabulary words from 1B.

- Circulate as pairs share their experiences. Take note of any issues and present those to the class at the end of the activity.

 **EXIT TICKET** Have Ss write two or three sentences about a food that brings a memory back to them on a blank card or piece of paper. These can be sentences about the food they discussed in 4 or another food. Collect papers as Ss leave. Read the papers to identify areas for review in later lessons and individual Ss who may need additional practice.

3 CHECK YOUR UNDERSTANDING

A What is the main idea of the blog post?

- a. The flavor of food comes more from its smell than its taste.
- b.** Foods and their smells can bring back powerful memories.
- c. Memories are connected to strong emotions.

B Choose the correct answer.

- 1. The author remembered her childhood because of the smell of *fried chicken* / fresh tortillas / *a little taco*.
- 2. The smell of boiling milk brings back memories for *the author* / *Marcel Proust* / Eduardo Machado.
- 3. Smell and *childhood* / *food* / memories are connected in the brain.

C **FOCUS ON LANGUAGE** Read. What do the underlined words mean?

- 1. The smell took me back to the small town in Mexico where I grew up.
 - a.** made me remember
 - b. traveled with me
- 2. The part of the brain that is responsible for smell is directly connected to the parts of the brain that are responsible for memory and for emotions.
 - a. be sensitive about
 - b.** manage

D **READING SKILL** Read the Reading Skill. What information can you infer?

Luz writes ...

- 1. I walked by a small taco restaurant. There was a wonderful smell...
- 2. I almost cried.
- 3. The smell of boiling fresh milk takes him back to his childhood.

So I know ...

- a. Luz doesn't like to eat at home.
- b.** Luz likes tacos.
- a.** Luz misses her childhood.
- b. Luz wants to move back to Mexico.
- a.** Eduardo Machado often drank milk.
- b. Eduardo Machado rarely drank milk.

READING SKILL

Infer meaning

To infer is to know what an author believes or means but doesn't write. Reread the text. What things does the author believe or mean but not write?

E **PAIRS** What is the blog post about? Retell the most important ideas in the blog post.

Use your own words.

The post is about food and memories ...

Find out about foods with a strong or special smell.



4 MAKE IT PERSONAL

Think of an experience like the one in the blog post. Write notes. Then tell a partner about it.

What food makes you think about your past?	
What person or experience do you remember when you smell or eat it?	
How do you feel when this happens?	

When I taste sweet peaches, I remember ...

I CAN READ ABOUT FOOD AND MEMORIES.

LESSON 5

WRITE A RESTAURANT REVIEW



EMMA DAVIS

@EmmaD

I'll be in Arizona next week for work. Any suggestions for a good place to eat?

1 BEFORE YOU WRITE

- A** Read the review. Why did Mike decide to try this restaurant? *Possible answer: He read a review that gave the restaurant 4 stars.*



Mike H.
Scottsdale, Arizona
76 friends
210 restaurant reviews
125 photos

[map view](#)

"Try this one!"

★★★★ April 14

I read a review of Pancake Shack in the newspaper. **It** gave the restaurant 4 stars. I love pancakes, so I decided to try **it**. I went to Pancake Shack the next day, and I can tell you that **this** is the best pancake restaurant in the city. **It** has many different kinds of pancakes, like sweet ones with blueberries, cherries, or strawberries. **It** also has unusual choices. For example, there are pancakes with chicken and mushrooms. I guess pancakes are not only for breakfast! I tried four different kinds. **They** were all delicious. And everyone there was so nice! So, if you like pancakes, **this** is the place for you!

Was this review helpful? ☒ Yes 23 ☐ No 3

- B** Read the review again. Why does Mike like the pancakes? Take notes in the chart. Write each reason in a circle. *Possible answers:*

Pancake Shack

😊

★ there are many different kinds of pancakes

★ there are unusual choices

★ all the pancakes were delicious

👍

❤️

- C** Read the sentences. Are they positive or negative? Complete the chart. Then add one positive and one negative sentence.

	+	-
This is the best pancake restaurant in the city.	✓	
Everyone was so nice.	✓	
They were all terrible.		✓
This is the place for you!	✓	
Don't go here!		✓
	✓	
		✓

LESSON 5 WRITE A RESTAURANT REVIEW



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

- Read the lesson title aloud. Ask, *Do you read restaurant reviews? Do you believe them?*
- Read Emma's post aloud. Ask, *Why is Emma sending this message?* (She is traveling to a new place and she doesn't know where to eat.)

1 BEFORE YOU WRITE

- A** • Draw attention to the question in the directions. Have Ss read the review and answer the question.
- Go over the answer as a class. Then ask, *Does Mike's review make you want to try this restaurant? Why or why not? What would you like to order from this restaurant?*
- +** **EXTENSION** Test comprehension and make sure Ss understand the format of an online review by asking additional questions. For example:
Where does Mike live? (Scottsdale, Arizona)
How many reviews has he written? (210)
How many photos has he posted? (125)
How many stars did Mike give this restaurant? (4)
How many stars were possible? (5)
Is this a good rating? (yes)
When did he post his review? (April 14)
How many people thought the review was helpful? (23)
How many did not think the review was helpful? (3)
- B** • Go over the directions. Focus on the chart with circles. Tell Ss that this chart is similar to the word webs / word maps they have used to organize information in previous units.
- Have Ss work individually to read the restaurant review again and complete the chart.
 - To check answers, draw one set of circles on the board. Ask volunteers to come to the board and fill in the circles.
- ...** **OPTION For lower-level Ss**, copy the set of circles on the board and complete the activity as a class.
- ...** **OPTION** Have Ss underline the reasons Mike likes the pancakes in the restaurant review.
- C** • Ask Ss to determine which sentences in the chart they think are positive and which are negative. Have them check the correct columns individually.
- Then have pairs compare answers and explain why they think each sentence is positive or negative.
 - Go over the answers with the class. Underline the words in each sentence that have positive or negative connotations. (This is the best, so nice, terrible, the place for you, Don't go)
 - Have Ss work in pairs to add two more positive and negative statements to the chart.
- ...** **OPTION For higher-level Ss**, have Ss make up new sentences that include the underlined positive or negative phrases. (For example, *This is the best diner in the city.*)
- +** **EXTENSION** Ask Ss to summarize the review in their own words. For example, *Mike reviewed the Pancake Shack. He went there to eat...*
- +** **EXTENSION** Bring in a few restaurant reviews from popular online review sites for Ss to look at. Make sure that the level and content of the reviews are appropriate for your class. Repeat the activities in 1A, 1B, and 1C with the different reviews. Have Ss present their reviews and completed charts to the class. Note that restaurant reviews are written and posted by individuals. They are not usually edited, so there may be grammar, punctuation, or spelling mistakes.
- ...** **OPTION For higher-level Ss**, if you do the extension above and your online restaurant reviews contain errors in grammar, punctuation, or spelling, have Ss edit them to try to correct the errors.

2 FOCUS ON WRITING

- A** • Have Ss silently read the Writing Skill box on connecting ideas with *this, that*, and other pronouns. Then read it aloud. Write on the board: *I love New York. New York is my favorite city because New York is exciting.* Ask, *How can I make these sentences sound better?* (by changing *New York* to *it* in the second sentence)
- Then write on the board: *Soda has a lot of sugar in it. This is why it is unhealthy.* Ask, *What does this mean in the second sentence?* (Soda has a lot of sugar in it.) Draw an arrow from *This* to the first sentence and circle the entire sentence.

- B** • Go over the directions. Then focus on the example sentences from Mike's review. Ask, *What does it mean in the second sentence?* (the review of Pancake Shack in the newspaper)
- Have Ss turn back to page 110 and circle the rest of the pronouns in Mike's review.

+ **EXTENSION** Have Ss draw an arrow from each pronoun to the noun that it refers to. Circulate to help as needed. If more room is needed, have Ss rewrite the sentences on a separate piece of paper or on the board.

3 PLAN YOUR WRITING

- A** • Tell Ss it is time to start developing their own review. Copy the chart on the board and complete it using yourself and your favorite restaurant as a model. For example, you can describe the dishes you like, the service, and the location of the restaurant.
- Have Ss complete the chart individually with information about a restaurant they want to review. If Ss don't go out often or live on campus, tell them they can make up

a restaurant. They can also write a review of the school cafeteria or even a meal that someone cooked for them—such as their mom or another family member.

- B** • Go over the directions and the example sentence. In pairs, have Ss tell each other about their restaurants, using the information in their charts in 3A.
- Circulate to help Ss as needed.

4 WRITE

- Ask Ss to write their review. Remind them to use their chart in 3A and the information about pronouns in the Writing Skill box to make their writing more interesting. Refer them to the model on page 110 as an example.

... **OPTION** Assign this task as homework so Ss have more time to work.

5 REVISE YOUR WRITING

- A** • Tell Ss they will peer-review their partner's writing. Say, *Read your partner's review. Answer the questions in your book.*

- B** • Ask Ss to make suggestions for improvement. Say, *Can you improve your partner's review? Make suggestions. Then revise your writing.*

6 PROOFREAD

- Have Ss proofread their review one last time.
- Ask them to check their spelling, punctuation, and capitalization.
- Then collect student work and offer individual feedback.



EXIT TICKET To test understanding of the Writing Skill, give Ss a short quiz. Write a few sentences on the board that use pronouns and have Ss copy them. Ask Ss to circle each pronoun and draw an arrow to the noun or sentence it refers to. Here are possible sentences to include in the quiz:

I read a book last week. It was really interesting.

My friend Lin is a great cook. She makes delicious dumplings. They have pork inside them.

I went to Florida last summer. That was really fun.

Collect Ss' quiz answers as they leave. Then grade the quizzes to identify areas for review in future lessons and individual Ss who may need additional practice.

2 FOCUS ON WRITING

- A** Read the Writing Skill.
- B** Read the review in 1A again. Find examples of *this*, *that*, and other pronouns that connect people, things, or ideas. Circle the pronouns.

WRITING SKILL

Connect ideas with *this*, *that*, and other pronouns

You can use *this*, *that*, and other pronouns (*he*, *she*, *it*, *they*, *him*, *her*, *them*) when you mention people, things, and ideas again later in the text. Using pronouns helps you connect ideas in different sentences. It makes your writing less boring and easier to read.

I like mushrooms on everything. **They** are my favorite vegetable.

When I was 22, I learned how to bake bread. **That** was one of the most important experiences in my life.

Try this one!

★ ★ ★ ★ ☆ April 14

I read a review of Pancake Shack in the newspaper. It gave the restaurant 4 stars.

3 PLAN YOUR WRITING

- A** Think about your favorite restaurant. What can you say about the food? Complete the chart. Put reasons in the circles.

My favorite restaurant: _____

★	
★	
★	

Icons: smiley face, thumbs up, heart

- B PAIRS** Tell your partner about the restaurant.
I went to Ricardo's for the first time two years ago. It was ...

4 WRITE

Write a review of your favorite restaurant. Explain why you like it. Use pronouns to refer to people, things, and ideas the second time you write about them.

5 REVISE YOUR WRITING

- A PAIRS** Exchange reviews and read your partner's review.
1. Circle pronouns. Find the people, things, or ideas that they refer to.
 2. Did your partner explain why this is his or her favorite restaurant?
- B PAIRS** Can your partner improve his or her review? Make suggestions.

Check your

- spelling
- punctuation
- capitalization

6 PROOFREAD

Read your review again. Can you improve your writing?

■ I CAN WRITE A RESTAURANT REVIEW.

PUT IT TOGETHER

1 MEDIA PROJECT



A 09-23 Listen or watch. What food does Pedro make? *A smoothie*



B 09-24 Listen or watch again. Answer the questions. *Possible answers:*

- Why does Pedro like smoothies? Smoothies are easy to make and great for breakfast.
- What do you need to make a smoothie? Yogurt, some fruit, some ice, and a blender.
- How do you make a smoothie? Mix the yogurt, fruit, and ice in a blender.



C Make your own video.

Step 1 Think about a simple food you can make. Get the ingredients and any other things you'll need to make your food.

Step 2 Make a 30-second video. Show the ingredients, describe how to make your food, and show the finished food.

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

2 LEARNING STRATEGY

SENTENCES WITH SOUNDS

Think of a sound that's hard for you to say. Then find ten words that have that sound. On a piece of paper, write sentences with the words. Try to use more than one word in each sentence.

L

- My sister-in-law lives in London.
- She's tall and she has blue eyes.
- She has long blond hair.
-

Choose a sound that is difficult for you. Find food words that have the sound. Write sentences with the words and practice saying them.

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 you like
- ☐ Describe how to cook something
- ☐ Order food

Vocabulary

- ☐ Common foods
- ☐ Measurements
- ☐ Cooking verbs
- ☐ Foods on a menu

Pronunciation

- ☐ Consonant groups
- ☐ Unstressed words: *a, of, an, and*

Grammar

- ☐ Questions with *How much* and *How many*
- ☐ *Some / any* with count and non-count nouns: Review
- ☐ *Would like* for preferences

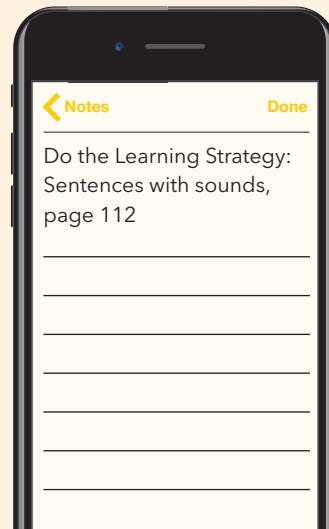
Reading

- ☐ Infer meaning

Writing

- ☐ Connect ideas with *this, that*, and other pronouns

B What will you do to learn the things you highlighted? Write notes.



PUT IT TOGETHER

1 MEDIA PROJECT

- A** • Have Ss look at the picture. Ask, *What is this?* (a smoothie) *What do you think a smoothie is made from?* Then have Ss listen or watch and answer the question. Ask, *Do you like smoothies?*
- B** • Before they listen again, have Ss preview the questions. Tell them that this is the information they will be listening for.
 - Have Ss listen or watch and 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 Ask, *Do you like the ingredients Pedro used? What ingredients would you use in your smoothie?* Have Ss share their answers.



TEACHING TIP Whenever you assign a reading, listening, or video that contains vocabulary, grammar, or other language Ss have previously been exposed to, consider encouraging Ss to identify that language in the reading, listening, or video. This will help them become more active learners and engage with the materials in a more purposeful way.

- C** • Explain to Ss that, just as Pedro did, they will make a video about a food they can make.
 - Give Ss a few minutes to read the three steps. Encourage them to make a list of the ingredients and anything else they need to include.

- For homework, tell Ss to make their video. Tell them they can have someone else videotape them using their phones.
- Back in class, write the following questions on the board:

Feedback: Is the student well-prepared?
Is the presentation well-organized?
Does the student speak loudly and clearly?
Does the student make eye contact?
Does the student talk about the ingredients and anything else needed to make the food?
Does the student talk about the steps needed to make the food?

Give Ss a few minutes to read over the questions. Tell them to write each person's name on a piece of paper before they see their video and then take notes during the video referring to the questions on the board.
- Then invite classmates to ask questions and give feedback as other Ss present.
- You may choose to save the feedback until the very end and let Ss walk around and 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 own phones. Then have them look at the recordings for homework and give feedback to themselves on their presentation, using the questions on the board to guide them.

2 LEARNING STRATEGY

- Ask Ss to read the Learning Strategy box silently. Ask, *What sounds do you find hard to say? Do you think this is a good way to practice English?*
- Focus on the Note with circled words. Ask, *What sound is hard for the student who wrote these sentences? (the / sound) Is this sound hard for you?*

- Tell Ss to make a list of food words that contain the sounds they chose. Give them time to write sentences.
- Circulate to help Ss as needed.



OPTION Give Ss sentences to say out loud that include the sounds that you know are hard for the Ss in 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, and so on 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 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 WHERE ARE YOU GOING?

PREVIEW THE UNIT

LESSON 1		Talk about important life events
	Vocabulary	Milestones
	Grammar	Simple past questions, <i>yes / no</i> and <i>wh-</i> questions
	Conversation skill	Invite someone to talk
LESSON 2		Describe when events happened
	Vocabulary	Past time markers
	Speaking	Saying dates
	Pronunciation	The sounds /ər/ and /ɔr/
	Listening	Listen for time order
LESSON 3		Talk about life plans and goals
	Vocabulary	Future time markers
	Grammar	Future plans with <i>be going to</i>
	Pronunciation	Blending: <i>going to</i> ("gonna")
LESSON 4		Read advice on finding a job
	Reading skill	Infer why someone does something
LESSON 5		Write a cover letter
	Writing skill	Organize a cover letter
PUT IT TOGETHER		
	Media project	Photos: Talk about your future plans
	Learning strategy	Make a timeline



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

GET STARTED

- A** • Read the unit title. 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 what they see. Bring the class together and ask pairs to share. Write words on the board. (For example, a lake, rocks, the sky)
- C** • Read the social media message and bring Ss' attention to the photo and name. Ask, *What do you know about Yuki?* Invite Ss to call out answers. If necessary, have them reread what Yuki says in *Meet the People of TSW Media* on page 4 or play the video of Yuki. Then ask again, *What do you know about Yuki?*
 - Have Ss turn back to page 113. Read the social media message aloud. Ask, *What are some cool things you think Yuki has done?*

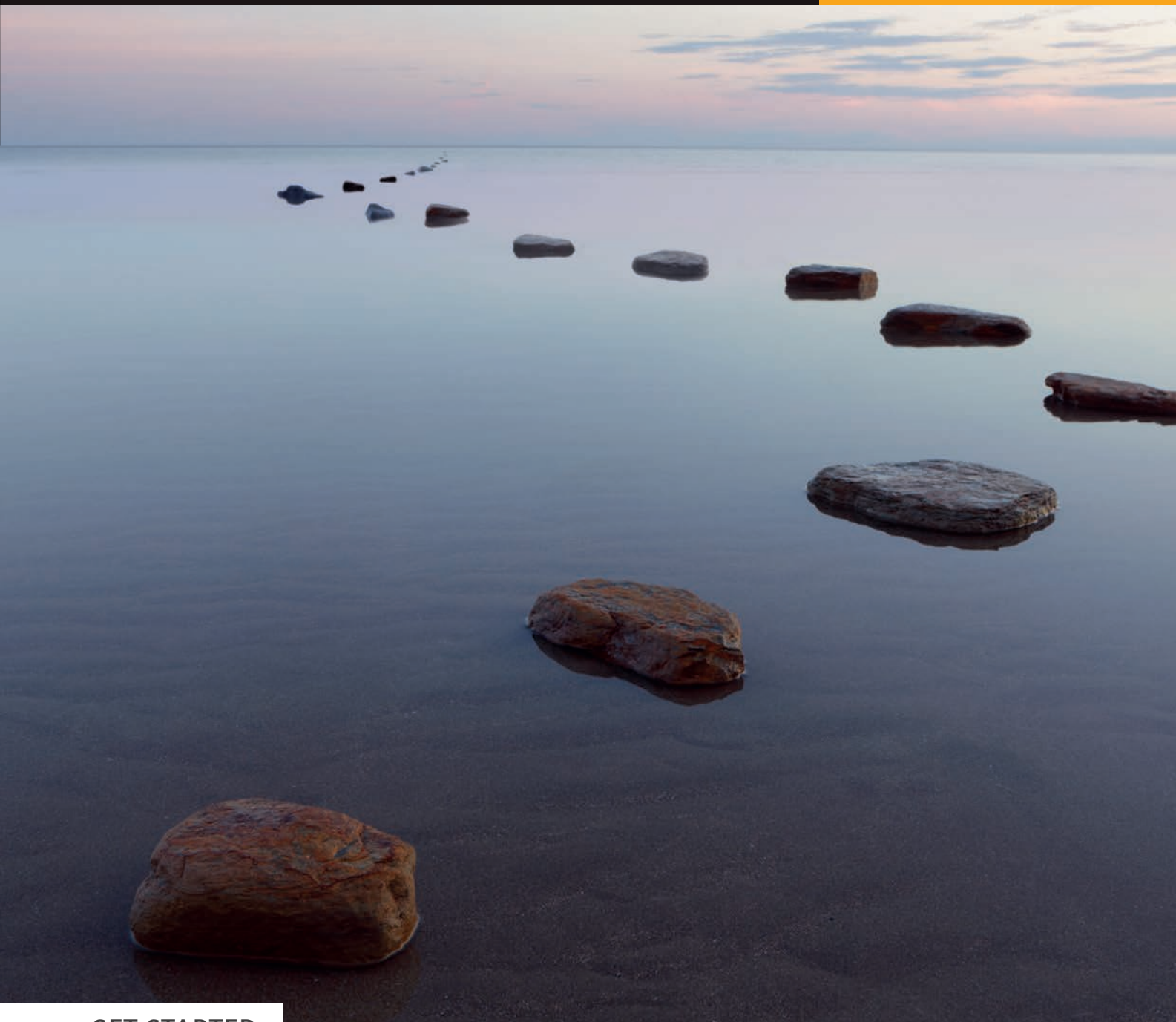


WHERE ARE YOU GOING?

LEARNING GOALS

In this unit, you

- ⊗ talk about important life events
- ⊗ describe when events happened
- ⊗ talk about life plans and goals
- ⊗ read advice on finding a job
- ⊗ write a cover letter



GET STARTED

- A** Read the title and the learning goals.
- B** Look at the photo. How does the photo make you feel?
- C** Now read Yuki's message. What does Yuki think about her life?



YUKI OGAWA

@YukiO

I'm doing so many cool things in my life. And there's so much I still want to do. Let's go!

LESSON 1

TALK ABOUT IMPORTANT LIFE EVENTS



YUKI OGAWA

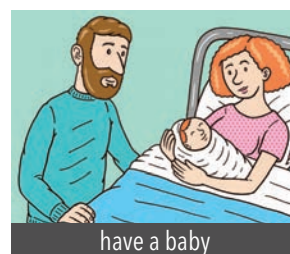
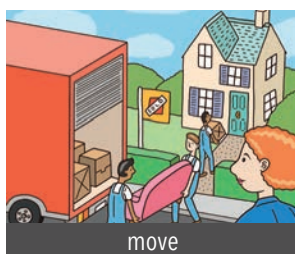
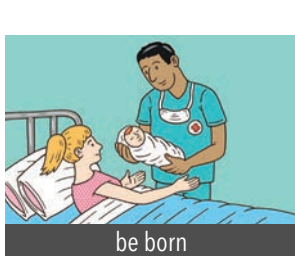
@YukiO

Almost done with my first trip to the U.S.!
Big experience for me! #winning

1 VOCABULARY Milestones



A ▶ 10-01 Listen. Then listen and repeat.



B ▶ 10-02 Listen to Inez talk about milestones in her life. Then check the events she talks about.

- ☒ She was born in Tampico. ☒ She grew up in Monterrey. ☒ She went to college.
☐ She learned to play the piano. ☒ She moved to Monterrey. ☒ She started working.

C **GAME** Student A: Say two true milestones and one lie.

Student B: Guess which thing is a lie.

A: I was born in São Paulo. I grew up in Rio de Janeiro. I had a baby in 2017.

B: That's not true! You don't have a child!



2 GRAMMAR Simple past, yes / no and wh- questions

Yes / no questions				Short answers	
Did	Subject	Verb		Affirmative	Negative
Did	you	learn	English at school?	Yes, I did .	No, I didn't .
	she	grow up	in Seoul?	Yes, she did .	No, she didn't .
Wh- questions				Answers	
Wh- word	Did	Subject	Verb		
When		he	start	working?	In 2015.
Where	did	they	get	married?	In Bogotá.
Why		you	move	to Brazil?	For work.

Notes

- We almost always use the contraction *didn't* in informal writing and speaking.
- To ask questions with *born*, you can say *Where were you born?* or *Were you born in New York?*

>> FOR PRACTICE, GO TO PAGE 148

LESSON 1 TALK ABOUT IMPORTANT LIFE EVENTS

- Read the lesson title aloud. Ask, *What are some examples of important life events?*
- Read the social media message aloud and ask, *Does Yuki think her first trip to the U.S. is an important life event? Do you agree with her?*



CULTURE NOTE The hashtag (#) before the phrase is most commonly used on Twitter. The hashtag means the topic is trending, meaning it is popular to follow. *Winning* is an adjective used to describe someone or something that is doing very well in life.

1 VOCABULARY

- A** • Read the vocabulary title aloud. Ask, *What is a milestone?* (an action or event that marks an important change or stage in development)
- Focus on the pictures. Say, *Look at the first picture. The girl with red hair is born. Then she grows up and learns to play the piano. What does she do next?* (goes to college and gets her degree)
 - Have Ss listen to all the phrases, then listen and repeat.

... **OPTION For higher-level Ss**, write on the board:

learn to play _____
go to _____
get your _____

Ask, *What other ways can you think of to end these phrases?* (For example, learn to play piano / guitar / violin)

... **OPTION** Ask, *Are there any other milestones you would add to this list?* Write suggestions from Ss on the board.

+ **EXTENSION** Hang a map on the wall of the classroom. Ask, *Where were you born? Did you ever move? If so, from where to where?* Give each student a thumbtack to mark the city or country they came from. Put one thumbtack on the location of your school. Let Ss attach string or yarn from their thumbtack to the school location.

- B** • Before you play the audio, ask Ss to preview the milestones listed. Ask, *Where is Tampico?* (southeastern part of the state of Tamaulipas in Mexico) *Where is Monterrey?* (capital of the northeastern state of Nuevo Leon in Mexico)
- If appropriate, go over the example. Play the audio and pause it after the first sentence. Ask, *Where was Inez born?* (in Tampico)
 - Have Ss listen and complete the exercise individually. Have them listen again if appropriate.
 - Pair Ss to compare answers.
 - Go over answers as a class.
- C** • Go over the directions and the example conversation. Then say two true milestones and one lie about yourself and see if Ss can guess which is the lie.
- Have Ss play the game in pairs. Circulate to help as needed.
 - Ask Ss to repeat the activity with several different partners to practice.



EXTENSION If time allows, have Ss play the icebreaker 18 & Under. To play the game, participants take turns revealing an accomplishment they achieved before they turned 18. For large classes, divide Ss into smaller groups to exchange information.

2 GRAMMAR

- Write on the board: *Did you move here?* Ask, *Is this a question about the past or the future? (the past)* Tell Ss this is a simple past question that uses a regular verb. Leave the question on the board to refer to later.
- Focus on the grammar chart. Read the yes / no questions and affirmative answers and negative answers aloud.
- Point to the question you wrote on the board. Call on one S and ask, *Did you move here?* Elicit *Yes, I did* or *No, I didn't*. Then point to the S and ask another S, *Did [he] move here?* (Yes, he did. / No, he didn't.)
- Point out that we usually don't use contractions in affirmative short answers. Say, *We say Yes, I did. But we do use contractions in negative answers. We say No, I didn't instead of No, I did not.*

- Focus on the Information questions portion of the chart. Read the examples aloud. Say, *The answers in the chart are short answers. How can we answer these questions with long answers?* (For example, *He started working in 2015.*)



EXTENSION Ask Ss to answer the questions in the first part of the chart about themselves. If they give a negative answer, ask them an information question. For example, *Did you learn English at school?* / *No, I didn't.* / *Where did you learn English?* / *In Colombia.*

- Go over the Notes. Ask one S, *Where were you born?* Ask another student, *Were you born in [China]?*
- For grammar practice, have Ss turn to the grammar activities on page 148.

4 CONVERSATION

- A** • Draw attention to the photo. Ask, *Who are these people?* (Carlos and Yuki) *What are they doing?* (drinking coffee or tea and talking)
- Have Ss read the questions to get an idea of the conversation.
 - Have Ss listen or watch. Give them time to answer the questions individually.
 - Have Ss listen again if necessary.
 - Go over the answers as a class. If appropriate, play the audio / video again.
- B** • Focus on the Conversation Skill box on the right. Read it aloud. Then replay the video and have Ss raise their hands each time they hear an invitation to talk.
- 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, *Did Yuki like Toronto?* (yes) *What did Carlos get his degree in?* (design)

+ **EXTENSION** Challenge Ss to create their own quiz questions for their classmates about the video / audio. If Ss have trouble, provide example questions. For example:

Where is Yuki from? (Tokyo)
Why does she want to go home? (She misses her friends and family.)

Why did Carlos choose to study in Vancouver? (family lives there and loves the city)
Why did he move to New York? (His parents live there.)
When did his family move to the United States? (twenty years ago)
Where was he born? (Lima)
How old was Carlos when he moved to the United States? (eight)

- C** • Play the audio and have Ss repeat chorally, line by line.
- Model the conversation.
 - Have Ss listen and repeat again.
 - Then in pairs, have Ss practice the conversation. Circulate and listen for pronunciation issues.
 - Time permitting, have Ss swap roles and practice again.
- D** • Have Ss use the model in 4B to make new conversations using the new words. Say, *Replace the highlighted words in the model with the words with the same color.*
- Have Ss use the model in 4B to make new conversations again. This time, they should replace the highlighted words with their own ideas.

... **OPTION For lower-level Ss**, refer them back to the vocabulary list on page 114 for other milestones they can use if they can't think of their own.

+ **EXTENSION** Have Ss rewrite the conversation in 3B about themselves. If they didn't go to college or move to New York, they can replace those with other milestones. Have Ss role play their new conversations for the class.

4 TRY IT YOURSELF

- A** • Tell Ss they are going to interview their partner about milestones in their life and then complete the chart.
- Ask, *Has anyone been interviewed?* *What kind of interview was it?* Elicit answers such as college interview or job interview. Ask, *Were you nervous?* Tell them this interview will be informal, so there is no need to be nervous.
 - Read the example interview question and response aloud.
 - Have Ss interview each other. Circulate and help as needed.

TEACHING TIP When you do pair work in class, put Ss' names in a bowl and draw names to determine partners. This will ensure that Ss do not work with the same partners all the time.

- B** • Have Ss present the information they learned about their partner to the rest of the class. Encourage Ss to ask presenters more questions about milestones.

... **OPTION** Record presentations to give Ss feedback or give them the chance to self-evaluate.



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

- ✓ using the milestone vocabulary
- ✓ asking and answering simple past *yes / no* and information questions
- ✓ inviting other to speak



EXIT TICKET As Ss leave the classroom, ask, *What is a recent milestone in your life?* Make sure Ss answer in the simple past tense. (For example, *I moved to the United States.*) Note which Ss speak with ease and which ones are less sure of themselves.

3 CONVERSATION



A ▶10-04 Listen or watch. Then circle the correct answers.

1. Where is Yuki going soon?
 - a. New York
 - b. Tokyo
 - c. Toronto
2. What did Yuki do in Toronto?
 - a. go to college
 - b. start working
 - c. get married
3. Where did Carlos go to college?
 - a. New York
 - b. Lima
 - c. Vancouver
4. When did Carlos move back to New York?
 - a. five years ago
 - b. ten years ago
 - c. twenty years ago
5. Where did Carlos grow up?
 - a. Tokyo and Vancouver
 - b. Mexico City and Toronto
 - c. Lima and New York City



B ▶10-05 Listen or watch. Complete the conversation.



Carlos: Where **did you go to college**?
 Yuki: In Toronto.
 Carlos: That's cool. _____ it there?
 Yuki: _____, _____. Toronto is great! What about you? Where **did you go to college**?
 Carlos: In Vancouver. I **got my degree in design** there.
 Yuki: And _____ **move to** New York?
 Carlos: About five years ago.

CONVERSATION SKILL

Invite someone to talk

To invite someone to talk, ask:

- How about you?
- What about you?
- And you?

Listen to or watch the video again. Raise your hand when you hear someone invite another person to talk.

C ▶10-06 Listen and repeat. Then practice with a partner.

D PAIRS Make new conversations. Use these words or your own ideas. Use different places and times.

were you born **grew up** **start working in**

4 TRY IT YOURSELF

A MAKE IT PERSONAL Interview your partner. Talk about milestones in your life.

A: Where were you born?

B: I was born in ...

Born	
Grow up	
Other milestones	

B Tell the class about the milestones in your partner's life.

Kumiko was born in ...



I CAN TALK ABOUT IMPORTANT LIFE EVENTS.

LESSON 2

DESCRIBE WHEN EVENTS HAPPENED



YUKI OGAWA

@YukiO

Michelle Obama is an amazing person! Definitely a hero of mine!

1 VOCABULARY Past time markers



A ▶10-07 Listen. Then listen and repeat.

a. from April to June

b. three months ago

c. last month (in November)

d. in October (two months ago)

e. today

f. last week

g. three days ago

h. the day before yesterday

i. yesterday

j. two weeks ago

k. for two weeks

B Look at a calendar. What was the date the day before yesterday? Five days ago? Last Saturday?

December 17, December 14, December 14

C PAIRS Compare your answers from 1B.

2 SPEAKING

A ▶10-08 Notice how we say dates. Then listen and repeat.

Hi. I'm Danielle. I was born in 1987.
I went to college from 2005 to 2009.
My son Oliver was born in March of 2018 (on the 14 of March, 2018).
I started a new job the first week of January (the week of January 2).

B ▶10-09 Listen. Circle the correct dates.

- Don moved to Denver in 2014 / 2015.
- Susan started at her school in 2007 / 2017
- Liz got married on June 3 / 13, 2016.
- Greg worked at a hotel from 2008 / 2009 to 2011.
- Eric came the second / third week of May.
- Kendra has exams the week of December 15 / 22.

C ▶10-10 Listen. Complete the sentences. Write the words you hear.

- I moved to Seoul in May of 2018.
- I started working at Green Tree in 1999.
- I got married on February 24, 2013.
- I worked in Nepal from 2005 to 2015.
- I was in Madrid the first week of March.
- My exams are the week of May 20.



LESSON 2 DESCRIBE WHEN EVENTS HAPPENED



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

- Focus on the social media message. Read the message and ask *Who is Yuki's hero?* (Michelle Obama) *Do you admire Michelle Obama? Why or why not?*
- Read the lesson title aloud. Draw an arrow across the board. In the middle of the arrow, draw a line and write

Now. Then draw a line to the left side and write *Past*. Finally, draw a line to the right side and write *Future*. Say, *We're going to talk about past events in this lesson. We'll talk about future events in another lesson.*

1 VOCABULARY

- A** • Clarify the differences between past time markers that include *from ... to*, *ago*, *last*, and *for*. Focus on the first calendar. Draw attention to the vocabulary item *from April to June*. Point to the months on the calendar as you say, *This is from April to June. Something that happens from April to June lasts for three months.*
- Say, *Imagine it is December*. Point to December. Draw attention to the vocabulary item *in October (two months ago)*. Say, *October was two months before December. It was two months ago*. Then point to November. Say, *This was last month, or one month ago.*
 - Focus on the second calendar. Tell Ss to imagine it is December 19 and point to December 19 on the calendar. Go over the other vocabulary items and point to them as you say them.

- Then have Ss listen, and then listen and repeat.



EXTENSION Show a blank calendar for the current year and / or current month. Point to the current day as a starting point. Ask Ss questions to have them apply the past time markers to this calendar.

- B** • Have Ss look at a calendar. Ask, *What is the date today?* Have Ss start from this date as they work individually to identify the other dates in the exercise.
- Go over the answers as a class.
- C** • In pairs, have Ss compare their answers to 1B. Then have Ss ask each other more questions about the calendar, using the vocabulary in 1A.

2 SPEAKING

- A** • Draw attention to the picture. Say, *This is Danielle and her son, Oliver. We're going to listen to her talk about important dates in her life.*
- Have Ss read the sentences as they listen, and then listen and repeat.
 - Point out that we can say 2000 dates in two different ways: *two thousand eighteen* or *twenty eighteen*.
 - Focus on the phrases *the 14 of March* and *the week of January 2*. Say, *We write the numbers 14 and 2, but we say fourteenth and second. We can also write 14th or 2nd*. Teach Ss how to pronounce other ordinal numbers. Write examples on the board: *February 1 February 3 February 4*. Ask, *How do we say these dates?* (February first, February third, February fourth)



EXTENSION Ask Ss questions based on the milestones Danielle describes. For example, *When were you born?* Encourage them to say the dates in a variety of different ways. (For example, In 1982. On May 18th, 1982. On the 18th of May, 1982. In May of 1982.)



LANGUAGE NOTE Different countries and regions say the dates differently. In many countries and regions, such as England, Australia, and Europe, the days are given before the months (dd / mm / yyyy). For example, 14 April, 2020. In American English, the month is given first (mm / dd / yyyy). For example, April 14, 2020.

- B** • Before they listen, have Ss preview the sentences. Then have Ss listen and circle the dates they hear.
- Have Ss compare answers with a partner.
 - Go over the answers as a class.
- C** • Before they listen, have Ss preview the sentences.
- Then have Ss listen and complete the sentences individually.
 - Have Ss compare answers with a partner.
 - Go over the answers as a class.



EXTENSION Divide the class into teams. Name a historical event and challenge Ss to figure out when it happened. The team with the most right answers in the fastest time wins. The Ss must say the dates correctly as well as get the correct years to earn points. Let Ss use their phones or computers to look up information if appropriate. Possible events to include:

When did The Berlin Wall come down? (1989)
When did the first man land on the moon? (July 20, 1969)
When was John F. Kennedy assassinated? (November 22, 1963)
When did the Titanic sink? (April 14, 1912)
When did Princess Diana die? (August 31, 1997)

3 PRONUNCIATION

- A**
- Have Ss read the Note about the sounds /ər/ and /ɔr/ silently. Then read it aloud so Ss can hear how to pronounce the words correctly.
 - Draw attention to the words in the exercise and have Ss listen to the different vowel sounds. Tell Ss to notice the different ways to spell these sounds.
 - Then have Ss listen and repeat.
- B**
- Before they listen, have Ss preview the exercise items. Remind them to focus on the underlined syllables in each word as they listen.

- If appropriate, go over the first item as an example. Play the audio and pause after item 1. Ask, *Which word has a different vowel sound?* (year)
- Then have Ss listen to the rest of the audio and circle their answers. Play the audio again if appropriate.
- Go over the answers as a class. Then listen and repeat.



EXTENSION Tell Ss to write sentences using the words in 3A and 3B. For example, *I know a person from New York who started work on June fourth.* Have Ss read their sentences aloud to a partner. Circulate as Ss are working and make sure that Ss are pronouncing the sounds correctly.

4 LISTENING

- A**
- Draw attention to the photo. Ask, *Who is this?* (Michelle Obama) Ask, *What do you know about Michelle Obama?*
 - Have Ss read the Listening Skill box silently. Then read it aloud.
 - Go over the directions. Encourage Ss to pay attention to dates as they listen and answer the question.
 - Have Ss listen and write the correct year.
 - Solicit a volunteer to answer the question.
- B**
- Go over the directions. If appropriate, go over the first item as an example. Ask, *What happened in 1964?* (Michelle Obama was born.) Write *b* under 1964 on the timeline.
 - Play the audio again. Have Ss work individually to match the events to the years. **For lower-level Ss**, pause the audio after each year and make sure Ss heard it.

- In pairs, have Ss compare answers.
 - Go over the answers as a class.
- C**
- Have two Ss read the example conversation aloud.
 - In pairs, have Ss talk about what they learned from the podcast. Circulate to help Ss as needed.



EXTENSION Have Ss challenge each other to see if they can remember facts about Michelle Obama. Play the audio again and have Ss jot down facts about Michelle Obama. Then in pairs, have Ss ask each other questions about the facts they noted. For example: *What did Michelle Obama get a college degree in?* (sociology)
Alternatively, Ss can take turns reading aloud statements about Michelle Obama as their partner decides whether each statement is true or false.

5 TRY IT YOURSELF

- Before the group discussion, have Ss work individually to write down information about the person they have chosen and their important milestones. Encourage them to include the milestones introduced on page 114 and the dates on page 116.

⋮ **OPTION** Assign this as homework so Ss can interview or talk to the person they want to present.

- Have Ss share their sentences in groups. Then have Ss give presentations to the class.

⋮ **OPTION** Encourage Ss to make a timeline as a visual aid to accompany their presentation of the person they choose to describe.

⊕ **EXTENSION** Have each of the Ss choose a famous person and write a podcast about their person similar to the one they listened to in 4A about Michelle Obama. If Ss have trouble making a selection, provide a list of presidents, entertainers, sports figures, or business people for them to choose from. Give Ss time to conduct research or look for facts on their phones as they work.



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

- ✓ using past time markers
- ✓ saying dates correctly
- ✓ pronouncing the sounds /ər/ and /ɔr/ correctly
- ✓ using time order in their presentations



EXIT TICKET Have Ss return to Yuki's social media message at the beginning of the lesson. Read it aloud again. Ask Ss to write a few sentences about the person they most admire on a blank card or piece of paper. Have them include three facts about the person's milestones. Collect the cards and read them to identify areas for review in later lessons and individual Ss who may need additional practice.



3 PRONUNCIATION

- A** ▶10-11 Listen. Notice the different vowel sounds. Then listen and repeat.

/ər/ person first Thursday word
/ɔr/ born more four story

- B** ▶10-12 Listen. Circle the word in each line that has a different vowel sound. Check your work with a partner. Then listen and repeat the words with the same sounds.

1. learned year university weren't
2. morning forty important world
3. third firm tired girl
4. New York work before fourth

The sounds /ər/ and /ɔr/

The sound /ər/ has many spellings. It is usually spelled:

- er as in person
- ir as in first
- ur as in Thursday
- or (after w) as in word

The sound /ɔr/ is usually spelled or or sometimes our:

- or as in born
- our as in your

4 LISTENING

- A** ▶10-13 Listen to the podcast. Which dates does the podcast cover?

1964– 2017

- B** ▶10-14 Listen again. Write the letters of the events under the years on the timeline.

- gets her degree from Princeton
- is born
- marries Barack Obama
- starts working at a law firm
- becomes First Lady

1964	1985	1988	1992	2009
b	a	d	c	e

- C** PAIRS What did you learn about Michelle Obama from the podcast?

A: What did you learn about Michelle Obama?
B: She was born on January 17, 1964.



LISTENING SKILL Listen for time order

When people talk about someone's life, they often use dates to organize their ideas. Listening for the dates can help you understand milestones in a person's life.

5 TRY IT YOURSELF

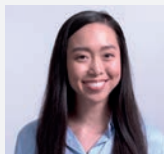
PROJECT Work in a group. Choose a friend, family member, or other person you know well. Talk about important milestones in the person's life. What important things did the person do and when? Then give a presentation to the class.

I CAN DESCRIBE WHEN EVENTS HAPPENED.



LESSON 3

TALK ABOUT LIFE PLANS AND GOALS



YUKI OGAWA

@YukiO

Goodbye, New York! I'll miss you!

1 VOCABULARY Future time markers



A ▶ 10-15 Look at calendar months. Listen.

Then listen and repeat.

<p>July 2019</p> <p>a. now</p>	<p>August 2019</p> <p>b. in a month</p>	<p>October 2019</p> <p>c. in three months</p>	<p>November 2019</p> <p>d. in November of 2019</p>	<p>January 2020</p> <p>e. next year</p>
<p>February 2020</p> <p>f. for two months</p>	<p>March 2020</p>	<p>April 2020</p> <p>g. on April 20, 2020</p>	<p>July 2020</p> <p>h. in a year</p>	<p>July 2021</p> <p>i. two years from now</p>

B Look at the prepositions in 1A. When do we use *in*, *for*, *on*, and *next*?

in: a month, three months, November of 2019, a year

C PAIRS What are you going to do in a week? in a month? in six months?

for: two months

In a week, I'm going to go to see a concert. Then in a month ...

on: April 20, 2020

next: year



2 GRAMMAR Future plans with *be going to*

Affirmative statements					Negative statements				
Subject	Be	Going to	Base form of the verb		Subject	Be + not	Going to	Base form of the verb	
I	am	going to	start	college.	I	am not	going to	get	married.
She	is				She	is not			
We	are				We	are not			
Yes / no questions					Short answers				
Be	Subject	Going to	Verb	an apartment?	Affirmative		Negative		
Are	you	going to	rent		Yes, I am .		No, I am not .		
	they				Yes, they are .		No, they are not .		
Is	he				Yes, he is .		No, he is not .		
Wh- questions						Answers			
Wh- word	Be	Subject	Going to	Verb					
What	are	you	going to	do?	I'm going to get a job.				
Where	is	she		go?	To Costa Rica.				
When		it		start?	In a month.				

Notes

- We almost always use contractions with subject pronouns + *be*.
- Don't use contractions in affirmative short answers. Yes, she **is**. NOT ~~Yes, she's~~
A: **Are** you **going to** go back to school? B: Yes, I **am**.
- In negative answers, you can make a contraction with the pronoun and *be*. You can also make a contraction with *be* and *not*.
A: She's **not going to** go to the beach. Is he going to go? B: No, he **isn't**.

>> FOR PRACTICE, GO TO PAGE 149

LESSON 3 TALK ABOUT LIFE PLANS AND GOALS



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

- Read the lesson title aloud. Ask, *What is a life plan or goal?* Make sure Ss understand the difference between life goals and more everyday activities. Ask, *Is buying a new sweater a life plan or goal? What about buying a car?*
- Focus on the social media message. Read the message aloud. Ask, *What city is Yuki leaving?* (New York) Ask, *Have you ever missed a place you had to leave? Tell us why.*

1 VOCABULARY

- A** • Redraw the timeline you drew on the board at the beginning of Lesson 2. Say, *Today we're going to focus on talking about future events.*
- Focus on the calendar. Say, *Imagine it is July of 2019.* Point to that month on the calendar.
 - Play the audio and have Ss follow along. As the audio plays, pause after each vocabulary item and point to the caption in the book. Explain the vocabulary term. For example, for *in a month*, say, *It is July 10th now, so August 10th is in a month.*
 - Have Ss listen and repeat.

- +** **EXTENSION** Show blank calendars showing the current month / year and all the coming months until next year, or draw them on the on the board. Point to the current month as a starting point. Ask Ss questions to have them apply the future time markers to this calendar.

- B** • In pairs, have Ss complete the task and write down explanations for when we use the different prepositions in future time markers.
- To check answers, write on the board: *in a month*
next month *for a month*

Say, *What do these expressions mean? (In a month and next month both mean "one month from now," but we don't use a after next. For a month means that something will continue during an entire month.)* Then write on the board: *on April 20.* Ask, *When do we use on?* (for exact dates)

- ...** **OPTION** Test Ss' understanding of when to use the different prepositions by giving them a short quiz. Have them complete sentences with future time markers with the correct prepositions. For example:
- I'm graduating from college ____ year. (next)*
I'm graduating from college ____ a year. (in)
I'm graduating from college ____ May 20, 2021. (on)
I'm studying in Mexico ____ three months: from October to December. (for)

- C** • Go over the directions and the example. Encourage Ss to use only the future time markers mentioned (*in a week, in a month, in six months*) because they will be discussing more long-term plans later in the unit.
- In pairs, have Ss discuss their future plans, using future time markers. Circulate to help as needed.

2 GRAMMAR

- Write on the board: *I am going to graduate from college in two years.* Say, *We use be going to to talk about future plans.* Remind Ss that *will* (from Unit 5, Lesson 3) can also be used to talk about the future. Say, *The difference between will and be going to is that we use will to make an offer or state a plan made at the moment of speaking.* (For example, *I'll pick you up at the station in five minutes.*) *We use be going to to talk about plans we have had for a long time.*
- Focus on the first part grammar chart and read the affirmative and negative statements aloud. Ask, *What is the difference between the affirmative and negative statements?* (We use *not* before going to in negative sentences.) Ask, *Why does the be verb change?* (It depends on the subject.) Say, *Notice how the base form of the verb and going to do not change even when the subject of the sentence changes.*
- Focus on the *yes / no* and information questions and answers. Read the examples aloud. Say, *We don't repeat going to and the main verb in short answers.*

- Go over the first two Notes. Remind Ss that speakers use contractions with the word *be*, but they do not use contractions in affirmative short answers. Say, *We say Yes, she is, not Yes, she's.*
- Read the third Note aloud. Explain that contractions are more common in negative answers. Draw attention to the fact that while affirmative statements contract the subject and verb (for example, *they're*), negative statements can contract either the subject and verb (*they're not*) or the verb and *not* (*they aren't*).

- +** **EXTENSION** Play a memory game. Go around the room and ask each S the question *What are you going to do for your next vacation?* After everyone answers the question, quiz Ss to see if they remember what their classmates said. Point to a student and ask, *What is [Maria] going to do for her next vacation?* Have Ss use *be going to* in their answers. (For example, *She is going to visit her family.*)

- For grammar practice, have Ss turn to the grammar activities on page 149.

3 PRONUNCIATION

- A** • Have Ss read the Note about blending *going to* ("gonna") silently. Then read the Note aloud. Define *blending*. (two words said together to form a new word) Say *gonna* and have Ss repeat. Make sure Ss are pronouncing the blend correctly.
- Focus on the sentences. Point out that in the first column, the sentences include *going to* with another verb. In the second column, the sentence includes *going to* with a noun. Say, *Notice how we say gonna only when going to is followed by a verb.*
 - Then have Ss listen and repeat.
- B** • Before they listen, have Ss preview the exercise items and identify the sentences that cannot include *gonna*. If appropriate, remind Ss that when *going*

to is followed by a noun, it cannot be pronounced as *gonna*.

- Then have Ss listen and check their answers. Play the audio again if appropriate.
- Go over the answers as a class. Then listen and repeat.

- C** • In pairs, have Ss talk about their future plans.
- Circulate and check that Ss are pronouncing *gonna* correctly.

+ EXTENSION Ask Ss to write other sentences using *be going to* that are true about themselves. Have Ss include at least one sentence in which *be going to* is followed by another verb and one sentence that *be going to* is followed by a noun. Then have them share their sentences with a group or the class.

4 CONVERSATION

- A** • Focus on the video still. Ask, *Who are these people?* (Carlos and Yuki) If necessary, have Ss refer back to the conversation between Carlos and Yuki in Lesson 1 on page 115.
- Ask Ss to preview the exercise items to get an idea of the conversation. Ask, *What do you think Carlos and Yuki's conversation will be about?*
 - 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.

+ EXTENSION Give Ss a copy of the video script. Ask them to highlight the future time markers and examples of *be going to*.

- 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 are Yuki and Carlos's plans for the future?* (Yuki is going back to school; Carlos is getting married.)

- C** • Play the audio and have Ss repeat chorally, line by line.
- Model the conversation in 4B.
 - Have Ss listen and repeat again.
 - Then in pairs, have Ss practice the conversation. Circulate and listen for pronunciation issues. Time permitting, have Ss swap roles and practice again.

- D** • Have Ss use the model in 4B to make new conversations using the new words. They should replace the highlighted words in the model with the words with the same color.
- Have Ss use the model in 4B to make new conversations again. This time, they should replace the highlighted words with their own ideas.

5 TRY IT YOURSELF

- Go over the directions. Solicit two volunteers to read the example conversation.
- Give Ss time to work individually to make notes about their plans and goals. Then, in pairs, have them talk about these plans. Encourage Ss to keep the conversation going with questions about their partner's plans.
- Circulate to help as needed.



EXIT TICKET Have Ss write answers to this question on a blank card or piece of paper: *What are you going to do in five years?* Tell Ss to use *be going to* in their answers. Collect cards as Ss leave. Read the cards to identify areas for review in later lessons and individual Ss who may need additional practice.



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

- ✓ using future time markers
- ✓ using prepositions in the time markers correctly
- ✓ using *be going to* to talk about future plans
- ✓ pronouncing *going to* as *gonna* when appropriate
- ✓ talking about personal plans and goals



3 PRONUNCIATION

- A** ▶ 10-17 Listen. Notice the blended pronunciation of *going to*. Then listen and repeat.

/gənə/

~~/gənə/~~

We're going to miss you.

I'm going to Japan.

What are you going to study?

Blending: *going to* ("gonna")

When we use *going to* with another verb to talk about the future, we often blend *going* and *to* together and say "gonna" /gənə/. We do not use "gonna" when *going to* is followed by a noun.

- B** ▶ 10-18 Write an X next to the sentences in which *going to* cannot have the pronunciation "gonna." Listen and check your answers. Then listen and repeat the sentences with the blended pronunciation of *going to*.

- | | |
|---|---|
| ___ 1. I'm going to travel around the world. | ___ 4. I'm going to visit New York in the fall. |
| <u>X</u> 2. I'm going to Thailand in a month. | <u>X</u> 5. I'm not going to college next year. |
| ___ 3. I'm going to finish school this year. | ___ 6. I'm going to start a new job soon. |

- C** PAIRS Talk about the future plans in 3B. Which statements are true for you?

4 CONVERSATION



- A** ▶ 10-19 Listen or watch. Complete the sentences. Choose the correct words.

- Yuki is going home / *doing more training* tomorrow night.
- Yuki is going to *work as a social media manager* / go back to school next year.
- Carlos is going to get married / *move to Greece* on July 10.



- B** ▶ 10-20 Listen or watch. Complete the conversation.



Carlos: What are your plans for the future?

Yuki: Well, next year, I'm going to go back to school.

Carlos: Really? That's exciting!

Yuki: What about you? What are your plans for the future?

Carlos: Me? I'm going to get married.

Yuki: Oh, yeah. When?

Carlos: On July 10. Then, in August, we're going to Greece. We're going to hang out at the beaches and climb the mountains.



- C** ▶ 10-21 Listen and repeat. Then practice with a partner.

- D** PAIRS Make new conversations. Use these words or your own ideas. Change the names, activities, and places.

in two years

on April 2

in six months

5 TRY IT YOURSELF

MAKE IT PERSONAL What are your plans and goals? Discuss with your partner and ask follow-up questions.

A: In six months, I'm going to start working.

B: Oh, yeah? Where are you going to start working?

A: At a hospital, because ...

■ I CAN TALK ABOUT LIFE PLANS AND GOALS.



LESSON 4

READ ADVICE ON FINDING A JOB



YUKI OGAWA

@YukiO

Check out this very nice advice for finding a job. And it's a fun story 😊

1 BEFORE YOU READ

A PAIRS Why is it hard to find your first job?



B VOCABULARY ▶10-22 Listen. Then listen and repeat.

fortunately: happening because of good luck

invite someone over: to ask someone to come to your home

a secret: an idea, plan, etc. that you do not tell other people about

a kid: a child

have something in common: to have the same interests, etc. as someone else

convince: make someone believe something

2 READ

A PREVIEW Read the question in the post and the writer's first sentence. What do you think the writer will talk about?

B ▶10-23 Read and listen to a post about finding your first job.

Good Questions

Home | Discussion Board | Logout

Home

Jobs

Finding a job

Interviews

Stories

Work

How can you get your first job when you don't have any experience?

Karen S. July 2

It's all about who you know and connecting with the interviewer.

I grew up as a quiet kid in a noisy house. Fortunately, my parents' best friend, Mrs. Garcia, lived next door. She often invited me over to do my homework in peace and eat one of her world-famous cookies. She became like a second mom to me and even taught me how to make her cookies.

After I graduated from high school, I moved to another city, got my degree in marketing, and started looking for a job. My mom said I should call Mrs. Garcia to see if she knew of any good jobs. Mrs. Garcia suggested I email her niece, who was a marketing manager at a cool sunglasses company. A few days later, her niece called me to come in and interview for a market researcher job.

Her first question was, "So, my aunt tells me you're quiet, really smart, and the only other person in the world who can make her cookies. What's your secret? I can never make them right." I laughed, "Well, I went to her house almost every day as a kid. I guess it's just practice." Her niece and I had a lot in common. We talked about Mrs. Garcia, cookies, and sunglasses for about 15 minutes before we even started talking about the job. I left the interview feeling great and, a few days later, she called to offer me the job.

So my advice is to talk to your friends, family, and old neighbors! They can help you find good places to apply and convince a company that you'll do a good job.

Leave a Reply

Enter your comment here...

Do you like this answer? 😊 (22) 😞 (3)

Karen

LESSON 4 READ ADVICE ON FINDING A JOB



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

- Read the lesson title aloud. Say, *Raise your hand if you have a job. Raise your hand if you are trying to find a job.* Ask some Ss to share their job titles or employers.
- Read the social media message aloud. Ask, *Have you ever gotten any advice about finding a job? What was it?* Give Ss time to share their ideas. Write their answers on the board.

1 BEFORE YOU READ

- A** • Have Ss discuss the questions in pairs. Then bring the class together and have them share answers. On the board, write examples of Ss' answers.
- ... **OPTION** For lower-level Ss, write a few possible reasons that it might be hard to find your first job on the board to stimulate discussion. For example, *English is my second language. There aren't many job openings. I haven't finished school yet.*
- B** • Focus on the vocabulary words and definitions.
- Play the audio. Ask Ss to listen and repeat.
 - Make sure Ss understand the definitions. Ask Ss to write a sentence using each of the words. Solicit volunteers to read their sentences aloud.

2 READ

- A** • Have Ss ONLY read the question and the first sentence. Then write their predictions on the board and check them after Ss complete the reading.
- ... **OPTION** Books closed. Write the question and the first line of the reading on the board to make sure that Ss focus on the preview question and don't read ahead.
- B** • Draw attention to the photo. Say, *This woman wrote this post. Describe her. What does she look like?* (she has long blond hair) *What is she wearing?* (sunglasses)
- Have Ss read and listen. If appropriate, let them read and listen again.
 - Say, *Look at the photo again. Why do you think the woman is wearing sunglasses?* (because she got a job at a sunglasses company)
 - Ask, *Are there any vocabulary words you do not understand?* Address any questions.
 - Write new vocabulary words and definitions on the board.
- + **EXTENSION** Ask Ss to highlight the target vocabulary in 1B in the article. Review the definitions again if necessary. You can also have Ss underline past and future time markers and time sequence indicators in the reading.
- + **EXTENSION** To build vocabulary further, draw attention to some idioms and colloquialisms in the reading. Elicit definitions for the phrases and have Ss underline them in the reading. For example:
world-famous (very well-known)
a second mom (someone who is like a mom but not related)
What's your secret? (How do you do something no one else can do?)
- + In pairs, have Ss discuss if they thought the advice in the reading was good or not.
- Bring the class together and say, *Raise your hand if you thought the advice was good.*
- + **EXTENSION** Bring in materials from a school's career center or career counseling center. Have Ss read it for job advice. In small groups, have Ss share the advice they found. Then hold a class discussion. Ask, *What is good advice for someone who is looking for a job? What should you wear to a job interview? What kind of job do you want in the future?*
- 🌐 **CULTURE NOTE** The interview described in the reading is less formal than most job interviews. In the United States, there are some things most people agree you should and should not do during a job interview. For example:
Do dress appropriately.
Do be ten minutes early.
Do shake the interviewer's hand.
Do turn off your cell phone.
Do make eye contact.
Don't interrupt.
Don't lie about your credentials.
Do send a thank-you note after the interview.

3 CHECK YOUR UNDERSTANDING

- A** • Remind Ss that readings do not have to be academic to have a main idea. Say, *All written material has a main idea, even a blog.*
- Have Ss work individually to answer the question.
 - Go over the answer as a class. Solicit Ss to explain why the other two answers are not the main idea of the blog.

... **OPTION** As a class, have Ss underline or highlight the parts of the reading where Ss can find the information related to the main idea before asking them to answer the question individually.

- B** • Have sentences complete the exercise individually, referring back to the reading if necessary.
- Go over the answers as a class.

... **OPTION** Have Ss identify the places in the reading where they found the answers to each question.

+ **EXTENSION** To test reading comprehension, ask additional questions about the content of the reading. For example:
Where did Mrs. Garcia live? (next door)
Why did Mrs. Garcia invite Karen over? (to do homework, eat cookies, have some quiet time)
What did Karen get her degree in? (marketing)
What was the job Karen interviewed for? (market researcher)
What was the first interview question? (How can you make the cookies the right way?)
What was Karen's answer? (practice)
How long did they talk before the interview actually started? (fifteen minutes)

- C** • Read aloud the Reading Skill box on inferring why someone does something.
- Have Ss turn back to page 109 and review the Reading Skill about inferring meaning. Say, *Now we are going to focus on inferring why someone does something. Inferring is like finding clues to find answers. It's like when detectives look for clues to solve a crime.*



CULTURE NOTE Inferring is an important skill for Ss to master. It is a prerequisite for twenty-first-century skill building. It is used beyond the English classroom. Inferring is a higher-order thinking skill, meaning that it requires more than simply understanding, but it is a necessary skill required for success in academic and professional / work settings.

- Go over the answer to item 1 as an example. Elicit the answer to the question. (Her home was too noisy.) Ask, *How do we know that this is the reason Karen enjoyed going to Mrs. Garcia's house?* (Because in the reading, the author says, *I grew up as a quiet kid in a noisy house. Fortunately, my parents' best friend, Mrs. Garcia, lived next door.*) Say, *Karen wanted to get away from her noisy house. She wanted to do her homework in peace.*
- Have Ss answer the questions individually.
- Go over the answers as a class. Encourage Ss to identify information in the reading that helped them infer why the people in the reading did what they did.



OPTION For lower-level Ss, have them answer the questions in pairs or small groups instead of individually.



- D** • Go over the directions. Read the sentences aloud.
- Have Ss find the sentences in the reading that use the underlined phrases. Then have Ss choose their answers.
 - Go over the answers as a class.
- E** • Go over the directions. Solicit a volunteer to read the example sentence.
- Give Ss time to retell the most important ideas.
 - Call on pairs to share their summaries with the class.



OPTION Focus attention on the box to the right of 3E. Have Ss complete the research task during class or for homework. Then ask Ss to share what they learned. Put Ss in small groups and have them talk for a few minutes about their search results. Encourage Ss to share the most interesting stories with the class.

4 MAKE IT PERSONAL

- A** • Tell Ss they will discuss a person who helped them, or someone they know, to find a job. Have Ss work individually to prepare for this discussion by taking notes on a piece of paper.
- Circulate to help Ss if needed.
- B** • Pair Ss. Tell them to use their notes in 4A to describe the person who helped in finding a job.

... **OPTION** For lower-level Ss, write an example on the board for them to use as a model. For example:
Mr. Garcia from the career center helped me find a job. He helped me with my interview skills. Now I work at a software company in the city.



OPTION For higher-level Ss, challenge them to write longer descriptions of the person, or a post similar to the model on page 120.



EXIT TICKET Ask Ss to write a piece of advice they think is very useful on a blank card or piece of paper. This can be advice from the article on page 120 or advice they received from someone else. Collect the cards. Read the cards to identify areas for review in later lessons and individual Ss who may need additional practice.

3 CHECK YOUR UNDERSTANDING

A What is the main idea of the post?

- a. Become friends with your neighbors and interviewers.
- b. Tell your parents and neighbors to call companies for you.
- ☒ c. Ask people you know to help you find a job.

B Circle the correct answer.

- 1. Karen liked to *learn about marketing sunglasses* / do homework and eat cookies / watch TV in peace at Mrs. Garcia's house.
- 2. Mrs. Garcia gave Karen her niece's email / advice about interviews / a good job.
- 3. The interviewer first wanted to talk about *the company's accessories* / Mrs. Garcia's cookies / Karen's personality.

C **READING SKILL** Read the Reading Skill. Answer the questions.

- 1. Why did Karen enjoy going to Mrs. Garcia's house?
 - a. She wanted a second mom.
 - b. Mrs. Garcia made her do homework.
 - ☒ c. Her home was too noisy.
- 2. Why did Karen ask Mrs. Garcia for help?
 - a. She wanted to find a job by herself.
 - b. She wanted to work for Mrs. Garcia's niece.
 - ☒ c. She wanted help finding a job.
- 3. Why did Mrs. Garcia's niece ask Karen to come in and interview?
 - a. She was a manager at a sunglasses company.
 - ☒ b. She heard nice things about Karen from Mrs. Garcia.
 - c. She couldn't hire anyone else.
- 4. What's one reason Mrs. Garcia's niece offered Karen the job?
 - a. Karen made her some cookies.
 - ☒ b. They liked each other.
 - c. She needed a quiet person.

READING SKILL Infer why someone does something

You often need to infer people's reasons because writers don't say exactly why people do things. In these cases, think about the people's situations and feelings. This can help you understand their actions.

D **FOCUS ON LANGUAGE** Read. What do the underlined words mean?

- 1. It's all about who you know and connecting with the interviewer.
 - ☒ a. The most important thing is
 - b. The topic is
- 2. She often invited me over to do my homework in peace.
 - ☒ a. without noise, people talking, etc.
 - b. in an excellent way
- 3. I can never make them right.
 - a. follow the directions carefully
 - ☒ b. create them in the correct way

E **PAIRS** What is the post about? Retell the most important ideas in the article. Use your own words.

Karen liked visiting her neighbor as a kid.

Many people have interesting stories about finding a job. Search for stories online.



4 MAKE IT PERSONAL

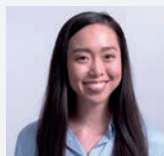
A Think about a person who helped you (or someone you know) get a job. Who was the person? How did the person help? What was the job? Write notes on a piece of paper.

B **PAIRS** Talk with your partner about the person who helped with finding a job. Ask your partner questions about the person who helped. Why did he or she help?

☒ I CAN READ ADVICE ON FINDING A JOB.

LESSON 5

WRITE A COVER LETTER



YUKI OGAWA

@YukiO

My friend just asked me to look at her cover letter. Hope she gets the job!

1 BEFORE YOU WRITE

A Read the cover letter. What job does Ana want? **tour guide**

Use a formal greeting

Say why you're writing

Say why you will be good at the job

Use a formal closing

Ms. Joan Carter
Director, City Tours
121 North Point Street
San Francisco, CA 94109
September 21, 2018

Ana Melo
494 56th Street
Oakland, CA 94609

Dear Ms. Carter:

I am interested in the tour guide job for international visitors advertised on your website. I love San Francisco, and I hope to share my knowledge with visitors from around the world.

I have the experience and skills for this job. I grew up in São Paulo, and I was a tour guide there for two summers. I speak four languages—Portuguese, Japanese, Spanish, and English—and I love working with people from different countries. I studied history in college, and I learned about the history of San Francisco when I moved here. Also, I love telling visitors about new places.

Please see my résumé for more details about my work history. Thank you for your consideration, and I hope to hear from you soon.

Sincerely,
Ana Melo

Say why you want the job

Thank the person for reading

B Read the letter again. Take notes in the chart.

Experience	Skills
grew up in Sao Paulo and was a tour guide there for two summers	speaks four languages
studied history	loves working with people from different countries
learned about the history of San Francisco	loves telling visitors about new places

C PAIRS Do you think Ana can be a good tour guide? Why or why not?

D PAIRS Do you think you can be a good tour guide? Why or why not?

LESSON 5 WRITE A COVER LETTER



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

- Read the lesson title aloud. Ask, *What is a cover letter?* (A letter that a person writes when they are applying for a job. It is sent to the employer with a résumé.)

Have you written a cover letter? Have you read a cover letter? Ask Ss to share what their cover letters were for or whose they have read.

1 BEFORE YOU WRITE

- A** • Read Yuki's social media message aloud. Ask, *Why do you think Yuki's friend asked her to read the cover letter?* Accept any reasonable answer. (For example, to check spelling or grammar or to get advice about content) Ask, *Who can you ask to read a cover letter?*
- Draw attention to the cover letter. Say, *This is the cover letter Yuki's friend wrote.*
- Have Ss read the letter and answer the question.
- Go over the answer as a class. Ask, *Where did you find the answer in the letter?* (the first sentence)
- Answer any vocabulary or content questions.

+ **EXTENSION** To test comprehension, ask additional questions about the letter. For example:
Who is the letter from? (Ana Melo)
Who is the letter to? (Joan Carter)
What is Joan Carter's job? (Director of City Tours)
Where does Ana live? (Oakland, CA)
Where is Joan Carter's office? (San Francisco, CA)
When was the letter written? (September 21, 2018)

- B** • Focus on the chart. Ask, *What is experience?* (the things a person has done or the jobs he or she has had) *What are skills?* (the things a person knows how to do)
- Have Ss work individually to read the cover letter again and complete the chart.
- Have Ss compare answers in pairs. Then go over the answers as a class.

... **OPTION** For lower-level Ss, copy the chart on the board. Fill in parts of it to give the Ss hints about the answers. For example:

Experience	Skills
–Was a _____ in São Paulo	–Speaks _____
–Studied _____	–Loves _____
–Learned about _____	

... **OPTION** Ask Ss to identify the parts of the cover letter where the experience and skills are found. Have Ss highlight the experience in one color and the skills in a second color.

+ **EXTENSION** Bring in a few simple sample cover letters for Ss to look at. Or, if Ss have their own cover letters and are willing to share them, have them bring those to class. Then put Ss in groups and give each group a cover letter. Ask them to use it to complete a chart listing the person's experience and skills, as they did in 1B.

- C** • In pairs, have Ss discuss the questions. Say, *Use your chart in 1B to support your answers.*
- Have pairs share their opinions about Ana with the rest of the class.
- Ask, *What experience and skills do you think a good tour guide should have?* Elicit suggestions from Ss and write them on the board. (For example, A good tour guide should know a lot about the place he or she is going to guide people around.) Leave the ideas on the board to refer to later.
- D** • In pairs, have Ss discuss whether or not they think they can be good tour guides. Have them refer to the list of experience and skills that a good tour guide should have that you wrote on the board for 1C.

... **OPTION** Have each S describe their partner's qualifications to be a good tour guide for the class. For example, *I think Guimin can be a good tour guide. He is good at talking to new people.*

2 FOCUS ON WRITING

- A** • Have Ss silently read the Writing Skill box on how to organize a cover letter. Then read it aloud. Tell Ss that cover letters are the way you introduce yourself to employers. In general, a cover letter needs to introduce yourself, mention the specific job for which you are applying, match your skills and experience to the skills and experience needed for the job that you are applying for, and encourage the reader to contact you for an interview or to read your résumé.

... **OPTION** List additional examples of formal greetings and formal closings that Ss can use in cover letters. For example:

Greetings: *Dear Sir or Madam, To Whom It May Concern, Dear Mr. / Ms., Dear Hiring Manager*

Closings: *Sincerely, Regards, In appreciation, Thank you, Best, Respectfully*

- B** • Have Ss turn back to the cover letter on page 122. Tell them to label each part of the letter with a bullet point

from the Writing Skill box. Draw Ss' attention to the lines and arrows on either side of the cover letter. Say, *These lines are where you will write the labels.*

- Go over the first item as an example. Ask, *Where is the formal greeting in this cover letter?* (at the beginning of the letter: *Dear Ms. Carter*) Write *formal greeting* on the line that points to *Dear Ms. Carter*.
- Have Ss work individually to complete the rest of the labels. Then have them compare answers with a partner.
- Go over the answers as a class.

+ **EXTENSION** If you did the extension for 1B and brought sample cover letters to class, have groups work with the cover letters again and label the different parts of the cover letters listed in the Writing Skill box. Tell them that cover letters do vary somewhat in format and that they may not find all the different parts listed in their cover letter.

3 PLAN YOUR WRITING

- A** • Tell Ss it is time to start developing their own cover letter. If Ss already have jobs, tell them they can write about their current job and pretend they are applying for it.
- Copy the chart on the board. Use yourself as a model to fill it out. Write about the skills and experience you have that qualify you to be a teacher.
 - Have Ss work individually to complete their own charts with experience and skills that qualify them for a job they would like to apply for.

... **OPTION** Have Ss look for current job postings using their phones or computers in class. Encourage Ss to use these to get ideas about jobs they can write cover letters to apply for. Encourage them to choose a job they might actually want to apply for.

- B** • In pairs, have Ss talk about their experience and skills. Encourage them to refer to the information in their charts in 3B.
- If appropriate, give a personal example to help them get started. For example, say, *I am a good person for this teaching job because...*
 - Circulate to help Ss as needed.

4 WRITE

- Have Ss write their cover letters. Remind them they can make up personal information if they want to keep their personal information private.
- Require them to include the information from their chart in 3A. Have them include all the sections listed

in the Writing Skill box. Refer them to the model as an example on page 122.

... **OPTION** Assign this as homework so Ss have more time to work.

5 REVISE YOUR WRITING

- A** • Tell Ss they will peer-review their partner's writing. Say, *Read your partner's cover letter. Answer the questions in your book.*

- B** • Ask Ss to make suggestions for improvement. Say, *Can you improve your partner's cover letter? Make suggestions. Then revise your writing.*

6 PROOFREAD

- Have Ss proofread their cover letter one last time.
- Ask them to check their spelling, punctuation, and capitalization.
- Then collect Ss' work and offer individual feedback.

EXIT TICKET Ask, *What is the best experience or skill you have for a job you want?* Have Ss answer this question 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 individual Ss who may need additional practice with the simple present.

2 FOCUS ON WRITING

- A** Read the Writing Skill.
- B** Read the letter in 1A again. Label each part of the letter with the bullets from the Writing Skill.

WRITING SKILL Organize a cover letter

In a cover letter, you should:

- Use a formal greeting
- Say why you're writing
- Say why you want the job
- Say why you will be good at the job
- Thank the person for reading
- Use a formal closing

3 PLAN YOUR WRITING

- A** Choose a job you would like to apply for. Why are you a good person for the job? Complete the chart with your experiences and skills.

Job:	
Experience	Skills

- B PAIRS** Tell your partner why you will be good at this job.
I am a good person for this job because ...

4 WRITE

Write a cover letter to apply for a job that you want. Use the sentences in the model to help you begin and end your letter. Follow the organization in the writing skill.

5 REVISE YOUR WRITING

- A PAIRS** Exchange letters and read your partner's letter.
1. Did your partner name the job that he or she wants?
 2. Did your partner give reasons why he or she is a good person for the job?
 3. Did your partner follow the organization in the writing skill?
- B PAIRS** Can your partner improve his or her letter? Make suggestions.

6 PROOFREAD

Read your cover letter again. Can you improve your writing?

Check your

- spelling
- punctuation
- capitalization

☐ I CAN WRITE A COVER LETTER.

PUT IT TOGETHER

1 MEDIA PROJECT



- A** ▶10-24 Listen or watch. What does Gala describe?
Gala describes her plans for the next five years.



- B** ▶10-25 Listen or watch again. Answer the questions.

1. What is the first thing Gala plans to do?
First, Gala plans to make and sell clothes. She is going to study business and have a store.
2. What is the second thing Gala plans to do?
Second, Gala plans to learn to cook better. She is going to cook healthy meals for her family.
3. What is the third thing Gala plans to do?
Third, Gala plans to exercise more. She's going to run a marathon.



- C** Make your own video.

Step 1 Think about your plans for the next five years. Choose three photos that show things you plan to do.

Step 2 Show the photos to the class. Talk about your plans and the photos.

Step 3 Answer questions about the photos. Get feedback on your presentation.

2 LEARNING STRATEGY

MAKE A TIMELINE

Choose a time period. Think of all the important events that happened during that time. Write them on a timeline.

My first year at university

In August, I moved into a new apartment. I started classes seven months ago.

Choose an important time from your life and ten milestone or time marker words from this unit. Create a timeline.

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 important life events
- ☐ Describe when events happened
- ☐ Saying dates
- ☐ Talk about life plans and goals

Vocabulary

- ☐ Milestones
- ☐ Past time markers
- ☐ Future time markers

Pronunciation

- ☐ The sounds /əɪ/ and /ɔɪ/
- ☐ Blending: going to ("gonna")

Grammar

- ☐ Simple past, yes / no and wh- questions
- ☐ Future plans with *be going to*

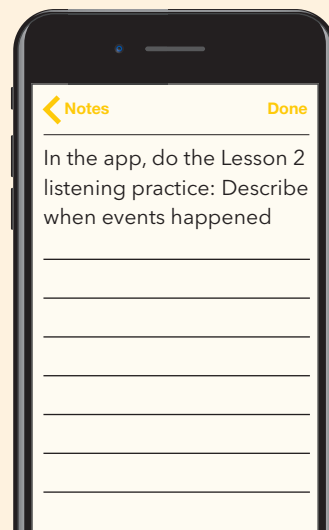
Reading

- ☐ Infer why someone does something

Writing

- ☐ Organize a cover letter

- B** What will you do to learn the things you highlighted? Write notes.



PUT IT TOGETHER

1 MEDIA PROJECT

- A** • Have Ss look at the photo. Say, *This is Gala. We're going to listen to her talk about herself.*
- Have Ss listen or watch and then answer the question.
 - Go over the answer as a class.
- B** • Before they listen or watch again, have Ss preview the questions. Tell them that this is the information they will be listening for.
- Have Ss listen or watch again. 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.
- ... **OPTION** Give Ss a copy of the script and challenge them to point out instances of *be going to* or other words that reference the future.
- C** • Explain to Ss that they will create a project similar to the one they watched.
- Give Ss a few minutes to read the three steps. Encourage them to talk about their ideas with a partner.
 - For homework, tell Ss to make their videos. Clarify that they can have someone else hold their phones or they can make the video using their computer.
 - Back in class, write the following questions on the board:

Feedback: Is the student well-prepared?

Are the photos well-organized?

Does the student speak loudly and clearly?

Does the student make eye contact?

Does the student explain what things he / she wants to do?

Give Ss a few minutes to read over the questions. Tell them to write each person's name on a piece of paper before they see their video and then take notes during the videos referring to the questions on the board.

- Then invite classmates to ask questions and give feedback as other Ss show their videos.
- You may choose to save the feedback until the very end and let Ss walk around and 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 own phones. Then have them look at the recordings for homework and give feedback to themselves on their presentation, using the questions on the board to guide them. Have **higher-level Ss** write a paragraph critiquing their own presentation.

2 LEARNING STRATEGY

- Have Ss look at the timeline. Ask, *How many events are listed?* (two)
 - Ask Ss to read the learning strategy box silently. Ask, *Do you think this is a good way to practice English?*
 - Tell Ss to work individually to make their own timelines, using milestone vocabulary and time marker words from the unit.
- ... **OPTION** Allow time for Ss to share their sentences with a partner or small group.

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, and so on 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 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 1 SIMPLE PRESENT OF *BE*: REVIEW

GRAMMAR TO REVIEW Subject pronouns

COMMON ERRORS Using contractions in affirmative short answers (For example, *Yes, he's.*) Incorrect word order in negative statements and questions

- A** • Consider assigning this dictation exercise after students have completed the pronunciation exercises on page 7. The information in the pronunciation skill box will help them hear stressed syllables in words more clearly.
- Ask a volunteer to read the example sentence aloud. Then have Ss complete the exercise individually as they listen to the audio.
- Circulate and help as needed. Play the audio again if appropriate.
- Have Ss compare answers in pairs.
- Go over any questions as a class.
- B** • Go over the directions and the example answer. Remind Ss they have to make the statement negative if they see *not* after the blank.

- Have Ss complete the exercise individually and then compare answers in pairs. Circulate and help as needed.
- Go over the answers as a class.

+ **EXTENSION** Have Ss write additional sentences using the verb *be*. Explain that they should leave a blank line where the verb *be* should be. Solicit volunteers to write their incomplete sentences on the board and ask the class to complete the sentences. Monitor and correct their grammar if appropriate.

- C** • Give Ss time to complete the exercise individually.
- In pairs, have Ss compare answers.
- Go over answers as a class.

... **OPTION** For spoken practice of grammar, ask Ss to role-play the conversations in activities A and C 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 1, LESSON 1 SIMPLE PRESENT OF *BE*: REVIEW

A ▶ 01-02 Listen. Complete each sentence. Write the word you hear. Use contractions.

Maria: Hi. I'm¹ Maria, and this is Akira. We aren't² from New York.
I'm³ from Miami, and he's⁴ from Tokyo. We're⁵
 market researchers.

Nina: Hello! It's⁶ nice to meet you. We're⁷ market researchers, too.
 This is⁸ Lee, and I'm⁹ Nina.

B Complete each sentence. Use the correct form of the verb *be*.

1. Fernando and I aren't (not) pharmacists.
2. I am / 'm a pharmacist.
3. Marta is / 's an accountant.
4. She is not / isn't (not) a lawyer.
5. Yuki and Dolores are social media managers.
6. They are not / aren't (not) software engineers.
7. This is Leo.
8. Leo and I are journalists.
9. We are not / aren't (not) pilots.

C Complete each sentence. Write one word on the line.

Carol: Are¹ you from the Toyko office?

Yuki: Yes, I am². I'm Yuki. I'm a social media manager.

Carol: Nice to meet you, Yuki. I'm³ Carol.

Yuki: It's⁴ nice to meet you, too. Where are⁵ you from?

Carol: Florida.

Yuki: Where's your office? Is⁶ it in Orlando?

Carol: No, it isn't⁷. It's in Miami. I'm here with Sam. He and I are⁸
 market researchers. Sam! This is⁹ Yuki.

Sam: Hi, Yuki. Nice to meet you.

UNIT 1, LESSON 2 SIMPLE PRESENT: REVIEW

A ▶ 01-10 Listen. Complete each sentence. Write the subject and verb you hear.



I live¹ close to work. I don't have² a long commute.
I walk³ to work, and it takes⁴ 10 minutes. My boss doesn't
live close to work. He has⁵ a long commute. He goes⁶ to
work by train.

B Eliza, Ed, Tom, and Lisa work together in New York City. Eliza and Ed live in the city, but Tom and Lisa do not. Complete each sentence. Use the correct form of the verb in parentheses.

- Eliza walks
(walk) to work.
- Eliza has
(have) a short commute.
- She doesn't live
(not / live) far from work.
- Ed goes
(go) to work by bus.
- He studies
(study) on the bus.
- He does
(do) homework on the bus.
- Tom and Lisa live
(live) near New York City.
- They take
(take) the train into the city.
- They don't work
(not / work) on the train. They read the news.

C Write statements about Eliza, Ed, Tom, and Lisa. Use the words in parentheses. Use the correct form of the verb.

- (Eliza / not take / the bus) Eliza doesn't take the bus.
- (Eliza / have / a short commute) Eliza has a short commute.
- (She / not live / far from work) She doesn't live far from work.
- (Tom and Lisa / not walk / to work) Tom and Lisa don't walk to work.
- (They / have / a long commute) They have a long commute.
- (It / take / 90 minutes) It takes 90 minutes.
- (Tom / not like / the train) Tom doesn't like the train.
- (Ed / not have / a long commute by train) Ed doesn't have a long commute by train.
- (He / take / a bus) He takes a bus.

UNIT 1, LESSON 2 SIMPLE PRESENT: REVIEW



COMMON ERRORS

Omitting *do / does* before *not* in negative statements
Spelling errors in verbs with *he, she, it*

- A** • Focus on the photo. Say, *Let's listen to this man talk about his commute.*
 - Before they listen, have Ss skim the sentences. Ask, *What does the man say in the first sentence?* (I live)
 - Play the audio and have Ss complete the exercise. Have Ss listen again if appropriate.
 - Bring the class together to go over the answers.
- B** • Tell students to read the directions silently. Ask, *How do Eliza, Ed, Tom, and Lisa know each other?* (They work together.) *Where do they live?* (Eliza and Ed live in the city, but Tom and Lisa don't.) Read the example sentence aloud.
 - Have Ss skim the sentences. Then have them complete the exercise individually.
 - Have Ss compare answers in pairs. Go over any questions.



EXTENSION In pairs, have Ss take turns reading the sentences aloud to each other.



- Tell students they will write more sentences about the four people in B. Go over the example sentence. Remind Ss to change the verb in parentheses to the correct form, and to write a negative statement if they see *not* before the base form of the verb.
 - Have Ss complete the exercise individually.
 - Then have Ss compare answers with a partner.
 - Go over the answers with the whole class.



EXTENSION Challenge Ss to write true and false statements about the four people in B and C. Have them read their statements to other Ss to see if they can label them true or false.



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 3 SIMPLE PRESENT, YES / NO AND INFORMATION QUESTIONS: REVIEW



GRAMMAR TO REVIEW

Simple present statements



COMMON ERRORS

Using the wrong form of *do* / *does*

Omitting the subject or *do* / *does* in answers to *yes* / *no* questions

Omitting *do* / *does* in information questions

- A**
- Consider assigning this dictation exercise after students have completed the pronunciation exercises on page 11. The information in the pronunciation skill box will help them hear the simple present verb endings more clearly.
 - Before they listen, have Ss skim the conversations.
 - Play the audio and have Ss complete the exercise. Have Ss listen again if appropriate.
 - Bring the class together to go over the answers.
- B**
- Read the example aloud. Tell Ss they should write the correct form of the verb *do* in each blank.
 - Have Ss skim the conversations. Then have them complete the exercise individually.
 - Have Ss compare answers in pairs. Go over any questions.
- C**
- For lower-level Ss**, do an item as an example on the board. Point out that Ss need to use the words in the parentheses when they fill in the blanks. Remind Ss to add the correct form of *do* or *be* to each blank.

- Have Ss work individually to complete the exercise. Circulate to help as needed.
- Have Ss compare answers with another pair.
- Solicit volunteers to read the conversation aloud so Ss can check their answers.



EXTENSION For additional grammar practice, quiz Ss on the content of C. Ask *yes* / *no* or information questions about Anna and Grace. For example:

What do Anna and Grace do? (They are engineers.)

Does Anna know Kelly? (No, she doesn't.)

Does Grace know Kelly? (Yes, she does.)

Do engineers travel for work at this company? (No, they don't.)

Where does Kelly work? (She works from home.)



EXTENSION Have pairs role-play the conversations in A, B, and C. Time permitting, have them practice reading each role.



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 3

SIMPLE PRESENT, YES / NO AND WH- QUESTIONS: REVIEW

A ▶ 01-14 Listen to the conversations. Complete them with the words you hear.

1. A: What do you do?
B: I'm a chef.
2. A: Where do they work?
B: In Mexico City.
3. A: What does she do at work?
B: She goes to meetings.
4. A: Does he work in a hotel?
B: No, a restaurant.

B Complete each conversation. Write the missing word.

1. A: Do you work in a restaurant?
B: No, I don't.
2. Nancy: Does Peter like his job?
Dena: Yes, he does.
3. Ann: Where do you work?
Max: In a law office.
4. Fred: Does Don drive to work?
Sue: No, he doesn't. He takes the bus.
5. Nida: What does Ari study?
Artit: He studies marketing.
6. Yan: What do Yu and Hao do at work?
Zheng: They travel and they make presentations.

C It's Anna's first day at her new job and she meets Grace. Complete their conversation. Use the words in parentheses.

- Anna: What do you do ?
1 (what / you / do)
- Grace: I'm an engineer .
2 (I / an engineer)
- Anna: Me, too! It's my first day. Do you know Kelly ? I need to meet her.
3 (you / know / Kelly)
- Grace: Yes, I do . But she's not here.
4 (yes / I)
- Anna: Oh. Do engineers travel for work at this company ?
5 (engineers / travel for work / at this company)
- Grace: No, they don't .
6 (no / they)
- Anna: I don't understand. Where does Kelly work ?
7 (where / Kelly / work)
- Grace: She works from home . You can call her.
8 (she / work / from home)

A Sue and Elena are looking at Sue's family photos. Write statements with the words in parentheses. Use contractions with the verb *be*.

Elena: That's my uncle. He's not shy .
1 (he / not be / shy)

Sue: They're my sisters. They're funny .
2 (they / be / funny)

Elena: Is that your father? He looks serious .
3 (he / look / serious)

Sue: Yes, that's Dad, and that's my brother. He's smart .
4 (he / be / smart)

Elena: Who are these little boys?

Sue: They're my nephews. They're noisy !
5 (they / be / noisy)

Elena: This is a good photo. Are they your uncles? They look nice .
6 (they / look / nice)

Sue: Yes, they're my father's brothers.

Elena: Is that your sister? She seems shy .
7 (she / seem / shy)

Sue: No, that's my cousin. She's not shy / She isn't shy !
8 (she / not be / shy)
She's really outgoing.

Elena: Are they your grandparents?
They don't look happy .
9 (they / not look / happy)

Sue: I think they just weren't ready for the photo!



B Complete the conversations. Write one word on the line.

1. Ann: Who's that ?
Bella: That's my brother. He's funny.
2. Ann: Who's that?
Bella: That's / She's my sister-in-law.
3. Carla: Who are they?
Dave: They're my grandparents.
Carla: What are they like ?
Dave: They're nice.
4. Alice: Your aunt looks happy. What's she like?
Brian: She's funny and outgoing.

C 02-03 Listen to the sentences. Write the words you hear.

1. Who's that?
2. That's my mother.
3. She looks nice.
4. Who are they?
5. My nephews. They're really funny.
6. That's my aunt.
7. What's she like?
8. She seems serious.

UNIT 2, LESSON 1 QUESTIONS WITH *WHO* AND *WHAT*; ANSWERS



GRAMMAR TO REVIEW

Statements with *be*



COMMON ERRORS

Confusing singular and plural forms of the *be* verb

Incorrect usage of *be* versus *seem* or *look*

Incorrect spelling of contractions

Leaving out the *be* verb in questions

Leaving out *like* at the end of a question

- A**
- Bring Ss' attention to the picture. Ask, *What do you think these women are talking about?* (family photos) Say, *This is Sue and Elena. We are going to complete their conversation.*
 - Go over the example. Tell Ss to make their statements negative if they see the word *not* in parentheses. Remind them to use contractions in their answers since this is spoken English.
 - Then have Ss complete the conversation individually. Circulate and help as needed.
 - Have Ss compare answers in pairs.
 - Go over any questions as a class. Call on volunteers to read the full sentences. Have Ss check their answers as the volunteers read aloud.
- B**
- Explain that Ss can fill in each blank with only one word. Remind them to use contractions to help accomplish this goal.

- Have Ss complete the exercise individually and then compare answers in pairs. Circulate and help as needed.
- Go over the answers as a class.



TEACHING TIP For lower-level Ss, when you assign a grammar exercise in class, review any relevant grammar charts before asking Ss to complete the task.



- C**
- Before Ss listen, have them skim the sentences and try to predict how they will complete them.
 - Play the audio. Have Ss complete the exercise.
 - In pairs, have Ss compare answers.
 - Go over questions as a class. Replay the audio as appropriate.



OPTION For spoken practice of grammar, ask Ss to role-play the A / B conversations in activities B and C in pairs. Circulate to check Ss' pronunciation.



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 2 *BE VS. HAVE* FOR DESCRIPTION

✓ GRAMMAR TO REVIEW

Statements with *be*
Yes / no and information questions with *be*

⚠ COMMON ERRORS

Using the correct singular or plural form of the *be* verb
Using incorrect word order in questions
Using *be* instead of *do* in questions
Using *be* instead of *have* in answers

- A**
- Tell Ss to focus on the verb *be* or *have* in each sentence as they listen.
 - Then play the audio and have Ss complete the task. Have Ss listen again if necessary.
 - Bring the class together to go over the answers.
- ...
- OPTION For higher-level Ss**, Play the audio again and ask Ss to write the entire sentences they hear. Check their dictations against the script.
- B**
- Draw attention to the pictures. Ask, *What does the woman look like? What does the man look like?* Accept any reasonable answers. Tell Ss they will complete a conversation describing these two people.

- Have Ss complete the conversation with forms of *be* or *have*. Remind Ss to use contractions in their answers.
- Have Ss complete the exercise individually. Then have them compare answers in pairs. Go over any questions.

- C**
- In pairs, have Ss study the IDs carefully and complete the paragraphs.
 - Have Ss compare answers with another pair.

...

OPTION For lower-level Ss, go over one of the IDs in more detail before Ss start the exercise. Ask questions such as *Where is the name? Where is the address?* Elicit answers from the class. Have Ss describe what the people in the ID pictures look like.

+

EXTENSION Have Ss describe themselves to a partner using the information on their own IDs or driver's licenses.

...

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 2 BE VS. HAVE FOR DESCRIPTION

A ▶ 02-10 Listen to the sentences. Which verb do you hear? Check *be* or *have*.

	1	2	3	4	5	6	7
Be			✓	✓	✓	✓	
Have	✓	✓					✓

B Complete the conversations. Use *he*, *she*, or *it* + the correct form of *be* or *have*. Use a contraction when possible.

Example My mother's not short. She's ¹ tall.

Donna: What does your sister look like?

Peter: She's ² short. She has ³ brown hair, and she's ⁴ thin.

Donna: What about her eyes?

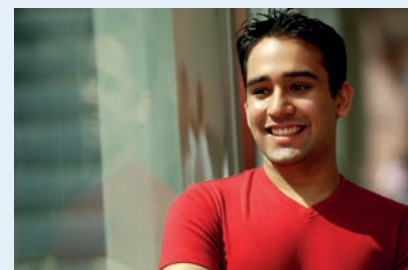
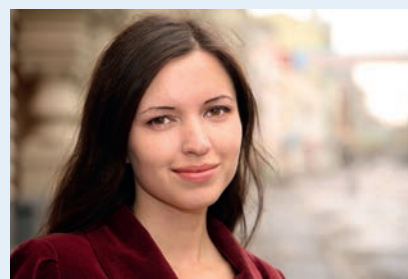
Peter: She has ⁵ brown eyes.

Donna: What does your brother look like?

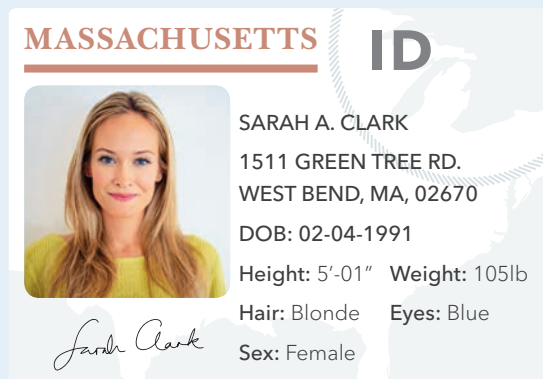
Peter: He's ⁶ average height and he's ⁷ average weight. He has ⁸ short, black hair.

Donna: Is his hair curly, like yours?

Peter: No, his hair isn't like mine. It's ⁹ straight.



C Look at the photos on John's and Sarah's IDs. Complete the paragraphs.



John is ¹ tall—six foot three. He isn't / John isn't ² thin or heavy. He's / He is / John is ³ average weight. His hair is ⁴ brown, short, and curly. He has ⁵ brown eyes.

Sara is ⁶ just five foot one. She's / She is / Sarah is ⁷ short. She's / She is / Sarah is ⁸ also thin. She has ⁹ long, blonde hair. Her eyes are ¹⁰ blue.

UNIT 2, LESSON 3 CAN FOR ABILITY

A ▶ 02-14 Listen to the sentences about Amy. Check the things she can do.

- ☒ 1. sing
- ☐ 2. speak Spanish
- ☒ 3. play the guitar
- ☐ 4. play the violin
- ☒ 5. swim
- ☒ 6. dance
- ☐ 7. draw



B Complete the conversations. Use *can*, *can't*, and words in the box. You can use the verbs more than once.

play ride speak

1. Jack: Can you speak Chinese?
Hannah: No, I can't, but I can speak Japanese.
2. Hannah: Who's that in the photo—the girl on the horse?
Jack: That's my sister, Jane. She can ride a horse very well.
Hannah: Can you?
Jack: No, I can't, but I can ride a bicycle!
3. Jack: Can you play the violin?
Hannah: Yes, I can. I can play the piano, too.

C Complete the conversations. Use *can* or *can't* and the words in parentheses. Use a pronoun when necessary.

1. Alice: Can you draw ^(draw)?
Brian: No, I can't.
2. Alice: Can you play ^(play) the guitar?
Brian: No, I can't, but I can sing ^(sing).
3. Olive: Can Daniel speak ^(Daniel / speak) Chinese?
Alex: Yes, he can, but he can't write ^(write) it.
4. Diana: Can your parents dance ^(your parents / dance)?
Michael: Yes, they can. They love to salsa.
Diana: Oh, nice!

UNIT 2, LESSON 3 CAN FOR ABILITY



COMMON ERRORS

Not using the base form of the verb after *can* / *can't*

- A** • Consider assigning this dictation exercise after students have completed the pronunciation exercises on page 23. The information in the pronunciation skill box will help them hear the difference between *can* and *can't* more clearly.
 - Draw attention to the picture. Say, *This is Amy. We are going to listen to sentences about her.*
 - Before they listen, have Ss skim the list of skills and abilities. Tell Ss to listen for these skills and abilities.
 - Play the audio and have Ss complete the exercise. Have Ss listen again if appropriate.
 - Bring the class together to go over the answers.



EXTENSION For higher-level Ss, in pairs, have Ss compare themselves or someone they know to Amy. Ask, *what can you and Amy both do? What can Amy do that you can't do?* (For example, Amy can sing and I can sing. Amy can sing. I can't sing.)

- B** • Tell Ss they need to use *can*, *can't*, and the words in the box to complete the conversations. Make sure they understand that they can use the words more than once.
 - Have Ss complete the exercise individually.
 - Have Ss compare answers in pairs. Go over any questions.



- Remind Ss that they will need to use pronouns (*he, she, they*) in some of the answers in this exercise.
- Ask two Ss to model the example conversation.
- Have Ss complete the conversations individually. Circulate to help as needed.
- Then have Ss compare answers with another S.



EXTENSION Have pairs role-play the conversations in B and C. Time permitting, have them practice reading each role. Solicit volunteers to read for the whole class.



EXTENSION For higher-level Ss, have them write their own conversations, using the conversations in A and B as models, but including different activities and skills. Have them perform their conversations for the class. Write any new vocabulary on the board.



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 1 THE PRESENT CONTINUOUS FOR EVENTS HAPPENING NOW: REVIEW

A ✓ GRAMMAR TO REVIEW Simple present of *be*

⚠ COMMON ERRORS

- Not using the *-ing* form of the verb after the *be* verb
- Using contractions in short, affirmative answers
- Misspelling *-ing* forms of verbs
- Omitting *be* in present continuous information questions

- A**
- Consider assigning this dictation exercise after students have completed the pronunciation exercises on page 31. The information in the pronunciation skill box will help them hear the difference between affirmative and negative present continuous forms.
 - Play the audio for the first item. Ask, *Which words do you hear?* Then read the example sentence aloud.
 - Play the rest of the audio. Have Ss complete the exercise individually. Have Ss listen again if appropriate. 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.
- B**
- If appropriate, before assigning the exercise, review subject pronouns and the verb forms. Ask, *What are some subject pronouns?* (I, you, he, she, it, we, they) *How do we form the present continuous with these subject pronouns and the verb work?* (I'm working, you're working, he's / she's / it's working, we're working, they're working)

- Go over the directions and the example. Remind Ss to use contractions.
 - Have Ss complete the conversations individually and then compare answers in pairs. Circulate and help as needed.
 - Go over the answers as a class. Replay audio if appropriate.
- C**
- Draw attention to the word box. Tell Ss to use the correct forms of these verbs and subjects such as *I, you, he, she, it, we, and they* to complete the conversations.
 - Solicit a volunteer to read the example sentence aloud. Point out that the verb *work* is crossed out in the word box because it is used in the example.
 - Give Ss time to complete the answers individually.
 - In pairs, have Ss compare answers.
 - Go over questions as a class.

⋮ **OPTION** For spoken practice of grammar, ask Ss to role-play the conversations in Exercises B and C 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 3, LESSON 1 THE PRESENT CONTINUOUS FOR EVENTS HAPPENING NOW: REVIEW

A ▶ 03-02 Listen to people talking on the phone. Complete each sentence.

Write the words you hear.

1. Sorry, I can't talk now— I'm working .
2. The boys aren't here— they're cleaning their room.
3. Mom, can I call you back? I'm sorry, but we're having lunch.
4. Can you call me later? I'm studying .
5. Sorry I can't talk now— I'm cleaning .
6. Janet isn't here— she's working late.
7. Can I call you back? Sorry, but we're making dinner.
8. My parents aren't home right now— they're walking the dog.
9. What am I doing right now? I'm cleaning .

B Complete the phone conversations. Add a subject pronoun when needed and use the correct form of the verb. Use contractions.

1. Nancy: Hi, Maria. How are you?
Maria: Hi, Nancy. Sorry, but I can't talk. I'm cooking dinner.
(cook)
2. Mark: Hi, Sue. Are you busy? Can we talk about our presentation?
Sally: No, Dave is here right now, and we're writing our report together. Can I call you later?
(write)
Mark: Well, I'm not working late tonight. Let's talk tomorrow.
(not / work)
3. Paul: Hi, Lisa. What are you doing?
Lisa: I'm feeding my cat, but she isn't eating / 's not eating .
(feed) (not / eat)
Paul: Maybe she isn't hungry.
Lisa: But she's always hungry! Oh, now she's starting to eat.
(start)

C Complete the phone conversations. Add a subject. Use the verbs in the box when needed. Use contractions when possible.

do clean come go have vacuum wait wash ~~work~~

1. Kate: Hi, honey. Are you working late?
John: No, I'm on the bus. I'm coming home. Are you having dinner now?
Kate: No, I'm waiting / we're waiting for you. We can eat together.
John: Great! See you soon.
2. Mike: It's so noisy! What are you doing ?
Peter: The laundry. Can I call you back?
Mike: Sure. I'm on the train.
Peter: Where are you going ?
Mike: Into the city.
3. Ann: Hi, Nancy. Is this a good time to talk?
Nancy: Sorry, but can I call you back later? Sara and I are cleaning our apartment.
Ann: What's that noise?
Nancy: Sara is vacuuming the rug in the living room. I'm in the kitchen.
I'm washing the dishes.

A ▶ 03-18 Listen to Dan talk about what his family does on weekends.

Complete the sentences with the words you hear.

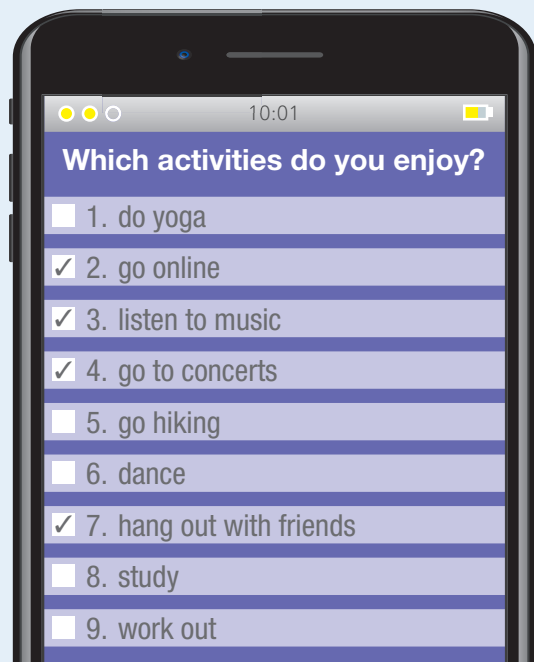
1. My brother and I enjoy going to concerts on weekends.
2. We both like to listen to jazz.
3. My sisters go to clubs because they want to dance.
4. All of us like spending time with the family, too.
5. Everybody in our family loves to watch movies.
6. But we all avoid spending a lot of money at movie theaters.
7. We enjoy watching movies at home instead.

B Complete each sentence. Use the correct form of the verb. In some cases, both the gerund and the infinitive are correct.

1. Tom: Do you want to go to a movie?
(go)
Donna: Sure! I love movies. Or what about a concert? Do you like to listen / listening to music?
(listen)
Tom: I like some kinds of music. I don't enjoy going to jazz clubs, though.
(go)
2. Harry: Do you like working out?
(work out)
Max: Yes. I love to go / going to the gym first thing every morning. What about you?
(go)
Harry: I hate going to the gym. I like to exercise / exercising outdoors. In fact, I'm planning to go on a hike today. Do you want to come?
(go) (exercise) (come)
Max: No, thanks! I plan to spend the day watching soccer.
(spend)
Harry: Too bad. Well, I hope to find somebody to come with me!
(find)

C Janet completed an online questionnaire and checked the activities she likes. Complete each sentence about her. Use the correct forms of the verbs. In some cases, both the gerund and the infinitive are correct.

1. Janet doesn't enjoy doing yoga.
(enjoy)
2. She likes to go / likes going online.
(like)
3. She loves to listen / loves listening to music.
(love)
4. She enjoys going to concerts.
(enjoy)
5. She hates going hiking.
(hate)
6. She doesn't enjoy dancing.
(enjoy)
7. She loves hanging out / loves to hang out with friends.
(love)
8. She dislikes studying.
(dislike)
9. She avoids working out.
(avoid)



UNIT 3, LESSON 3 VERBS + INFINITIVES AND GERUNDS



GRAMMAR TO REVIEW

Simple present



COMMON ERRORS

Using gerunds after a verb that can only be followed by an infinitive

Using infinitives after a verb that can only be followed by a gerund

Omitting *to* before the infinitive

Incorrectly spelling the gerund form

- A**
- Remind Ss to listen carefully for gerunds and infinitives as they complete the dictation task.
 - Before they listen, have Ss skim the sentences to give them an idea of what to listen for.
 - Then play the audio and have Ss complete the exercise. Have Ss listen again if necessary.
 - Bring the class together to go over the answers.



EXTENSION After checking the answers, ask, *Which of these sentences are still correct if you change the form of the verb from gerund to infinitive or from infinitive to gerund?* (Sentences 2, 4, and 5)



- Tell Ss they will complete the sentences with the correct form of the verb underneath each blank. Remind them to also pay attention to the verb before the blank. Some sentences may have more than one correct answer.

- Have Ss complete the task individually.
- Have Ss compare answers in pairs. Go over any questions.



EXTENSION Have pairs role-play the conversations in B. Time permitting, have them practice reading each role.



- Draw attention to the online questionnaire. Explain that Janet put a check next to the activities she likes to do, and there is no check next to the activities she doesn't like to do. Tell Ss to use her questionnaire answers to complete the exercise.
- Have students complete the exercise individually and then compare answers in pairs.



EXTENSION Ask Ss to complete the same questionnaire about themselves. Then have them give their answers to a classmate. Each classmate should write sentences about their partner using their questionnaire answers. If time allows, have Ss share their answers with the 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 4, LESSON 1 QUESTIONS WITH *WHOSE*; POSSESSIVE NOUNS AND PRONOUNS

- A ✓** **GRAMMAR TO REVIEW**
Simple present statements and questions
Subject pronouns

- ⚠** **COMMON ERRORS**
Incorrect use of singular and plural forms
Incorrect apostrophe placement
Using possessive pronouns instead of possessive adjectives and vice versa
Confusing *Whose* with *Who* or *Who's*

- A** • Consider assigning this dictation exercise after students have completed the pronunciation exercises on page 43. The information in the pronunciation skill box will help them hear stress in compound nouns more clearly.
- If appropriate, review the grammar chart on page 42 before asking Ss to complete the task.
 - Focus on the picture. Ask, *What do you think she's saying?* (She's asking a question about the phone she is holding.)
 - Ask two volunteers to read the first example conversation aloud.
 - Play the audio. 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 completed conversations aloud.

- +** **EXTENSION** Have Ss rewrite the conversations, replacing the objects with vocabulary from Lesson 1. For example, instead of *Whose phone is this?* Ss can write *Whose backpack is this?*

- B** • Go over the directions. Explain that Ss need to complete each sentence so that it means the same thing as the numbered sentence in parentheses below the blank. They should do this by filling in the blank with a possessive pronoun.
- Read the example aloud. Say, *That desk is mine is a different way to say That's my desk.*
 - Have Ss complete the exercise individually and then compare answers in pairs. Circulate and help as needed.
 - Go over the answers as a class.

- +** **EXTENSION** Have Ss rewrite the sentences in different ways. They should replace the pronouns with others so that the subject belongs to someone else. For example, instead of *That desk is mine*, Ss can write *That desk is his*.

- C** • Go over the directions and the example. Point out that for most of the items, Ss have to write *Whose* or a possessive pronoun, but that Ss also have to fill in one possessive adjective.
- Have Ss complete the exercise individually.
 - In pairs, have Ss compare answers.
 - Go over answers as a class.

- ...** **OPTION** For spoken practice of grammar, ask Ss to role-play the conversations in Exercises A, B, and C.

- ...** **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 *WHOSE*; POSSESSIVE NOUNS AND PRONOUNS

A ▶ 04-02 Listen to the conversations. Write the words you hear.

1. A: Whose phone is this?
B: That's mine .
2. A: Whose wallet is this?
B: Maybe it's Pat's. Look inside. Is it his ?
3. A: Is that my cup?
B: No, this is mine. That one is yours .
4. A: Do you have our new ID badges? I need mine and Chris's.
B: Here you go—here's yours, and here's hers .
5. A: Whose car is that?
B: I don't know. Maybe it's Tom and Helen's.
A: No, it's not theirs . Their car is red, like ours .



B Complete the sentences with possessive pronouns. Rewrite the sentences in parentheses.

- Jim: That desk is mine .
1 (That's my desk.)
- Amy: So all the photos—are they yours ?
2 (Are they your photos?)
- Jim: Yes, they're all mine .
3 (They're all my photos.)
- Amy: Oh, wow! This photo is great. You and your wife have six children?
- Jim: No, no! They aren't all ours ! Three of the girls are ours,
4 (They aren't all our children.)
and one is my brother's.
- Amy: Which one is your brother's?
- Jim: The smallest girl is his . The other kids are my sister's.
5 (The smallest girl is my brother's.)
The two tall boys are hers .
6 (The two tall boys are her children.)
- Amy: They're cute, too. What about the dog? Is it theirs ? Or is it
7 (Is it their dog?)
yours ?
8 (Is it your dog?)
- Jim: The dog is theirs .
9 (It's their dog.)

C Complete the conversations. Write one word on the line.

1. Ann: Whose office is that?
Bella: It's the manager's.
2. Tom: Are these your keys?
Sue: No, those aren't mine .
3. Andy: Whose bag is that?
Barbara: I'm not sure, but Anna has a bag like that. Maybe it's Anna's / hers .
4. Jack: Are these your sunglasses?
Mary: Yes, those are mine. Thanks!
5. Andy: Do you and Bill live near Sam and Diana?
Barbara: Yes, we do! Our house is right next to theirs .
Andy: So are your kids friends with their kids?
Barbara: Yes, they are.

A ▶ 04-16 Listen to the conversation. Write the words you hear.

Mike: This laptop is cheaper₁ than that one.

Jan: Yes, it is, but that one is better₂. It's faster₃. That's important.

Mike: That's true. The screen is bigger₄, too. But it's a lot more₅ expensive than₆ this one.

Jan: Let's look at some other laptops. Maybe we can find a good one that's less₇ expensive.

B Complete each comparison. Use the correct comparative form of the adjective in parentheses.

1. David: That's a nice bike. My bike is older than
(old / than) yours.

Sue: That's true, but your car is newer than
(new / than) mine.

David: Yes, it is, and I'm really happy with it. It's a lot better than
(good / than) my old car.

Sue: It looks nicer
(nice), too. Your old car looked *really* old!

David: What about your car? It's worse
(bad) !

2. Nina: Are you buying this jacket or that one?

Elsa: This one. It's cheaper
(cheap). That one is a lot more expensive than
(expensive / than) this one—almost \$100 more!

Nina: But I love that one! It's much prettier
(pretty) !

Elsa: I agree. It's a beautiful jacket. But it's not for me. I'm happy with the less expensive
(expensive) one.

C Complete each comparison with the words in parentheses. Add *than* when necessary.

1. I like my tablet, but my laptop is better
(be / good) for work.

2. Laptops are faster than tablets
(be / fast / tablets) .

3. Laptop screens are bigger than
(be / big) tablet screens.

4. Laptops are more expensive than tablets
(be / expensive / tablets) .

5. My old tablet wasn't bad, but my new one is easier
(be / easy) to use.

6. My new tablet is lighter than my old one
(be / light / my old one) .

7. The first tablets were heavier than
(heavy) the tablets we use today.

8. I'm happy with my new phone. It is / 's thinner than my last phone
(be / thin / my last phone) .

9. There's just one thing I don't like about my new phone—my last phone was cheaper. It was less expensive than my new phone
(expensive / my new phone) .



UNIT 4, LESSON 3 COMPARATIVE ADJECTIVES: REGULAR AND IRREGULAR



GRAMMAR TO REVIEW

Adjectives
Singular and plural nouns



COMMON ERRORS

Adding *-er* to adjectives with two or more syllables
Misspelling comparatives for one-syllable adjectives ending in one vowel and one consonant
Misspelling comparatives for two-syllable adjectives ending in *y*
Using *more* or *less* incorrectly
Omitting *than*
Misusing irregular adjectives

- A**
- Consider assigning this dictation exercise after students have completed the pronunciation exercises on page 46. The information in the pronunciation skill box will help them hear the stress in comparative sentences.
 - Before they listen, have Ss skim the conversation between Mike and Jan.
 - Play the audio and have Ss complete the exercise. Have Ss listen again if appropriate.
 - Bring the class together to go over the answers. To check comprehension of the conversation, ask, *Why don't Mike and Jan buy any of the laptops?* (The first one is slow and has a small screen. The second one is expensive.).



EXTENSION Have a discussion to practice language from this exercise. Write the names of two computer companies on the board. Say, *Let's compare computers from these two companies. What do you think?* Elicit comparisons from Ss. (For example, I think [X] computers are better than [Y] computers.)

- B**
- If appropriate, quickly review the grammar chart on page 46 before assigning this exercise.
 - Go over the directions and the example. Say, *Only write than if you see than in parentheses underneath the blank.*

- Have Ss complete the exercise individually.
- Have Ss compare answers in pairs. Go over any questions.



EXTENSION In pairs, have Ss rewrite the conversations, replacing all the adjectives. Write an example on the board for the first sentence: *That's a new bike. My bike is slower than yours.* Encourage them to change other words in the conversations if they no longer make sense after the adjectives are replaced. Then call on volunteers to share their conversations with the class.



TEACHING TIP In a multi-level classroom, try pairing higher-level Ss with lower-level Ss. Lower-level Ss will learn from the higher-level Ss. Higher-level Ss may also benefit from the opportunity to explain the target language points in the lesson, which will help them to understand them more deeply.



- C**
- Focus on the picture. Ask, *What is the man using?* (a laptop and a tablet)
 - In pairs, have Ss complete the sentences using the correct forms of the words beneath each blank. Remind them to add *than* if necessary, even if it doesn't appear beneath the blank.
 - Have Ss compare answers in pairs.
 - Go over answers as a class.



EXTENSION Have pairs role-play the conversations in Exercises A and B. Time permitting, have them practice reading each role.



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 1 PRESENT CONTINUOUS FOR THE FUTURE



GRAMMAR TO REVIEW

Present continuous for actions happening now
Simple present of *be*



COMMON ERRORS

Omitting future time expressions when they are needed to make future meaning of the present continuous clear
Using the wrong form of the *be* verb



- Tell Ss they will hear nine conversations. Remind Ss to listen for time expressions to help them decide whether each conversation is about the present or the future.
- Play the audio and pause after the first conversation. Ask, *Is this conversation about the present or the future?* Point to the example answer. Ask, *How do we know it's about the future?* (because the first speaker asks the other speaker what he is doing *tonight after work*)
- Play the rest of the audio as Ss complete the other items.
- Play the audio again if appropriate.
- Have Ss compare answers in pairs. Then go over any questions as a class.



OPTION For higher-level Ss, ask them to identify the time expression they heard for each item.



- If appropriate, review the grammar chart on page 54 before Ss begin this task.
- Go over the directions and the example. Remind Ss to use the correct forms of the verbs in parentheses. Explain that *Harry is* is not contracted because contractions are usually used with pronouns, not proper names.
- Have Ss write their sentences individually and then compare answers in pairs. Circulate and help as needed.
- Go over the answers as a class.



- Draw attention to Lisa's planner. Tell Ss they need to look at the planner to complete the paragraph. Remind them to use the present continuous for the future and contractions as they do this.
- Read the example aloud. If appropriate, show Ss where to find the information in the planner to complete the sentence (under *Monday*).
- Give Ss time to complete the answers individually.
- In pairs, have Ss compare answers.
- 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 5, LESSON 1 PRESENT CONTINUOUS FOR THE FUTURE

A ▶ 05-02 Listen to the conversations. Are the speakers talking about the present or the future?

Conversation	1	2	3	4	5	6	7	8	9
Present			✓			✓		✓	
Future	✓	✓		✓	✓		✓		✓

B Write sentences. Use the words in parentheses. Use the present continuous for the future. Use contractions when possible.

- Harry is going on vacation on Saturday.
(Harry / go / on vacation / on Saturday)
- He's getting ready for his trip tonight.
(he / get ready / for his trip / tonight)
- He and two friends are flying to San Juan on Saturday afternoon.
(he and two friends / fly / to San Juan / on Saturday afternoon)
- They aren't staying in San Juan. / They're not staying in San Juan.
(they / not / stay / in San Juan)
- They're renting an apartment at the beach for a week.
(they / rent / an apartment / at the beach / for a week)
- Harry's brother Tom is joining them on Monday.
(Harry's brother Tom / join / them / on Monday)
- Harry and Tom are going hiking in the rainforest on Tuesday.
(Harry and Tom / go hiking / in the rainforest / on Tuesday)
- Everyone is returning home next weekend.
(everyone / return / home / next weekend)
- I'm picking them up at the airport at 3:00 on Sunday.
(I / pick / them up / at the airport / at 3:00 / on Sunday)

C Look at Lisa's daily planner. Complete the paragraph. Use the present continuous for the future. Use contractions when possible.

Today is Sunday. Lisa is thinking about her plans for the week. Tomorrow after work, she 's feeding¹ Ann's cat. Then she 's studying² for her Spanish class. The day after tomorrow, she and her mother are having³ dinner at 7:00. Lisa is busy on Wednesday evening, too. She 's going⁴ to her Spanish class at 5:30. At noon on Thursday, she 's doing⁵ yoga. Then on Thursday, she and Sue are hanging out⁶ after work. Lisa is seeing⁷ a movie with Ed on Friday evening. Then on Saturday morning, she 's cleaning⁸ the house. In the afternoon, she and some friends are going hiking⁹.

10:01

Sunday:	
Monday:	feed Ann's cat after work study for Spanish class
Tuesday:	have dinner with Mom 7:00
Wednesday:	go to Spanish class 5:30
Thursday:	do yoga 12:00 hang out with Sue after work
Friday:	see a movie with Ed
Saturday:	clean the house (A.M.) go hiking (P.M.)

UNIT 5, LESSON 2 OBJECT PRONOUNS

A ▶ 05-08 Listen to the conversations. Complete them with the pronouns you hear.

- Fred: Where's Diana? She 's coming with us , right?
Janet: Yes, we 're waiting for her .
- Fred: What about Pat? Are you picking him up?
Janet: No, Paul is.
- Diana: Hello, Janet? It's me . Sorry, but can I have five more minutes?
Janet: Sure. We can wait for you .

B Complete the conversation with the correct subject and object pronouns.

- Tim: Are you and Karl taking a surfing lesson at 10:00?
- Katie: Yes, we are.
1 (Karl and I)
- Tim: So am I.
- Katie: Great! Do you want to walk over there with us ?
2 (Karl and me)
- Tim: Sure. Do you know Laura? She 's the head surfing instructor.
3 (Laura)
- Katie: No, I don't know her , but Karl knows Mike and Diana. They are instructors, too. Karl knows them from school.
4 (Laura) **5 (Mike and Diana)**
6 (Mike and Diana)
- Tim: I don't know her , but I think I remember him .
7 (Diana) **8 (Mike)**
- Katie: Well, it's almost 10 o'clock. Let's go.
- Tim: But Karl's not here.
- Katie: It's okay. He 's coming in a minute.
9 (Karl)

C Look at the board. See which surfing teachers and students are together. Complete the conversations. Write subject or object pronouns.

- Diana: Hi, I'm Diana. Are you Katie?
Katie: Yes, and Karl's coming. Can we wait for him ?
Diana: Sure, no problem.
- Mike: Are you David?
David: Yes!
Mike: Okay, then, you're with me . I'm Mike.
- Diana: Mike, do you have your student?
Mike: Yes, he 's right here. This is David. David, this is Diana. She 's an instructor, too.
David: Nice to meet you , Diana.
- Tim: Where's our instructor? Is she here?
Mike: Not yet. It's a little before 10:00. Please wait for her here.
Ed: OK.

Surfing Lessons Today 10:00 One-on-one and Group Lessons

Instructors	Students
Mike	David
Diana	Katie, Karl
Julia	Tim, Ed, Ann, Linda

UNIT 5, LESSON 2 OBJECT PRONOUNS



GRAMMAR TO REVIEW

Subject pronouns



COMMON ERRORS

Using subject pronouns instead of object pronouns
Omitting prepositions in front of object pronouns

- A** • Tell Ss that they will hear three conversations. Tell them to focus on the pronouns as they listen. Explain that these can be subject or object pronouns.
- Have Ss skim the sentences before playing the audio.
- Then play the audio and have Ss complete the exercise. Have Ss listen again if necessary.
- Bring the class together to go over the answers.



EXTENSION After checking the answers, ask Ss to highlight the subject pronouns in one color and the object pronouns in a second color.

- B** • If appropriate, review the grammar chart on page 56, focusing on the differences between subjects and objects before you assign this exercise.
- Tell Ss they must pay attention to both the person or people listed underneath each blank and the placement of the blank in each sentence in order to complete the conversation correctly.
- Read the example aloud. Say, *When there is more than one person listed underneath the line, you have to write a plural subject or object pronoun. Here, we replace Karl and I with the subject pronoun we.*

- Give Ss time to complete the conversation individually.
- Have Ss compare answers in pairs. Go over any questions.



- C** • Draw attention to the posted information about the surfing lessons. Tell Ss to use this information to complete the exercise.
- Read the example aloud. Point out that since Diana is talking to Katie, the answer is *you*.
- Have Ss complete the conversations individually. Then in pairs, have Ss compare answers.
- Go over the answers as a class.



EXTENSION Point out that all three exercises in this lesson are about the same group of people. Ask additional questions to test comprehension and practice the grammar points. For example, *Where are all these people going?* (to the beach) *Who are Fred and Janet waiting for in Exercise A?* (They are waiting for Diana.) *Who is picking up Pat?* (Paul) *What are Mike, Diana, and Julia doing at 10 A.M.?* (They are teaching surfing lessons.) *Who are Tim and Ed waiting for in Exercise C?* (They are waiting for Julia.)



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 WILL FOR FUTURE INTENTION



GRAMMAR TO REVIEW

Present continuous for future



COMMON ERRORS

Forgetting to invert the subject and *will* in information questions

Using contractions in affirmative short answers



- Consider assigning this exercise after students have completed the pronunciation exercises on page 59. The information in the pronunciation skill box will help Ss hear contractions with *will* more clearly.
- Tell Ss that they will hear nine conversations and they need to decide if these conversations are talking about the present or the future. Remind Ss that the present continuous can also be used to talk about the future, so they also have to listen for future time expressions in these conversations.
- Play the audio and pause after the first conversation. Point to the example answer. Ask, *How do we know the speakers are talking about the future?* (because they use the word *will*)
- Then play the rest of the audio and have Ss complete the exercise. Have Ss listen again if appropriate.
- Go over the answers as a class.



OPTION For lower-level Ss, print a copy of the conversations and have Ss highlight the words that indicate future intention.



- Focus on the picture. Ask, *Where are the people? What are they doing?* Say, *This picture shows what the people talking in this exercise are planning to do.*

- Tell Ss they have to use *will* or *won't* and the correct forms of the words underneath each line to complete the sentences. Remind them to use contractions.
- Give Ss time to complete the sentences individually.
- Have Ss compare answers in pairs. Go over any questions.



EXTENSION For the three items that are questions (2, 3, and 7), have Ss write answers to the questions.



- Point out the words in the box and tell Ss to use those to complete their answers. Remind them to use contractions.
- Read the example aloud. Point out that *I'll pick you up* is another way to say *I can give you a ride*.
- Give Ss time to work individually.
- Then have Ss compare answers with another S.



EXTENSION Have Ss make up one question with *will* for each item. Give them time to ask a partner their question. For example, for item 1, *Why will Jack pick Mike up?* (because he doesn't have a ride to the party)



EXTENSION For oral practice, have Ss role-play the conversations in Exercise C in pairs. Give them time to switch 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 5, LESSON 3 WILL FOR FUTURE INTENTION

- A** ▶ 05-16 Listen to the phone conversations. Are the speakers talking about the present or the future? Check the correct box.

	1	2	3	4	5	6	7	8	9
Present		✓				✓	✓		✓
Future	✓		✓	✓	✓			✓	

- B** Write sentences. Use *will* and the words in parentheses. Use contractions when possible.

- I'll meet you after class .
(I / meet / you / after class)
- What time will you be free ?
(what time / you / be / free)
- Will you come to the café ?
(you / come / to the café)
- Peter and Sue will meet us there .
(Peter and Sue / meet / us / there)
- They won't be late .
(they / not / be / late)
- We won't have much time .
(we / not / have / much time)
- How will you get to the café ?
(how / you / get to the café)
- I'll ride my bike .
(I / ride / my bike)
- I'll see you later .
(I / see / you / later)



- C** Read each conversation. Complete the response. Use *will* and words in the box. Use contractions when possible.

eat get home give not / be pick you up take out teach wait wash

- Mike: I don't have a ride to the party.
Jack: I can give you a ride. I 'll pick you up .
- Ann: I'm sorry, but I'm stuck in traffic.
Lou: Don't worry. That won't be a problem. We 'll wait for you.
Ann: No, don't wait! Go ahead and eat.
- Helen: I want to go surfing, but I don't know how. Will you teach me?
John: Sure! I 'll give you a lesson next weekend.
- Paula: I'm sorry, but I missed the bus, so I'm running late.
Jeff: What time will you get home ?
Paula: After 7:00, I'm afraid.
Jeff: Too bad! Well, the kids are hungry now, so we 'll eat without you.
Paula: That's fine.
- Maria: Oh, so many dirty dishes!
Diana: I 'll wash them.
Maria: You will? Thanks! And I 'll take out the trash.

UNIT 6, LESSON 1 ADVERBS OF FREQUENCY

A ▶ 06-02 Listen to John's morning routine. Complete the sentences with the words you hear.

1. John usually gets up early.
2. He almost always gets up before 6:00.
3. He often goes running in the morning.
4. He always takes a shower after a run.
5. He sometimes makes coffee at home.
6. He rarely eats breakfast at home.
7. He usually has breakfast at a café.
8. He 's almost never late for work.
9. He 's usually at work before 9:00.



B Complete the sentences about Nancy's morning routine. Use the words in parentheses. Use the correct simple present form of the verb.

1. I never have much time in the morning. (have, never)
2. I always take a quick shower and wash my hair. (take, always)
3. I usually get dressed fast. (get dressed, usually)
4. My breakfast is often some fruit and toast. (be, often)
5. I rarely drink coffee or tea. (drink, rarely)
6. After breakfast, I always brush my teeth. (brush, always)
7. I usually leave my apartment at 7:30 A.M. (leave, usually)
8. My hair is sometimes still wet from the shower. (be, sometimes)
9. I am almost never late for the bus. (be, almost never)

C Ann is filling out a form at her doctor's office. Look at her answers to questions about her everyday habits. Complete the sentences.

How often do you do these things?	Always	Usually	Sometimes	Rarely	Never
1. sleep for 8 hours				✓	
2. drink plenty of water	✓				
3. eat a good breakfast		✓			
4. drink coffee					✓
5. be happy at work		✓			
6. exercise			✓		
7. make dinner at home		✓			
8. stay up late			✓		
9. be sick				✓	

1. Ann rarely sleeps for 8 hours.
2. She always drinks plenty of water.
3. She usually eats a good breakfast.
4. She never drinks coffee.
5. She is usually happy at work.
6. She sometimes exercises.
7. She usually makes dinner at home.
8. She sometimes stays up late.
9. She is rarely sick.

UNIT 6, LESSON 1 ADVERBS OF FREQUENCY



GRAMMAR TO REVIEW

Adjectives



COMMON ERRORS

Misplacing the adverb

Using the present continuous instead of the simple present with adverbs of frequency

Using *never* in questions

Using *sometimes*, *rarely*, or *never* with *not*

- A**
- Tell Ss they will hear about a man named John. Draw attention to the picture. Say, *This is John. What is he doing?* (jogging) Explain that they will complete each sentence with the words they hear.
 - Ask a volunteer to read the example aloud. Then have Ss complete the exercise individually.
 - Have Ss listen.
 - Have Ss listen again if needed.
 - Have Ss compare answers in pairs. Circulate and help as needed.
 - Go over any questions as a class. Call on Ss to read the full sentences.
- B**
- Go over the directions and the example. Remind Ss that they must use the simple present form of the verb in parentheses and put the adverb in the right place to complete each sentence about Nancy's routine.
 - Have Ss complete the exercise individually and then compare answers in pairs. Circulate and help as needed.
 - Go over the answers as a class.



EXTENSION Have Ss rewrite the sentences. Tell them to use the same verb but to change the adverb of frequency to make the sentence true about themselves. Have them share their sentences with a partner.



- Focus on Ann's form. Say, *Many doctors make you fill out forms about your daily routines.*
- Solicit a volunteer to read the example sentence. Explain that this is the answer because in the first item on the form, *rarely* is checked for *sleep for 8 hours*.
- Give Ss time to complete the answers individually.
- In pairs, have Ss compare answers.
- Go over questions as a class.



EXTENSION Have Ss work individually to complete the doctor's form with their own information. Tell them they can use Xs instead of checkmarks to do this. Then have them exchange forms with a partner. Have each S write sentences about their partner's daily routines, based on the information in their form. Then call on volunteers to share their sentences with the 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 6, LESSON 3 *SHOULD* FOR ADVICE AND SUGGESTIONS

GRAMMAR TO REVIEW Imperatives

COMMON ERRORS

Not using the base form of the verb after *should* in statements
Using incorrect word order in questions
Including the base form of the verb in short answers

- A**
- Tell Ss that they will hear Amy talking to her mother and then her boss. They should listen for the advice these people give her.
 - Before they listen, have Ss skim the list of choices for each conversation.
 - Then have Ss listen and complete the exercise. Have Ss listen again if appropriate.
 - Bring the class together to go over the answers.

+ **EXTENSION** After checking the answers, have Ss discuss in pairs whether they agree or disagree with the advice Amy receives from her mother and her boss. If they disagree, ask, *What advice do you have for Amy?*

- B**
- Tell Ss to use *should* and the base form of the verb in parentheses to complete the conversations. Remind Ss they may need to add subject pronouns to some of their answers.
 - Go over the first two examples.

- Have Ss complete the conversations individually.
- Have Ss compare answers in pairs. Go over any questions.

+ **EXTENSION** Have pairs role-play the completed conversations. Time permitting, have them practice reading each role.

- C**
- Draw attention to the instructions from the doctor. If appropriate, ask comprehension questions to test Ss' comprehension. For example:
What does it mean to have your ankle up high?
Where do you put ice? For how long? How many times a day?
What is the bandage made of? What else is made of elastic?
How long should you keep the bandage on?
 - Tell Ss to use the information in the instructions to complete the exercise. Go over the example. Ask, *How do we know the answer is should keep here?* (because the first bullet item in the instructions says *Sit or lie down with your ankle up high*)
 - Then have Ss compare answers with another student. Go over the answers 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 6, LESSON 3 SHOULD FOR ADVICE AND SUGGESTIONS

- A** ▶ 06-17 Listen to Amy talking with her mother and her boss. What advice do they give her? Check the things Amy should do.

Conversation 1

- ☒ 1. take a cough drop
- ☐ 2. go to the doctor
- ☒ 3. stay home
- ☒ 4. drink tea with honey

Conversation 2

- ☒ 1. get some rest
- ☐ 2. go to work in the afternoon
- ☐ 3. work at home
- ☒ 4. take some medicine
- ☒ 5. watch a movie

- B** Complete the conversations. Use *should* or *shouldn't*. Use the verb in parentheses. Add a subject pronoun when necessary.

1. Eliza: I have a headache. Should I take something for it?
(take)
Jen: Yes, you should. Wait—I have some aspirin in my purse.
Here you are.
Eliza: Thanks. How many should I take?
(take)
Jen: Two.
2. Diane: You look sick, Steve! Why are you here? You shouldn't be at
(be)
work. You should go home.
(go)
Steve: No, I should stay and finish my work.
(stay)
3. Karl: David called. He missed the bus, and he's running late.
Tim: We should start the meeting without him.
(start)
Karl: Lynn, what do you think? What should we do?
(do)
Lynn: I agree with Tim. We shouldn't wait. Let's get started.
(wait)

- C** Jack sprained his ankle. Read the instructions from his doctor. Then complete the sentences. Use *should* or *shouldn't* + the verb in parentheses.

1. Jack should keep his ankle up high.
(keep)
2. His ankle should be higher than his
(be)
chest.
3. He should put ice on his ankle.
(put)
4. He shouldn't keep the ice on his ankle all
(keep)
the time.
5. He should watch a video on the medical
(watch)
center website.
6. The bandage shouldn't stay on his ankle
(stay)
for more than 36 hours.
7. He shouldn't walk on his sprained ankle.
(walk)
8. He should call his doctor if he has
(call)
questions.

Treating a Sprained Ankle

- Sit or lie down with your ankle up high. Keep it higher than your chest.
- Put ice on your ankle. Keep the ice on for 20 minutes ONLY. Do this every hour of the day.
- Put an elastic bandage around your ankle. Watch the video *How to Wrap Your Sprained Ankle* on the Spring Medical Center website. Keep the bandage on your ankle for 24–36 hours ONLY.
- Don't walk on your sprained ankle.
- Call this office if you have questions.

UNIT 7, LESSON 2 THERE IS / THERE ARE: REVIEW

A Complete the sentences. Use *there + be*. Use a contraction when possible.

Mark: You should visit Newport, Rhode Island. There are¹ lots of interesting things to do. You can hear great music and go to the beach, and there are² some beautiful big houses to see, and ...

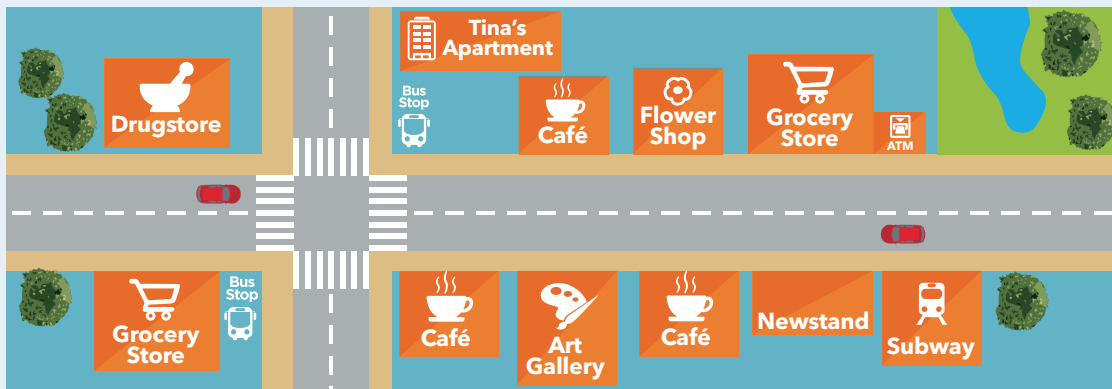
Paolo: Yes, I know! I want to go! Is there³ an airport in Newport?

Mark: There's⁴ an airport in Providence. It's about 25 miles away. There are⁵ trains to Providence, too. It's about three hours by train from New York.

Paolo: What about getting from Providence to Newport? Are there⁶ buses?

Mark: Yes, there are⁷, or you can rent a car. There are⁸ car rental companies at the airport and near the train station. There's⁹ information about them online.

B Look at the map of Tina's neighborhood. Complete her description. Use *there's a/an* or *there are + a number* and the noun in parentheses. Make the noun plural when necessary.



I live in a great neighborhood in Boston. It has everything I need.

There are two grocery stores^{1 (grocery store)} near my apartment building. In one grocery store, there's an ATM^{2 (ATM)}. There are three cafés^{3 (café)}. That's great for coffee lovers like me! Near my building, there's a flower shop^{4 (flower shop)}, and there's a drugstore^{5 (drugstore)}. Across the street from the flower shop, there's an art gallery^{6 (art gallery)}. We have good public transportation, too. There are two bus stops^{7 (bus stop)}, and there's a subway station^{8 (subway station)}. Next to that, there's a newsstand^{9 (newsstand)}.

C ▶07-11 Listen to people talking about their hometowns in Italy. What options are there for public transportation? Check the correct answers.

	Subway	Buses	Rental bicycles
Conversation 1: Milan	✓	✓	✓
Conversation 2: Antella		✓	
Conversation 3: Florence		✓	✓

UNIT 7, LESSON 2 *THERE IS / THERE ARE*: REVIEW



GRAMMAR TO REVIEW

Simple present of *be*
Singular and plural nouns



COMMON ERRORS

Using contractions with affirmative answers
Using plural verbs with non-count nouns



- Ask a volunteer to read the example sentence aloud. Ask, *Why does the first answer use the plural form of be? (lots of things is plural)*
- 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.



EXTENSION Have a class discussion about the topics Mark and Paolo talk about in this conversation. For example, ask, *Have you ever heard of Newport, Rhode Island? Where else can you hear great music? Where else can you go to the beach? How did you get to your last vacation spot? Have you ever rented a car to get from one place to another?*



- Draw attention to the map and go over the directions.
- Read the example aloud and have a volunteer point out the two grocery stores on the map.
- Have Ss complete the exercise individually and then compare answers in pairs.
- Circulate and help as needed.
- Go over the answers as a class. Replay audio if appropriate.



EXTENSION Have Ss draw a map of a neighborhood they know, including several different places, and give their map to a partner. Have the partners write a description of the map similar to the one in B.



- Ask, *What do you know about Italy?* Tell Ss they will hear three Ss from Italy talk about their hometowns. Go over the directions.
- Play the audio.
- Give Ss time to complete the answers individually. Play the audio again if appropriate.
- In pairs, have Ss compare answers.
- Go over questions as a class.



EXTENSION Have a class discussion about the cities described. For example, ask, *How big do you think these different cities are based on their transportation options? Which city would you most like to visit? Would you use these types of transportation while you are there?*



EXTENSION Put Ss in groups of three. Assign each group a different city in the country in which they are studying. Have them contrast the transportation options. Give groups time to present their findings.



OPTION For spoken practice of grammar, ask Ss to role-play the Exercise A 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 7, LESSON 3 PREPOSITIONS OF MOVEMENT

✓ GRAMMAR TO REVIEW

Prepositions of location
Prepositions of time

⚠ COMMON ERRORS

Using the wrong verb + preposition combination
Using the wrong noun with the verb + preposition combination

- A**
- Consider assigning this dictation exercise after students have completed the pronunciation exercises on page 83. The information in the pronunciation skill box will help them hear the voiceless *th* sound more clearly.
 - Before Ss listen, if appropriate, review the list of prepositions in the grammar chart on page 82.
 - Have Ss skim the sentences before playing the audio.
 - Then play the audio and have Ss complete the exercise. Have Ss listen again if appropriate.
 - Bring the class together to go over the answers.

- ⊕ **EXTENSION** After checking answers, ask Ss to replace the ends of the sentences with another word that works for that verb + preposition combination. For example: *Replace* Walk through the lobby *with* Walk through the door.

- B**
- Draw attention to the two word boxes with prepositions. Tell Ss to complete the first conversation with the prepositions in the first box, and the second conversation with prepositions in the second box.
 - Go over the example.
 - Have Ss complete the task individually.

- Have Ss compare answers in pairs. Go over any questions.

- ⊕ **EXTENSION** Have pairs role-play the conversations in B. Time permitting have them practice reading each role.

- C**
- Draw attention to the map. Tell Ss to use both the map and the prepositions in the boxes to complete this exercise.
 - Read the first example aloud. Ask a volunteer to point out where Kate is on the map in this sentence (next to the bus). Tell them to follow her route with the numbers. Then have them point out where John, the person in the second paragraph, is on the map (next to the hotel).
 - Have Ss complete the exercise individually. Then have them compare answers with another student.
 - Go over the answers.

- ⊕ **EXTENSION** Ask Ss to draw a simple map and write a paragraph giving directions to their house from a nearby location. Then they should read their paragraph to a partner and have the partner trace their route on the map.

- ⋮ **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.

1. Walk through the lobby.
2. Go to the exit for 87th Street.
3. Go through the doors and turn right.
4. Walk past the shops to the corner.
5. Go around the corner and wait at the bus stop.

B

across off on to

Olivia: Where do I get a downtown bus?

Robert: Walk to₁ the next intersection. Then go across₂ the street and look for the bus stop. You can get on₃ any bus, and it will take you downtown.

Olivia: Great. I'm going to the art museum. Where should I get off the bus?

Robert: At West 10th Street.

around off past through

Sue: How do I get to the restaurant?

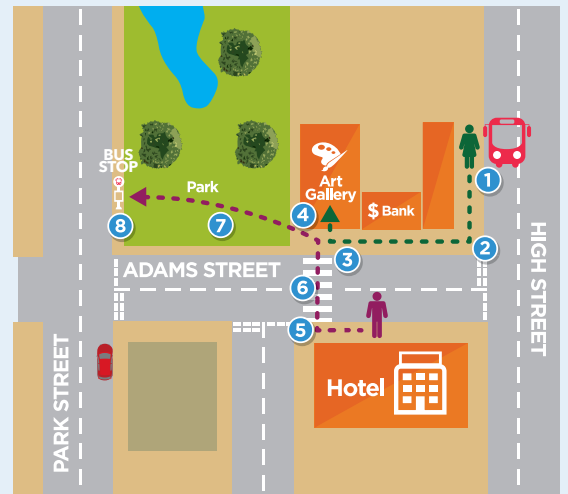
Jean: Take a bus down Summer Avenue. You'll go past⁵ the Museum of Art. Get off⁶ the bus at East 22nd Street. Enter the park, and walk through⁷ the park to the other side. You'll need to go around⁸ the end of the lake. Then you'll see the restaurant.

around off past to

Kate needs to get off₁ the bus near the corner of High Street and Adams Street. She needs to go around₂ the corner and walk down Adams Street, past₃ the bank. She's going to₄ the art museum.

across on through to

John is standing in front of his hotel. He needs to walk to⁵ the corner and then go across⁶ Adams Street. He needs walk through⁷ the park to get to Park Street. At the bus stop on Park, he can get on⁸ the bus to go downtown.



UNIT 8, LESSON 1 SIMPLE PAST WITH BE: REVIEW

A ▶ 08-03 Listen to the conversations. Are the speakers talking about the present or the past?

Conversation	1	2	3	4	5	6	7	8	9
Present		✓			✓			✓	
Past	✓		✓	✓		✓	✓		✓

B Complete the conversations. Write *was* or *were*. Use contractions with *not*.

- Ann: Who was that on the phone?
Bella: That was my brother.
- Paul: Were you on vacation last week? You weren't (not) at work.
Ben: No, I wasn't (not) on vacation, I'm afraid. I was sick at home all week.
Paul: That's too bad!
- Sara: Where were you this morning? You weren't (not) here for the meeting at 9:00.
Marie: There was a problem with the subway. For 30 minutes, there weren't (not) any trains! So I was late.

C Complete the conversations. Use *was* or *were* and the words in parentheses. Use contractions with *not*.

- Elena: How was your visit to London ?
(how / your visit to London)
Sue: It was horrible !
(it / horrible)
Elena: I'm sorry to hear that.
Why was it so bad ?
(why / it / so bad)
Sue: Everything was really stressful .
(everything / really stressful)



- Bill: Were you on vacation last week ?
(you / on vacation / last week)
Ed: Yes, we were ! And
(we)
it was wonderful ! We had
(it / wonderful)
perfect weather!
Bill: Lucky you.
The weather here wasn't very nice .
(the weather here / not / very nice)
Ed: Was it hot ?
(it / hot)
Bill: Yes! Hot, hazy, and humid.

UNIT 8, LESSON 1 SIMPLE PAST WITH BE: REVIEW

A ✓ GRAMMAR TO REVIEW Simple present with be

⚠ COMMON ERRORS

Using incorrect subject / verb agreement (*was* instead of *were*)
Using incorrect question word order

- A**
- Consider assigning this exercise after students have completed the pronunciation exercises on page 91. The information in the pronunciation skill box will help them hear *was*, *wasn't*, *were*, and *weren't* more clearly.
 - Play the first conversation. Go over the example answer. Say, *Why is this conversation in the past?* (because the speakers say *were* and *was*)
 - Have Ss listen and complete the exercise individually. Circulate and help as needed.
 - Play the audio again if appropriate.
 - Have Ss compare answers in pairs.
 - Go over any questions as a class.

⊕ **EXTENSION** Play some or all of the simple past conversations in the audio again and have Ss write down what they hear. Call on Ss to read aloud what they wrote down.

- B**
- If appropriate, briefly review grammar chart on page 90. Go over the directions. Remind Ss that they need to use negative forms whenever they see *not* after a blank.

- Have Ss complete the exercise individually and then compare answers in pairs. Circulate and help as needed.
- Go over the answers as a class.

⊕ **EXTENSION** Challenge Ss to add one more line to each conversation.

- C**
- Draw attention to the pictures. Ask, *What is happening in the pictures? How are the people feeling?* Elicit predictions about what the conversations are about.
 - Solicit a volunteer to read the example aloud.
 - Give Ss time to complete the answers individually.
 - In pairs, have Ss compare answers.
 - Go over questions as a class.

⋮ **OPTION** For spoken practice of grammar, ask Ss to role-play the conversations in activities B and C 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 8, LESSON 2 SIMPLE PAST, REGULAR VERBS: REVIEW


GRAMMAR TO REVIEW Simple present

COMMON ERRORS Using the simple past for the main verb in negative statements (for example, *did not liked*) Spelling errors

- A**
- Consider assigning this dictation exercise after students have completed the pronunciation exercises on page 93. The information in the pronunciation skill box will help them hear simple past *-ed* endings more clearly.
 - Tell Ss that it is important to notice what tense a speaker is using so that they can understand when something happened (in the past) or is happening (in the present).
 - Go over the first item as an example. Play the audio and pause after the first statement. Ask Ss why the example answer is past tense. (because the speaker says *visited* and *went last year*)
 - Then play the rest of the audio and have Ss complete the exercise. Have Ss listen again if appropriate.
 - Go over the answers as a class.

+ **EXTENSION** After checking the answers, play the audio again and ask Ss to write the verb form they hear. Then check their answers and their spelling of the words.

- B**
- Draw attention to the illustration. Ask, *What are these people doing?* (playing music) *Where are they?* (New Orleans) *What do you know about New Orleans?*

 **CULTURE NOTE** New Orleans is a city located in Louisiana in the United States. It has two well-known nicknames: The Big Easy and NOLA. The city is known for its French and Creole architecture, food, and music. It might be best known for the Mardi Gras festival every spring.

- Tell Ss to use the correct simple past forms of the verbs in parentheses to complete the email, and remind them to use *not* when indicated.
- Give Ss time to complete the exercise individually.
- Have Ss compare answers in pairs. Go over any questions.

+ **EXTENSION** Ask Ss to write an email message to you about a vacation they went on. Encourage them to use the email in B as a model.

- C**
- Draw attention to the word box. Point out that for each blank, they first need to choose the verb that works in the blank and then change it to the correct form. Remind them to use contractions with *not*. Ask, *Why should you use contractions?* (because this is a conversation and we often use contractions in spoken English)
 - Give Ss time to complete the exercise individually. Then have Ss compare answers with a partner.
 - Go over answers as a class.

+ **EXTENSION** Pair Ss to read the completed conversation aloud.

+ **EXTENSION** Divide the class into small groups. Say, *Compare the vacation in Mexico in Exercise A, the vacation in New Orleans in Exercise B, and the vacation in Exercise C. Which do you think sounds the best?* Encourage each group to give reasons for their answer.

... **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 2 SIMPLE PAST, REGULAR VERBS: REVIEW

A ▶ 08-10 Listen to the statement. Is the speaker talking about the present or the past?

	1	2	3	4	5	6	7	8	9
Present			✓		✓			✓	
Past	✓	✓		✓		✓	✓		✓

B Complete Peter's email. Write the simple past of the verb in parentheses.

Hi Julie,

Hello from New Orleans! Today was the second day of my visit. Last night, I listened ^{1 (listen)} to some jazz at a club on Basin Street. This morning,

I visited ^{2 (visit)} the famous Café du Monde and enjoyed ^{3 (enjoy)} a great breakfast. Then I

walked ^{4 (walk)} around the French Quarter. I didn't plan ^{5 (not / plan)} to buy anything, but there was a T-shirt I really liked ^{6 (like)}, and it was only \$10. I tried ^{7 (try)} to visit a museum, but it was closed. I also wanted ^{8 (want)} to take a boat ride on the Mississippi River, but there wasn't time today. Maybe tomorrow.

Love, Peter



C Complete the conversation. Write the simple past of a verb in the box. Use contractions with *not*.

enjoy	need	not / look at	not / want
not / work	relax	stay up late	talk walk

George: How was your vacation?

Pat: Wonderful!

George: Well, I'm glad it was a good one.

Pat: Me, too. I was tired, and I really needed ¹ a good vacation! So I just completely relaxed ². I didn't work ³ at all—not even for a minute.

George: Are you saying you didn't look at ⁴ any email from work?

Pat: No, I didn't! I walked ⁵ for miles on the beach, I talked ⁶ to interesting people, I enjoyed ⁷ great meals in lots of different restaurants, and I stayed up late ⁸ every night. To be honest, I didn't want ⁹ to come back!

A 08-18 Complete the conversation. Write the word or words you hear.

Peter: How was your vacation?

Sara: It was great. We got¹ a nice room at a hotel right on the beach. We went swimming² every day, both at the beach and at the hotel. And every morning, we ate breakfast³ in a different café.

Peter: Nice!

Sara: And Michael saw⁴ a show—he loved that! But I didn't go⁵ with him.

Peter: You didn't?

Sara: No, I got a massage⁶ at the hotel spa instead. That was *wonderful*. We also went shopping⁷.

Peter: Of course...

Sara: But we didn't get⁸ anything for ourselves! We bought⁹ postcards and souvenirs for friends and family.

B Look at Allen's list. It has all the things he wanted to do on vacation. Complete the statements about the activities he did and did not do.

- Allen swam in the ocean.
- He hung out on the beach.
- He took a tour.
- He didn't buy a new bathing suit.
- He didn't get a massage.
- He didn't see a movie.
- He bought souvenirs.
- He didn't go dancing.
- He ate a lot of fresh fish.

- ✓ *Swim in the ocean*
- ✓ *Hang out on the beach with Sara*
- ✓ *Take a tour*
- Buy a new bathing suit*
- Get a massage*
- See a movie*
- ✓ *Buy souvenirs*
- Go dancing*
- ✓ *Eat a lot of fresh fish*

C Rewrite the sentences using the simple past and the past time expression in parentheses.

- I usually take a vacation in the summer. I took a vacation last summer.
(last summer)
- I see a movie with my friends every weekend. I saw a movie with my friends last Saturday.
(last Saturday)
- I usually sleep 7 hours at night. I slept 7 hours last night.
(last night)
- I often go to Miami on business. I went to Miami on business last month.
(last month)
- I often make presentations for work. I made presentations for work last week.
(last week)
- I have a doctor's appointment today. I had a doctor's appointment yesterday.
(yesterday)
- I usually sit by the window on the plane. I sat by the window on the plane last Friday.
(last Friday)
- I sometimes spend a lot of money on clothes. I spent a lot of money on clothes yesterday afternoon.
(yesterday afternoon)
- I write a lot of emails. I wrote a lot of emails last weekend.
(last weekend)

UNIT 8, LESSON 3 SIMPLE PAST, IRREGULAR VERBS: REVIEW



GRAMMAR TO REVIEW

Simple past, regular verbs



COMMON ERRORS

Using the *-ed* ending on irregular verbs
(NOT *swimmed*)

Using the past tense of an irregular verb in a negative
statement (NOT *did not swim*)

Spelling errors



- Review the grammar chart on the past tense of irregular verbs on page 94. Remind Ss that all of the answers in this exercise are in the past tense.
- Before they listen, have Ss skim the conversation.
- Then play the audio and have Ss complete the exercise individually. Have them listen again if appropriate.
- Go over the answers as a class.



EXTENSION Test Ss' comprehension by asking questions about the conversation. For example, *Where is the hotel?* (near the beach) *Where did they have breakfast?* (at a different café each day) *What did Michael do?* (saw a show) *What did Sara do?* (got a massage at the spa)



EXTENSION After checking answers, ask Ss to highlight the verbs. Ask, *Why didn't some of the verbs change their spelling?* (because they were used in negative statements) Have Ss rewrite the conversation to change the negative statements into affirmative statements and remind them to change the verbs correctly. Further extend by asking Ss what the base form of the verb is for the statements that were affirmative.



- Focus on the list of activities. Say, *The checkmarks show the activities Allen did.* Tell Ss to use this list to complete the sentences about Allen.
- Go over the example. Make sure Ss understand they have to change the base form of the verb to the simple past.
- Have Ss complete the task individually.
- Have Ss compare answers in pairs. Go over any questions.



EXTENSION Have pairs look at Allen's list of activities again and talk about which of the activities they like to do when they are on vacation.



- Go over the directions and the example. Tell Ss they have to change each sentence to the past tense, using the past time expression listed in parentheses. Tell them to refer to the list of irregular verbs in the grammar chart on page 94 if they have trouble.
- Give Ss time to complete the sentences individually.
- Have Ss compare answers with a partner. Then go over the answers with the class.



EXTENSION Ask Ss to rewrite the sentences again, changing the sentences to make them true for themselves. For example, *I took a vacation last month.*



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 1 QUESTIONS WITH *HOW MUCH* AND *HOW MANY*

A ✓ **GRAMMAR TO REVIEW**
Simple present information questions

⚠ **COMMON ERRORS**
Using *How much* with plural nouns
Using *How many* with non-count nouns
Using incorrect answers with *How much* or *How many* questions

- A**
- Consider assigning this dictation exercise after students have completed the pronunciation exercises on page 103. The information in the pronunciation skill box will help them hear consonant groups more clearly.
 - Play the audio and pause after the first question. Say, *Do you hear How much or How many?* Draw attention to the example answer.
 - Have Ss complete the exercise individually. Play the audio. Circulate and help as needed. Play the audio again if appropriate.
 - Have Ss compare answers in pairs.
 - Go over any questions as a class.

+ **EXTENSION** Have Ss listen again and write down the words they hear. Have them underline *How much* and *How many* and circle the non-count and plural nouns.

- B**
- Solicit two volunteers to read the example conversation aloud. Ask, *How do we know that the answer is How much?* (because *milk* is a non-count noun)
 - Have Ss complete the exercise individually and then compare answers in pairs. Circulate and help as needed.
 - Go over the answers as a class.

... **OPTION** For spoken practice of grammar, ask Ss to role-play the conversations in pairs.

- C**
- Tell Ss to refer to each numbered item on the shopping list and to put the words in parentheses in the correct order as they complete each question.
 - Go over the example. Ask, *How do we know that the question starts with How many?* (because *apples* is a plural noun)
 - Have Ss complete the exercise individually. In pairs, have them compare answers.
 - Go over answers as a class.

+ **EXTENSION** In pairs, have Ss ask each other the questions and make up answers to each question. Make sure they alternate asking and answering the questions. For example:

A: *How many apples should I buy?*

B: *You should buy three apples.*

+ **EXTENSION** Have each S write a new shopping list. Encourage them to use the vocabulary on page 102. In pairs, have them ask and answer *How much* and *How many* questions about the list.

... **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 1

QUESTIONS WITH *HOW MUCH* AND *HOW MANY*

- A** ▶ 09-02 Listen to the questions. Check the words you hear: *how much* + non-count noun or *how many* + plural noun.

	1	2	3	4	5	6	7	8	9
<i>How much</i> + non-count noun		✓		✓		✓			
<i>How many</i> + plural noun	✓		✓		✓		✓	✓	✓

- B** Complete the conversations. Write *how*, *how much*, or *how many*.

- Jack: Can you pick up milk?
Hannah: Sure. How much milk should I get? And what kind?
- Alice: I invited some people for pizza. Will you pick it up?
Brian: Okay. Who's coming? How many people will there be?
Alice: Five. Mark, his two sisters, and us.
Brian: So, how many pizzas will we need?
Brian: They're pretty big—about 14 inches.
Alice: Then three pizzas, I think.
- Mary: Can you get the pies and put them in the car?
Don: How many pies did you make?
Mary: Two—cherry and blueberry. How much ice cream should we buy?
Don: A lot!

- C** Nancy is at the supermarket. Look at the shopping list her sister wrote. Nancy is calling her sister to ask some questions. Complete her questions. Use *how much* or *how many* and the words in parentheses.

- How many apples should I buy?
(I / should / buy)
- How many cucumbers do you want?
(you / want)
- How much salt do we need?
(we / need)
- How much sugar do we have?
(we / have)
- How much rice should I get?
(I / should / get)
- How many peppers do we need?
(we / need)
- How many mushrooms do you want?
(you / want)
- How much coffee should I buy?
(I / should / buy)
- How much juice do you want?
(you / want)

- apples
- cucumbers
- salt
- sugar
- rice
- peppers
- mushrooms
- coffee
- juice

A ▶ 09-11 Listen and write the quantifier the speaker uses. Write *some*, *any*, or *X* (no quantifier).

1. X cake
2. any cookies
3. X cherries
4. any sugar
5. some fruit salad
6. X flour
7. some grapes
8. any peppers
9. X beans

B Complete the conversations. Write *some* or *any* when possible. Put an *X* when no quantifier should be used.

1. Ann: Do you want some tea?
 Bella: Yes, please. Is there some / any milk?
 Ann: Sorry, but there isn't any. What about sugar?
 Bella: No thanks, I don't need any sugar.
2. Joe: When you boil X potatoes, do you put some / any salt in the water?
 William: Yes. I do that when I boil X pasta, too.
3. Mary: Do you put some / any butter on the cookie sheet before you bake X cookies?
 William: Sometimes.



You sometimes need to butter the cookie sheet before making cookies.

C Rewrite the sentences with *some* or *any* when possible, or write an *X* if the sentence cannot be rewritten.

1. I don't like to chop vegetables. X
2. There's no sugar in the coffee. There isn't any sugar in the coffee.
3. Do you want milk in your tea? Do you want some / any milk in your tea?
4. Please buy bread. Please buy some bread.
5. I'm not making pancakes. I'm not making any pancakes.
6. I love strawberries. X
7. Do you want black bean soup? Do you want some / any black bean soup?
8. Mushrooms taste good on pizza. X
9. There's no rice. There isn't any rice.
10. There are no grapes. There aren't any grapes.

UNIT 9, LESSON 2 *SOME / ANY* WITH COUNT AND NON-COUNT NOUNS: REVIEW



GRAMMAR TO REVIEW

Singular and plural nouns



COMMON ERRORS

Using *some* with count nouns and *any* with non-count nouns in statements

Using *some* with non-count nouns and *any* with count nouns in questions

Using *some / any* when talking about something in general

- A** • If appropriate, review the grammar chart on page 104 before Ss do this exercise. Make sure Ss understand that they should write X when they do not hear *some* or *any* before the noun.
- Before they listen, have Ss skim the food items and try to predict the correct answers.
- Then play the audio and have Ss complete the exercise individually. Have Ss listen again if appropriate.
- Go over the answers as a class.



EXTENSION Have Ss write their favorite food on an index card. Collect the cards. Read each food item aloud and ask Ss if we use *some* or *any* before it.

- B** • Focus on the picture. Ask, *What kind of food is this?* (cookies) Read the caption aloud. Explain that this photo goes with item 3 of the exercise.
- Go over the example. Ask, *Why do we use some here?* (because tea is a non-count noun)

- Have Ss complete the exercise individually.
- Have Ss compare answers in pairs. Go over any questions.



EXTENSION In pairs, have Ss role-play the conversations.



- C** • Go over the first two examples. Make sure Ss understand that when there is no other way to write the sentence, they write X. Remind Ss that *there + be + no + noun* means the same thing as *there + be + not + any + noun*.
- Have Ss complete the exercise individually.
- Then have Ss compare answers with a partner.
- Go over the answers with the whole class.



EXTENSION Challenge Ss to write new sentences, substituting the foods for different foods. Tell them not to change any other part of the sentence. In pairs, Ss share their new sentences.



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 3 *WOULD LIKE* FOR PREFERENCES AND POLITE REQUESTS



GRAMMAR TO REVIEW

Simple present statements and questions



COMMON ERRORS

Using *like* instead of *would like* for requests



- Go over the directions. Then go over the first item as an example. Play the audio and pause after the first conversation. Draw attention to the example answer *would like*. Say, *I like* and *I'd like* sound similar. To tell the difference, you have to listen carefully for the /d/ sound before *like*. Have Ss repeat these phrases: *I like sushi. I'd like the sushi.*
- Then play the rest of the audio and have Ss complete the exercise individually. Have Ss listen again if appropriate.
- Go over the answers as a class.



EXTENSION Play the audio again. Ask Ss to write down the food items they hear. Then ask them to ask a partner *Would you like [food item]?* Partners answer *Yes, please* or *No, thank you*.



- Focus attention on the picture. Ask, *What is happening?* (A woman is ordering food in a restaurant.) Tell Ss they will complete the conversation between the woman, the server, and another man at the table.

- Go over the directions. Remind Ss to add a subject pronoun to some blanks and to use contractions.
- Have Ss complete the exercise individually.
- Have Ss compare answers in pairs. Go over any questions.



EXTENSION Have groups of three role-play the completed conversation. Time permitting, switch groups or roles.



- Tell Ss they need to rewrite the sentences to make them more polite.
- Have Ss complete the exercise individually. Then have them compare answers with a partner.
- Circulate to help as needed.
- Solicit volunteers to read the sentences so Ss can check their 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 9, LESSON 3

WOULD LIKE FOR PREFERENCES AND POLITE REQUESTS

- A** ▶ 09-17 Listen to the statements. Are the speakers using *would like* or *like*? Check your answers.

	1	2	3	4	5	6	7	8	9
would like	✓		✓	✓			✓	✓	
like		✓			✓	✓			✓

- B** Complete the conversations in a restaurant. Use *would like*; *Yes, please*; or *No, thank you*. Use a subject pronoun when needed. Use contractions when possible.

Nancy: I'd like₁ the meatloaf, please.

Server: Would you like₂ French fries or mashed potatoes with that?

Nancy: I'd like₃ the mashed potatoes.

Server: That comes with a mixed green salad.
Would you like₄ a salad?

Nancy: Yes, please₅. And I'll have the house dressing on the salad, please.

Server: And would you like₆ something to drink?

Nancy: No, thank you₇. I have water, and that's all I need.

Tom: The kids would like₈ bean tacos.

Server: Okay, and what about you?

Tom: I'd like₉ a beef burrito, please.

Server: What would you like₁₀ to drink?

Tom: Water for me, and milk for the kids, please.



- C** Rewrite the sentences. Use *would like* in place of *want*. Use contractions when possible.

- What do you want for dinner? What would you like for dinner?
- Do you want Mexican food tonight? Would you like Mexican food tonight?
- I want a burrito. I'd like a burrito.
- Does anyone want tacos? Would anyone like tacos?
- Kate and Jen want tacos. Kate and Jen would like tacos.
- We want some take-out, please. We'd like some take-out, please.
- What do you want? What would you like?
- Do you want something to drink? Would you like something to drink?
- I want some dessert. I'd like some dessert.

UNIT 10, LESSON 1 SIMPLE PAST, YES / NO AND WH- QUESTIONS

A ▶ 10-03 Listen to Andrea and Elena's conversation. Complete the questions and answers.

Write the words you hear.

1. Andrea: Did you grow up in Peru?
Elena: Yes, I did.
2. Andrea: Where were you born ?
Elena: In Lima. I went to school there, too.
3. Andrea: When did you move here?
Elena: Five years ago.
4. Elena: What about you? Where did you grow up ?
Andrea: In Texas.
5. Elena: Did you go to college in Texas?
Andrea: Yes, I did.

B Maria is asking her friend Franco about his family. Write her questions. Use the words in parentheses and the simple past.

1. Did you grow up here in Rio? (you / grow up / here in Rio)
2. Where did you and your brothers go to school? (where / you and your brothers / go / to school)
3. Did they teach English at your school? (they / teach / English at your school)
4. What sports did you play at school? (what sports / you / play / at school)
5. When did your mother learn to play the piano? (when / your mother / learn / to play the piano)
6. What did she study in college? (what / she / study / in college)
7. Where did she get her degree? (where / she / get / her degree)
8. Did your brothers go to college in Brazil? (your brothers / go / to college / in Brazil)
9. When did they move to Canada? (when / they / move / to Canada)

C Complete the simple past questions and short answers. Use the words in parentheses.

- Tom: Did you grow up in Miami?
1 (you / grow up)
- Mateo: No, I grew up in California. But I wasn't born there.
- Tom: Where were you born ?
2 (where / you / born)
- Mateo: In Colombia. My family is from Cartagena.
- Tom: When did you move to California?
3 (when / you / move)
- Mateo: When I was five.
- Tom: So, you grew up in California?
- Mateo: That's right. Were you born in Miami?
4 (you / born)
- Tom: No, I wasn't. I was born in New York.
5 (no)
- Mateo: Did you grow up in New York and go to school there?
6 (you / grow up)
- Tom: Yes, I did.
7 (yes)
- Mateo: What about college? Where did you get your degree?
8 (where / you / get)
- Tom: I went to George Washington University in Washington, D.C.



UNIT 10, LESSON 1 SIMPLE PAST QUESTIONS, REGULAR AND IRREGULAR VERBS: REVIEW



GRAMMAR TO REVIEW

Regular and irregular verbs in the simple past
Simple present questions



COMMON ERRORS

Using the past form instead of the base form of the main verb

Omitting the auxiliary *did* in questions

Including the main verb after *did* or *didn't* in short answers

- A** • Go over the directions. Then go over the example. Play the audio and pause after the first question. Ask a volunteer to read the completed question aloud. Ask, *How do you think Elena will answer the question?* (Yes, I did. / No, I didn't.) Then play the rest of the audio for item 1 and have Ss check their predictions.
 - Play the rest of the audio. Have Ss complete the exercise individually. Circulate and help as needed. Play the audio again if appropriate.
 - Have Ss compare answers in pairs.
 - Go over any questions with a class.
- B** • Solicit a volunteer to read the example answer aloud. Remind Ss that they have to add *did* to each question, either at the beginning of the question (for *yes / no* questions) or after the question word in parentheses.
 - Have Ss complete the exercise individually and then compare answers in pairs. Circulate and help as needed.
 - Go over the answers as a class.



EXTENSION Pair Ss to ask each other the questions and give affirmative or negative answers.



- Draw attention to the picture. Ask, *Where do you think these men are? What are they doing?* (They are in an office. They are having a conversation.) Say, *These men are Tom and Mateo. You will complete their conversation.*
 - Go over the example. Then give Ss time to complete the exercise individually.
 - Go over the answers as a class.
 - Ask, *Is this the kind of conversation you have at work? Where else do people have conversations like this?*



EXTENSION Pair Ss and have them rewrite the conversation to make it true about them. Then have them role-play the conversation for the class.



OPTION For spoken practice of grammar, ask Ss to role-play the conversations in activities A and C 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 FUTURE PLANS WITH *BE GOING TO*



GRAMMAR TO REVIEW

Present continuous for future

Future with *will*

Present simple statements and questions with *be*



COMMON ERRORS

Putting *not* in the wrong position in negative statements

Using contractions with affirmative short answers

Omitting the auxiliary verb *be* or *to* in sentences with *be going to*



- Consider assigning this dictation exercise after students have completed the pronunciation exercises on page 119. The information in the pronunciation skill box will help them hear *going to* more clearly.
- Go over the example. Play the audio and pause it after Conversation 1. Ask Ss, *How do you know they are talking about the future?* (They say *going to*, *in the fall*.)
- Then play the rest of the audio and have Ss complete the exercise. Have Ss listen again if necessary.
- Go over the answers as a class.



EXTENSION Provide a copy of the transcript of the audio. Have Ss highlight the words that indicate the person is talking about the future.



- Draw attention to the photo. Say, *These people are Sherry and Victor. We are going to read an email from Sherry's mom about Sherry's plans. What do you think her plans are?*
- Have Ss skim the email. Go over the example. Tell Ss they have to complete each blank with a form of *be*, *going to*, and the words in parentheses. Remind them to use contractions where possible.

- Have Ss complete the exercise individually.
- Have Ss compare answers in pairs. Go over any questions.



EXTENSION Have Ss write their own email messages about people they know and their plans. Remind them to use *be going to* in their writing. Then have them share their emails with a partner.



OPTION Collect the email messages to check and correct use of *be going to* in the Ss' writing.



- Tell Ss they are going to complete conversations about the people in Exercise B.
- Have Ss work individually to complete the conversations. Circulate to help as needed.
- In pairs, have Ss compare answers.
- Solicit volunteers to read the conversation aloud so that Ss can check their answers.



EXTENSION Have pairs role-play the conversations in Exercise C. Time permitting, have them practice reading each role.



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 FUTURE PLANS WITH BE GOING TO

- A** ▶10-16 Listen to the conversations. Are the speakers talking about the present or the future? Check the correct box.

	1	2	3	4	5	6	7	8	9
Present		✓			✓				✓
Future	✓		✓	✓		✓	✓	✓	

- B** Complete the email. Use *be going to* and the words in parentheses. Use contractions when possible.

Hi Ellen,

How are you and your family? I can't believe both of our girls are almost done with school.

Sherry has some big plans for this year. In May,

she's going to graduate ^{1 (she / graduate)} from college. She

isn't going to start / 's not going to start ^{2 (not / start)} working right away. In June, she

and her boyfriend, Victor, are going to get ^{3 (get)} married.

The wedding is going to be ^{4 (be)} here in Montreal. After the wedding,

she and Victor are going to go ^{5 (go)} to Iceland for their honeymoon. But

they aren't going to be / they're not going to be ^{6 (they / not / be)} away for very long. Victor has only ten days off from work,

and Sherry is going to need ^{7 (need)} to find a job. They aren't going to have / They're not going to have ^{8 (they / not / have)}

children for a few years. First, Sherry is going to go ^{9 (Sherry / go)} back to school to get her

master's degree. It's going to be a busy year!



- C** Complete the conversations. Use *be going to* and the words in parentheses.

1. Ann: Victor! I heard you're going to get married ^(you / get married) this summer—congratulations!
Where is the wedding going to be ^(where / the wedding / be) ?

Victor: In Montreal. That's Sherry's hometown.

2. Ann: Did you hear Victor's news?

Bill: No, but let me guess: Are he and Sherry going to get married ^(he and Sherry / get married) ?

Ann: That's right! The wedding is going to be ^(be) in June, in Montreal.

3. Jack: Are you going to be ^(you / be) at Victor's wedding?

Ann: No, I'm not going to go ^(I / not / go) . It's going to be ^(it / be) a small, family wedding. He can't invite all his friends from work. But I want to get them a gift.

Jack: Are you going to ask ^(you / ask) people here in the office to chip in? I'd like to.

UNIT 1 LESSON 1 SIMPLE PRESENT: *BE*

Affirmative statements			Negative statements			
Subject	Be		Subject	Be	Not	
I	am	a manager.	I	am	not	a chef.
You	are		You	are		
He / She	is		He / She	is		
We / You / They	are	managers.	We / You / They	are		chefs.

Yes / No questions			Short answers			
Be	Subject		Affirmative		Negative	
Am	I	next?	Yes,	you are.	No,	you are not.
Are	you			I am.		I am not.
Is	he			he is.		he is not.
	she			she is.		she is not.
Are	We			we are.		we are not.
	You			you are.		you are not.
	They			they are.		they are not.

Wh- questions			Answers
Wh- word	Be		
Who	are	they?	They're market researchers.
What	is	her name?	Jenn.
Where	is	he from?	Brazil.

Wh- questions			Answers
Wh- word	Be		
Why	are	they studying law?	They want to be lawyers.
When	is	the meeting?	At noon.
How	are	you?	I'm good.

UNIT 1 LESSON 2 SIMPLE PRESENT

Affirmative statements			Negative statements			
Subject	Verb		Subject	do not	Base form of the verb	
I	live	in Santiago.	I	do not	live	in Tokyo.
You	live		You	do not		
He / She	lives		He / She	does not		
We / You / They	live		We / You / They	do not		

Yes / No questions				Short answers			
Do	Subject	Base form of the verb		Affirmative		Negative	
Do	I	use	this computer?	Yes,	you do.	No,	you do not.
Do	you				I do.		I do not.
Does	he				he does.		he does not.
	she				she does.		she does not.
Do	we				we do.		we do not.
	you				you do.		you do not.
	they				they do.		they do not.

UNIT 3 LESSON 1 PRESENT CONTINUOUS FOR EVENTS HAPPENING NOW

Affirmative statements				Negative statements			
Subject	Be	Verb + <i>ing</i>		Subject	Be + not	Verb + <i>ing</i>	
I	am	eating	breakfast.	I	am not	working	now.
You	are			You	are not		
He / She	is			He / She	is not		
We / You / They	are			We / You / They	are not		

Yes / No questions				Short answers			
Be	Subject			Affirmative		Negative	
Am	I	staying here?	Yes,		you are.	No,	you are not.
Are	you				I am.		I am not.
Is	he she				he is. she is.		he is not. she is not.
Are	we you they				we are. you are. they are.		we are not. you are not. they are not.

Wh- questions				Answers
Wh- word	Be	Subject	Verb + <i>ing</i>	
Who	am	I	meeting?	The new market researcher.
What	are	you	doing?	I'm finishing the presentation.
Where	is	he	staying?	Downtown.
How	is	she	doing?	Pretty good.
Why	are	they	leaving?	They finished early.

UNIT 8 LESSON 3 IRREGULAR PAST VERBS

Base form	Simple past	Base form	Simple past	Base form	Simple past	Base form	Simple past
be	was / were	feed	fed	leave	left	stand	stood
become	became	feel	felt	lose	lost	stick	stuck
begin	began	fight	fought	make	made	sweep	swept
break	broke	find	found	mean	meant	swell	swelled
bring	brought	fly	flew	meet	met	swim	swam
build	built	get	got	pay	paid	take	took
buy	bought	give	gave	put	put	teach	taught
catch	caught	go	went	read	read	tell	told
choose	chose	grow	grew	ride	rode	think	thought
come	came	hang out	hung out	rise	rose	understand	understood
cost	cost	have	had	run	ran	wake	woke
cut	cut	hear	heard	say	said	wear	wore
do	did	hit	hit	sit	sat	win	won
draw	drew	hurt	hurt	sleep	slept	write	wrote
drink	drank	keep	kept	smell	smelt		
drive	drove	know	knew	speak	spoke		
eat	ate	lead	led	spend	spent		

Audio Scripts

WELCOME UNIT

Page 2, Ex 1B

- A: Where are you from?
B: I'm sorry. Can you speak more slowly?
A: Oh, sorry. Where are you from?
B: I'm from Korea.
A: What's this called in English?
B: It's a pencil sharpener.
A: Thank you.
A: Excuse me. How do you pronounce this?
B: Registration.
A: Registration?
B: Yes. That's right.
A: Can you help me?
B: Sure.
A: What does this word mean?
B: Occupation? It means a job or career.
A: Please turn to page 45.
B: I'm sorry. Can you repeat that?
A: Sure. Please turn to page 45.
A: My name is Chiao.
B: Chiao? How do you spell that?
A: C-H-I-A-O
B: Thanks.

UNIT 1

Page 125, Grammar, Ex. A

- Maria: I'm Maria, and this is Akira. We aren't from New York. I'm from Miami, and he's from Tokyo. We're market researchers.
Nina: Hello! It's nice to meet you. We're market researchers, too. This is Lee, and I'm Nina.

Page 7, Ex. 4A

- Zoey: How was your trip, Simon?
Simon: It was great, thanks. And thanks for all your help with this meeting!
Zoey: No problem! So, we're ready to start. Where is everyone? Oh, here comes someone! Hello! Welcome! I'm Zoey Bartlett.
Yuki: Nice to meet you, Zoey. I'm Yuki Ogawa.
Zoey: Nice to meet you, Yuki. Let me introduce you to Simon. Yuki, this is Simon Harris. Simon, this is Yuki Ogawa.

- Simon: Nice to meet you, Yuki.
Yuki: Nice to meet you, too. So, Simon, where are you from?
Simon: I'm from Toronto. I'm a market researcher in the Toronto office.
Yuki: That's great!
Simon: Yeah, it's a great job. And which office are you from?
Yuki: The Tokyo office. I'm a social media manager there. What about you, Zoey? You're in the marketing department too, right?
Zoey: Yes, I am. But I'm not a market researcher. I'm an intern.
Yuki: Oh! Are you in college?
Zoey: Yes, I am. I'm in my third year. I'm studying marketing.
Simon: Marketing is a great choice. There are a lot of good jobs in marketing.
Zoey: That's true, but after college, I actually want to be a *chef*.
Simon: A chef? But. . .
Zoey: Oh, it's almost ten. Sorry, other people are arriving, and I should help them. Excuse me.

Page 7, Exs. 4B and 4C

- Yuki: So, Simon, where are you from?
Simon: I'm from Toronto. I'm a market researcher.
Yuki: Oh, yeah? I'm a social media manager. I'm from Tokyo.
Simon: Oh, that's great!

Page 8, Ex. 1B

- 1: I'm Anna. My house is close to work. My office is ten minutes away.
2: I'm Jeff. My apartment is far from work. It takes me a long time to get to work. My office is one hour away.
3: I'm Melanie. I have a short commute. My office is five minutes away from my apartment.

Page 126, Grammar, Ex. A

- A: I live close to work. I don't have a long commute. I walk to work, and it takes 10 minutes. My boss doesn't live close to work. He has a long commute. He goes to work by train.

Page 9, Exs. 3A and 3B

Randall Baxter lives in a house in Kingston, New York. But he works in New York City. His house is very far from work. Every morning, he leaves his house at 4 a.m. He drives his car for about an hour to Woodbury. He meets his friend there. Then he rides in his friend's car for another 40 minutes. In Tarrytown, he gets on a train. He takes a train and a subway to his office in downtown New York City.

Elena Ortiz works in Mexico City. She lives in an apartment. Elena doesn't drive, and she doesn't take a train to work. She walks to work, and her commute takes less than one minute. Why? Elena telecommutes. She works in her own home. So she walks from her bedroom to her computer in her home office!

Long commutes are hard, and short commutes are easy. Randall doesn't like his very long commute. That's not a surprise. But here's a surprise: Elena doesn't want to work in her apartment! She wants a short commute to an office. Why? Elena's work is in her home. So, she always thinks about work. When people commute, they can forget about work. They can think about other things. Studies on commutes say this: many people want commutes, but they don't want long commutes. For many people, the perfect commute is 15 minutes.

Page 127, Grammar, Ex. A

1. A: What do you do?
B: I'm a chef.
2. A: Where do they work?
B: In Mexico City.
3. A: What does she do at work?
B: She goes to meetings.
4. A: Does he work in a hotel?
B: No, a restaurant.

Page 11, Ex. 4A

Zoey: Oh, hi, Simon. How's it going? Do you want some coffee?

Simon: Thanks! I'd love some!

Zoey: So, do you travel a lot for work?

Simon: Yes, I do. It's usually fun! I meet a lot of new people.

Zoey: And do you come to this office often?

Simon: Maybe two times a year. But my wife has family near here, in Brooklyn, and we visit sometimes.

Zoey: Brooklyn? No kidding. I live in Brooklyn. My apartment is close to my second job.

Simon: Second job? Do you have two jobs? And you take classes?

Zoey: Yes. I know. It's a lot. I work here three days a week, and I have another job on Saturday and Sunday nights.

Simon: Oh, really? Where do you work?

Zoey: I work in a French restaurant.

Simon: Wow. That's interesting. What do you do?

Zoey: I'm an assistant chef. I help the chef and I cook a few dishes. And sometimes I order supplies for the restaurant.

Simon: Do you like it?

Zoey: Yes, I do. I want my own restaurant someday.

Simon: Oh, right. You want to be a chef . . . But, I remember, you study marketing?

Zoey: That's right!

Simon: So, why do you study marketing? And why do you work here at TSW?

Zoey: Well, I love cooking. But a lot of people want to be chefs. It's not easy. So, if I can't be a chef, I can be a market researcher.

Simon: Good thinking!

Zoey: Thanks!

Page 11, Exs. 4B and 4C

Simon: What do you do?

Zac: I'm an assistant chef. I help the chef. And sometimes I order supplies.

Simon: Do you like it?

Zac: Yes, I do.

Page 16, Exs. 1A and 1B

Mia: Hello everyone. I'm Mia and this is my sister, Sara. We live together here in Mexico City. This is Sara with my dad. Sara is a nurse in a hospital. She takes the subway to work because the hospital is pretty far from our house. It's about 45 minutes each way, so she has a long commute. But it's OK for her. On the subway, she listens to music or reads. At the hospital, she works hard. She likes her job because she helps people. That's my sister Sara! I love her a lot!

UNIT 2

Page 128, Grammar, Ex. C

1. Who's that?
2. That's my mother.
3. She looks nice.

4. Who are they?
5. My nephews. They're really funny.
6. That's my aunt.
7. What's she like?
8. She seems serious.

Page 19, Ex. 4A

Yuki: Busy weekend?
 Emma: Sorry. . . . Yes, but it was great. I went to my cousin's wedding yesterday.
 Yuki: Oh, yeah? How was it?
 Emma: It was fun! Do you want to see some pictures?
 Yuki: Yes, please! I love pictures!
 Emma: So, this is my cousin Laura. She's the bride. And this is her new husband!
 Yuki: Aw! They look so happy!
 Emma: I know. It was a great day for them.
 Yuki: I bet. And who are they?
 Emma: They're my grandparents.
 Yuki: They look kind.
 Emma: They are! Oh, here's a good shot of everyone. That's my brother.
 Yuki: Oh, really? What's he like?
 Emma: He's really outgoing. He's a lawyer.
 Yuki: Oh, wow. And what about that guy? Who's that?
 Emma: That's my brother-in-law.
 Yuki: He looks serious.
 Emma: Really? Well, he isn't serious at all! He's funny! Look at this photo of him!
 Yuki: You're right! He is funny!

Page 19, Exs. 4B and 4C

Yuki: Who's that?
 Emma: That's my brother-in-law.
 Yuki: He looks serious.
 Emma: Really? Well, he isn't serious at all! He's funny!

Page 129, Grammar, Ex. A

1. She has curly, brown hair.
2. He has blue eyes.
3. He's short and average weight.
4. She's six years old.
5. How tall is she?
6. My grandparents are in their seventies.
7. The boys have black hair and brown eyes.

Page 21, Exs. 3A and 3B

Gracie: Hey, everybody. This is Gracie Lee.
 Amy: And this is Amy Mone.

Gracie: Today, we're going to talk about Star Power, the show that brings new singers to the attention of the world.

Amy: So, we know that Star Power is the best talent show on television.

Gracie: And last night was the first show of the new season, and it was just great. The singers' stories are amazing, and the music is so cool. It's really exciting.

Amy: I completely agree. You never know what kind of singers you'll hear and they perform all different kinds of music.

Gracie: OK. So, Amy, what did you think? Who were your favorite singers?

Amy: My favorite was Marcy.

Gracie: Marcy? Which one is Marcy? What does she look like?

Amy: She's tall. She sang an Adele song.

Gracie: That's right. She has long red hair and green eyes.

Amy: She did a fantastic job! And she's only 16.

Gracie: Oh, my gosh. Marcy! That's right! Marcy was fantastic! Then there was Kate. Kate is short, and she has beautiful, long curly hair.

Amy: And dark brown eyes. She's one of the older contestants. She's 45.

Gracie: She did a Whitney Houston song, right?

Amy: Right. She did a fabulous job. It's such a hard song to sing well.

Gracie: And don't forget the men! Richard was my favorite male performer.

Amy: Richard? The heavy guy with the beard?

Gracie: Yes. He did an old Al Green song. So good!

Amy: Right. I remember. And he has two little girls. So adorable. They both have short blond hair and big blue eyes.

Gracie: Was Richard your favorite guy?

Amy: No. Actually, I loved Edgar. He did a Bruno Mars song.

Gracie: Edgar? Does he have short black hair? And he's about 30?

Amy: Yes. He's really talented. He's a great singer, but he's a great dancer, too. He can definitely win the whole contest.

Gracie: Well, we need to take a commercial break now. When we come back, we'll take some calls. . . .

Page 130, Grammar, Ex. A

1. Amy can sing.
2. She can't speak Spanish.

3. She can play the guitar.
4. She can't play the violin.
5. She can swim.
6. She can dance.
7. She can't draw.

Page 23, Ex. 4A

Yuki: Hi, Carlos.
 Carlos: Oh, hi, Yuki.
 Yuki: What are you listening to?
 Carlos: This? It's my brother, Rodrigo. He's a musician. Do you want to listen?
 Yuki: Thanks . . . That's great! Your brother is really good! I love this.
 Carlos: Me, too. Rodrigo can really play the guitar. How about you? Can you play an instrument?
 Yuki: Well, I can't play the guitar, but I can play the violin.
 Carlos: Are you any good?
 Yuki: Yeah, I'm pretty good. What about you? Can you play anything?
 Carlos: No, I can't, but I can sing!
 Yuki: Really? Can you sing something for me now?
 Carlos: Sure! You mean the world to me . . . You're everything I need . . . I love you.

Page 23, Exs. 4B and 4C

Carlos: Can you play the guitar?
 Yuki: No, I can't. But I can play the violin.
 Carlos: Are you any good?
 Yuki: Yeah, I'm pretty good. What about you? Can you play the guitar?
 Carlos: No, I can't, but I can sing!

Page 28, Exs. 1A and 1B

Alex: Hi everyone. My name is Alex and these are photos of my family. This is my father Franco. He's tall and he has brown eyes and curly black hair. He's a really funny guy. He rides a motorcycle and he loves riding in his free time.
 This is my mother, Linda. She's kind and pretty. She has brown eyes and black hair, too, but her hair is long and straight. She is short and average weight. My mother plays the piano and sings.
 As for me, I have brown eyes and black hair, like my father, but I'm short, like my mother. I can't ride a motorcycle or play the piano, but I can draw and paint.

UNIT 3

Page 131, Grammar, Ex. A

1. Sorry, I can't talk now—I'm working.
2. The boys aren't here—they're cleaning their room.
3. Mom, can I call you back? I'm sorry, but we're having lunch.
4. Can you call me later? I'm studying.
5. Sorry I can't talk now—I'm cleaning.
6. Janet isn't here—she's working late.
7. Can I call you back? Sorry, but we're making dinner.
8. My parents aren't home right now—they're walking the dog.
9. What am I doing right now? I'm cleaning.

Page 31, Ex. 4A

Sara: Emma, it's seven! Time to go home!
 Emma: It's seven o'clock already? I need to finish this. I'd better call my husband.
 Sara: OK! Good night!
 Emma: See you tomorrow.
 Bob: Hey, Emma.
 Emma: Hey, Bob. Just checking in.
 Bob: OK. Are you still working?
 Emma: Yes. I'm still in the office. I'm just finishing something. Are you and the kids eating dinner now?
 Bob: No. We already ate—pizza!
 Emma: Oh, good. I'm eating a sandwich. It's so noisy! What are you doing?
 Bob: I'm doing the laundry. Wait, I'm moving to another room.
 Emma: Oh, that's better. So, what are the kids doing? Are they doing their homework?
 Bob: No, believe it or not, they're doing chores!
 Emma: What?
 Bob: Luke is washing the dishes.
 Emma: What about Olivia?
 Bob: She's cleaning her room!
 Emma: Really? That's amazing!
 Bob: I know!
 Emma: OK, well, I should be home in an hour or two. I've got to get back to work.
 Bob: OK, honey. Come home soon.
 Emma: OK. Love you.
 Bob: Love you, too.

Page 31, Exs. 4B and 4C

Bob: Hey, Emma.
Emma: Hi, Bob. Just checking in. What are you doing?
Bob: I'm doing the laundry.
Emma: Oh, OK. Are Luke and Olivia doing their homework?
Bob: No, they aren't. Luke is washing the dishes and Olivia is cleaning her room.
Emma: Really? That's amazing!

Page 32, Exs. 2B and 2C

1. A: Hi, Leo.
B: Hey, Max.
A: How about a movie tonight?
B: Sure. That sounds great.
2. A: Hello?
B: Hey, Max. It's Paul. I'm playing basketball with Jeff and Dan. Do you want to play with us?
A: Um . . . Sorry, I can't. I have to do homework.
3. A: Are you free for lunch today, Rachel?
B: Oh . . . sorry, I'm not. I have to work.
4. A: Hi, Amy.
B: Oh, hi, Bill.
A: I'm having a birthday party on Saturday. Would you like to come?
B: That sounds great!
5. A: Hi, Maria. Would you like to have dinner with me tonight?
B: Sure! I'd love to.

Page 33, Ex. 3B

1. Do you want some coffee?
2. Thanks, but I have to [hafta] leave now.
3. Do you want to [wanna] go to lunch?
4. Sorry, I can't. I have a lot of work.
5. Do you want to [wanna] see a movie tonight?
6. I can't. I have to [hafta] study.

Page 33, Ex. 4A

Lucy: Hi, Emma!
Emma: Oh, hey, Lucy!
Lucy: Are you heading home?
Emma: Yup. It was a long day.
Lucy: It sure was!
Emma: Hey, what are you reading?
Lucy: This? It's *A New Life*.
Emma: Oh! I love that book!
Lucy: I do, too! It's great!
Emma: Do you know they made it into a movie?
Lucy: Really?

Emma: Yeah! I read about it. Duane Wright is in it.
Lucy: He's such a good actor! I'd love to see that!
Emma: Me, too! Too bad it's not playing in the theaters around here yet.
Lucy: There are some other good movies out right now, though. Do you want to go see a movie tonight?
Emma: Oh, I'd love to, but I can't. I have to get home. My family is waiting for me. Would you like to go on Sunday? Bob and the kids are going to a soccer game.
Lucy: That sounds great.
Emma: What should we see? How about *My Friend Jane*? It's a comedy.
Lucy: Sure!
Emma: Let's see when it's playing . . . OK. It's at the Stargaze Theater at twelve, three, six, and nine. So, twelve or three?
Lucy: Uh . . . I think twelve o'clock sounds good.
Emma: Great! I can't wait! So, we'll meet at the theater? Hey, where's the elevator?
Lucy: Oh, no! We forgot to push the button!

Page 33, Ex. 4B and 4C

Lucy: Would you like to go to a movie tonight?
Emma: I'd love to, but I can't. I have to get home. Would you like to go on Sunday?
Lucy: That sounds great.
Emma: What should we see? How about *My Friend Jane*? It's a comedy.
Lucy: Sure!

Page 132, Grammar, Ex. A

1. My brother and I enjoy going to concerts on weekends.
2. We both like to listen to jazz.
3. My sisters go to clubs because they want to dance.
4. All of us like spending time with the family, too.
5. Everybody in our family loves to watch movies.
6. But we all avoid spending a lot of money at movie theaters.
7. We enjoy watching movies at home instead.

Page 35, Ex. 3A

Emma: So, what did you think of the actress who played Jane, um, what's her name?
Lucy: Kayla Washington. She was fantastic!
Emma: I thought so, too! I just love going to the movies.

Lucy: Me, too. And it was so nice to spend time with you outside of work.

Emma: Yeah, it was fun!

Lucy: Hey, I'm going on a hike in Bear Mountain Park next weekend with some friends. Do you want to come? You can bring your family.

Emma: A hike? On a mountain?

Lucy: Yes! It's beautiful up there! How about it?

Emma: Um . . . to be honest, I don't like hiking.

Lucy: Really? I love it! It's great exercise!

Emma: I guess so.

Lucy: Actually, I like any kind of exercise!

Emma: Really? Do you like to work out at the gym?

Lucy: Yeah. I mean, I like exercising outside a lot more, but I like working out at the gym, too. What about you?

Emma: Me? No, I hate it!

Lucy: Really? Well, what do you like to do in your free time?

Emma: You mean when I'm not working and taking care of two kids and a house?

Lucy: Yeah.

Emma: Lots of things! I like playing video games, going online, watching TV, spending time with my family.

Lucy: In other words, you like to do anything that's not exercise!

Emma: I guess you're right!

Page 35, Exs. 3B and 3C

Emma: Do you like to work out?

Lucy: Yes. What about you?

Emma: Me? No, I hate it!

Lucy: Well, what do you like to do in your free time?

Emma: Lots of things! I like playing games, going online . . .

Page 40, Exs. 1A and 1B

Li: Hello! This is Li. I'm making a video of some things I like to do and some things I don't like doing. So, right now we're in my kitchen. I hate washing dishes and I don't like to cook, so I don't do many things in here.

OK. Now I'm in my living room. I like to play video games here, eat my meals, and just relax with friends. I spend a lot of time here.

Finally, this is my bedroom. I like to read in my bedroom because it's quiet. These are the things I like to do in my home!

UNIT 4

Page 133, Grammar. Ex. A

1. A: Whose phone is this?
B: That's mine.
2. A: Whose wallet is this?
B: Maybe it's Pat's. Look inside. Is it his?
3. A: Is that my cup?
B: No, this is mine. That one is yours.
4. A: Do you have our new ID badges? I need mine and Chris's.
B: Here you go—here's yours, and here's hers.
5. A: Whose car is that?
B: I don't know. Maybe it's Tom and Helen's.
A: No, it's not theirs. Their car is red, like ours.

Page 43, Ex. 4A

Simon: Another great meeting! Thanks for your help, Zoey.

Zoey: No problem. Hey, don't forget your cup!

Simon: Thanks. Hey, it looks like somebody left a cell phone. Whose phone is this?

Zoey: It's not mine. Maybe it's Yuki's.

Simon: Oh, OK. Wait, here's something else! Whose keys are these? And why are people always forgetting things after these meetings?

Zoey: No idea. I think they're Janet's keys. But I don't know.

Simon: And there's an umbrella, and a water bottle! Is this yours?

Zoey: No, not mine.

Simon: Is it Ted's? He was sitting here, I think.

Zoey: I'm not sure. Can you believe all this stuff people left?

Simon: I know! Oops! I almost forgot my own backpack! Anyway, let's just put all these things in my backpack. Then we can find the owners later.

Zoey: Good idea.

Simon: Is there anything else?

Zoey: I don't think so. No, wait! Here's someone's wallet!

Simon: A wallet? Wild! Well, at least we can look inside. Is there name in there?

Zoey: Yup, here's a credit card. Lucy Foster.

Simon: Lucy! OK. Now we're getting somewhere!

Page 43, Exs. 4B and 4C

Simon: Whose phone is this?

Zoey: It's not mine. Maybe it's Yuki's.

Simon: Oh, OK. And whose keys are these?

Zoey: I think they're Janet's.
 Simon: And here's a water bottle! Is this yours?
 Zoey: No. Unbelievable! People keep leaving their stuff!

Page 44, Exs. 2B and 2C

1. A: Can I have a soda, Mom?
 B: Sure, sweetie. Go ahead.
 A: Thanks!
2. A: Hi, Ava. What's up?
 B: Hi, Sophia. I have a favor to ask. Can I borrow your car?
 A: Sorry, I need it.
 B: OK. No problem.
3. A: Can I borrow this book?
 B: Sorry, no. Not right now. I need it.
 A: That's OK. Thanks anyway.
4. A: Oh, no. Tim . . . can I use your pencil?
 B: Sure. Here you go.
 A: Great! Thanks!
5. A: Are you taking a backpack on the hike?
 B: Yes. Why?
 A: Can I put my water bottle in your backpack?
 B: Of course! Go ahead.
 A: Thanks so much.

Page 45, Ex. 3A

Ray: Is Janet coming to lunch?
 Lucy: I think so. She said she wanted to come.
 Ray: Well, where is she? Was she in the marketing meeting with you?
 Lucy: Yes, she was, but I don't know where she is now. Let me call her . . . Huh. I can't find my phone. Can I borrow yours?
 Ray: Sure. Here you go. Janet is in my contacts, by the way.
 Lucy: Oh, good. Thanks. Janet? Hi, it's Lucy. I know, I know. It's confusing. Yes, I'm using Ray's phone. Are still you coming to lunch with us? Cool. We're down in the lobby. See you in a couple of minutes. She's on her way.
 Ray: Do you want to go find your phone?
 Lucy: That's fine. It's probably at my desk.
 Ray: OK. So, we're going to Sam's Sushi, right?
 Lucy: Yup. It's just a ten-minute walk from here. Oh, no! Is it raining? Now where's my umbrella? Hmm.
 Ray: So, no umbrella?
 Lucy: No! That's weird. I usually have an umbrella in here. Oh, no, my wallet is

missing, too. Now, I'm worried! Can I borrow your phone again?

Ray: Sure.
 Simon: Lucy! I'm glad I found you. I think this is your wallet and your ID badge.
 Lucy: That's a relief! And there's my phone, my keys, my water bottle, and my umbrella!
 Ray: So, Lucy, can I use your umbrella?

Page 45, Exs. 3B and 3C

Ray: What's wrong?
 Lucy: I can't find my phone. Can I borrow yours?
 Ray: Sure. Here you go.
 Lucy: Great. Thanks.
 Ray: Can I use your umbrella?
 Lucy: I'm sorry, but I need it.

Page 134, Grammar, Ex. A

Mike: This laptop is cheaper than that one.
 Jan: Yes, it is, but that one is better. It's faster. That's important.
 Mike: That's true. The screen is bigger, too. But it's a lot more expensive than this one.
 Jan: Let's look at some other laptops. Maybe we can find a good one that's less expensive.

Page 47, Ex. 4A

Zoey: Hi, Simon.
 Simon: Oh, hi, Zoey. How's it going?
 Zoey: Good, good. You look really happy!
 Simon: I am! I just got my new laptop.
 Zoey: That's great! How do you like it?
 Simon: I like it a lot. It's much better than my old one. A lot faster.
 Zoey: Cool. I just got a new tablet.
 Simon: Oh, yeah? I don't really need a tablet.
 Zoey: Wow! Really?
 Simon: Why are you surprised?
 Zoey: I don't know. I love my tablet. It's light and easy to use. Laptops feel so bulky to me. And tablets are cheaper.
 Simon: I guess so, but laptops are faster than tablets. They also have bigger screens, which I like.
 Zoey: That's true.
 Simon: Also, you can do more with them. They're better for work.
 Zoey: True. I have a laptop, too. But I only use it for work, and I never carry it around.
 Simon: Oh, yeah?

Zoey: I take my tablet everywhere with me. I often watch movies or listen to music on it.

Simon: Hmm. I guess it all depends on what you're using it for.

Zoey: For sure.

Page 47, Exs. 4B and 4C

Simon: I just got a new laptop.

Zoey: Oh, yeah? How do you like it?

Simon: It's better than my old one. It's a lot faster.

Zoey: I have a laptop, but I just use it for work.

Simon: Really?

Zoey: Yeah. I like my tablet. I carry it everywhere. It's thin, so it's light.

Page 52, Exs. 1A and 1B

Sarah: Hello, my name is Sara. Here are some different objects that are special to me or my friends. First, this beautiful wallet is mine. It's special to me because it's from my mother. Also, it's a little expensive.

These are my friend Ana's sunglasses. She loves to go to the beach, and she always wears these. I really want to wear them, but she loves them and never lends them to me.

Next, this is my friend Alexa's computer. It's a little slow and old, but she doesn't want to get a new one. She likes to write blog posts on it.

Finally, these are my keys. They are for my house, my office, and my car. Those are my special objects!

UNIT 5

Page 135, Grammar, Ex. A

1. A: What are you doing tonight after work?
B: I'm going to a movie with my girlfriend.
2. A: Do you have any summer vacation plans?
B: Yes, we're going to the beach for two weeks in July.
A: Lucky you! I hope you have a great time!
3. A: What are you working on right now?
B: I have a new project. It's for Carla.
A: Are you doing it all on your own?
B: No, Brian and I are working on it together.
4. A: I'm having lunch with Sam tomorrow. Do you want to come?
B: Sure! Thanks! What time?

A: We're meeting at 12 o'clock.

5. A: Are you doing anything this evening? Do you want to see a movie?

B: I'm sorry, but I can't tonight. I'm going to my Spanish class at 7:00. Maybe this weekend instead?

6. A: Is Helen in her office?

B: Yes, but she's talking to someone at the moment. Can I help?

A: Maybe. I'm having a problem with my computer.

7. A: We need to plan our presentation. Can we meet later this week?

B: I'm sorry, but I'm traveling the next few days.

A: Where are you going?

B: Tomorrow I'm flying to Baltimore, and then it's Philadelphia the day after tomorrow. Let's talk on Monday, okay?

8. A: I'm going to the meeting now. Are you ready?

B: Don't wait for me. I'm just finishing something.

9. A: Do you have any plans for a vacation?

B: Yes! I'm taking two weeks off next month.

A: Where are you going?

B: To the beach. And I can't wait!

Page 55, Ex. 3A

Leo: Hey, Carlos.

Carlos: Oh, hi, Leo.

Leo: Are you working on the Hudson Life project?

Carlos: Yes. I may start working on a new project in a couple of weeks, but for now I'm designing the brochures for Hudson Life. Why? What's up?

Leo: Are you still working on the photos for the brochure?

Carlos: Yes, I am. Is that a problem?

Leo: Well, I don't want to rush you, but Molly wants to see them. She needs to use them for the posters.

Carlos: Oh, OK. Sorry, I forgot. I can send them to you next week. OK?

Leo: Awesome! Thanks. So enough about work. What are you doing this weekend? Any big plans?

Carlos: Well, actually, I'm working on Saturday. We're taking the Hudson Life pictures at the beach in the morning.

Leo: Oh, nice. Too bad you're working on the weekend, though.

Carlos: It's OK. We're taking the pictures in the morning, but then we're just going to have fun at the beach in the afternoon.

Leo: That sounds great. Which beach are you going to?

Carlos: Long Beach Island. Do you know Ray from accounting?

Leo: Sure. He's a great guy.

Carlos: Yeah, he's coming, too. It should be great. What about you? What are you doing this weekend?

Leo: Not much. I'm going to a concert on Sunday afternoon.

Carlos: Very cool. Who's playing?

Leo: The city orchestra. It's the "Concerts in the Park" series.

Carlos: Oh, yeah, I heard about that. Sundays at 1:00 p.m., right?

Leo: You got it.

Carlos: That sounds fun! I'm sure you'll have a great time.

Page 55, Exs. 3B and 3C

Leo: So, what are you doing this weekend?

Carlos: I'm going to the beach on Saturday.

Leo: Oh, nice.

Carlos: What about you? What are you doing this weekend?

Leo: I'm going to a concert on Sunday afternoon.

Carlos: Oh, yeah? That sounds fun!

Page 136, Grammar, Ex. A

1. Fred: Where's Diana? She's coming with us, right?
Janet: Yes, we're waiting for her.
2. Fred: What about Pat? Are you picking him up?
Janet: No, Paul is.
3. Diana: Hello, Janet? It's me. Sorry, but can I have five more minutes?
Janet: Sure. We can wait for you.

Page 57, Ex. 4A

Carlos: Hey, Ray!

Ray: Oh, hey, Carlos. Hi, Leo.

Leo: Hi, Ray. I hear you guys are going to the beach on Saturday.

Ray: Oh, yeah. I can't wait!

Carlos: Hey, you're not busy on Saturday, right, Leo?

Leo: Nope.

Carlos: Do you want to come with us?

Leo: Oh, yeah! I'd love to go with you!

Carlos: Awesome! I can't wait to go swimming.

Leo: And I want to go fishing!

Ray: And surfing!

Carlos: Surfing. Yeah! Swimming, surfing, fishing. Let's do it all!

Ray: We can try, if we have time.

Leo: So, how are we getting there?

Carlos: Well, Ray doesn't have a car. I'm giving him a ride. Do you need a ride, too?

Leo: That would be great. Thanks.

Carlos: No problem. I can pick you up after I pick him up.

Leo: OK. When and where? I'm downtown. Do you know the park with the big red sculpture? My building is right by there.

Carlos: Sure. OK. How about I pick you up in front of the sculpture at around 8:00 a.m.

Leo: 8:00 a.m.? On a Saturday?

Carlos: Hey, we need to start early. Remember, I'm working!

Leo: OK. 8:00 a.m. it is. I'll bring some coffee.

Page 57, Exs. 4B and 4C

Carlos: We're going to Long Beach Island on Saturday. Do you want to come with us?

Leo: Yeah! I'd love to go with you!

Carlos: I can't wait to go swimming.

Leo: And I want to go fishing!

Carlos: I can pick you up on Saturday morning, around eight o'clock. Sound good?

Leo: Great.

Page 58, Ex. 1B

1. I have an emergency. My mother is very sick.
2. It's already 2:30, and the 2:15 train isn't here yet. The train is late.
3. Where are you? I can't find you.
4. There are too many cars on this road. I'm stuck in traffic.
5. I'm at 333 Broad Street, but this isn't your house. I have the wrong address.
6. I'm so sorry. I'm running late. I just need another 20 minutes. Thanks for waiting!
7. I missed the bus, but the next one comes in 10 minutes.
8. I think I'm lost. Can you give me directions again? I'm near a bank and a park. Can you help?

Page 137, Grammar, Ex. A

1. A: Will your sisters go on vacation with you?
B: Yes, they will. We're renting a place at the beach in July.

2. A: Hi, can you talk?
B: Not right now. Sorry, but I'm working.
3. A: Will you be home this evening?
B: Yes, I will.
A: Okay. I'll call you after work.
4. A: What time will I see you tomorrow?
B: I'm not sure. I'll call you later, ok?
5. A: Do you have plans for Friday evening?
B: Yes, I'm going to my brother's house in Veracruz. I'll be there all weekend.
A: Have a good trip!
6. A: Listen, I'm afraid I'm running late.
B: What's going on?
A: It's the bus. We're stuck in traffic.
7. A: Where's Mary?
B: I don't know. She's not answering her phone.
8. A: I'm going to a movie this evening with Pat. Can you come with us?
B: Sorry, but no. I'll be in the office until 9:00 or 10:00 tonight.
A: Oh, I'm sorry.
9. A: This is John Walker. Please leave a message after the beep.
B: John, where are you? It's 7:20. We're all at the restaurant. Are you coming? Call me!

Page 59, Exs. 4A and 4B

- Carlos: Hi, this is Carlos. Leave a message after the tone.
- Leo: Hey, Carlos. It's Leo. I had a little emergency at home. Everything is OK now, but I won't be there at 8:00. I think I'll get there around 8:20. Sorry about that and see you soon!
- Carlos: Hi, this is Carlos. Leave a message after the tone.
- Leo: Hey, Carlos. This is Leo again. I'm here at the park by the big red statue. I'm waiting for you. It's 8:30, but you're not here. Will you be here soon? Let me know. Thanks. Bye.
- Leo: Hi. This is Leo Braun. I can't answer the phone right now, but please leave a message. Thanks!
- Carlos: Hi, Leo. I got your message. Sorry. Ray and I are running late, too. We're stuck in traffic. I think we'll be there in about 10 minutes. I'll see you soon.
- Carlos: Hi, this is Carlos. Leave a message after the tone.

- Leo: Carlos, it's Leo again. It's 8:45 now, and I'm still here at the park. Where are you? Anyway, I'm going to run to a store and get something to drink. I'll be back in 5 or 10 minutes.
- Leo: Hi. This is Leo Braun. I can't answer the phone right now, but please leave a message. Thanks!
- Carlos: Leo! It's Carlos! We're finally here at the park, but I don't see you! Where are you? It's 9:00 right now. We'll wait for you.
- Carlos: Hi, this is Carlos. Leave a message after the tone.
- Leo: Hey, Carlos. Sorry I missed your call. Anyway, I'm back here at the park, and I can't find you. Where are you? It's after 9:00.
- Leo: Hi. This is Leo Braun. I can't answer the phone right now, but please leave a message. Thanks!
- Carlos: Hey, Leo. It's about ten after 9:00. Ray and I are hungry, so I parked the car, and we're getting some food for the ride. We'll be at the Banyan Cafe. It's close to the park. It's on the corner of 6th Avenue and 39th Street. Meet us here, OK? Bye.
- Carlos: Hi, this is Carlos. Leave a message after the tone.
- Leo: Carlos, I got your message about breakfast, but I can't find the cafe. I think I have the wrong address. Is it new? Can you call me back? Thanks.
- Leo: Hi. This is Leo Braun. I can't answer the phone right now, but please leave a message. Thanks!
- Carlos: Leo! Carlos here. Sorry, the café is on 38th Street, not 39th Street. We'll wait for you here . . . Oh, wait! I can see you! You're at the door! Finally!!

Page 64, Exs. 1A and 1B

- Yuna: Hey, everyone. I'm Yuna. So, my friend Nate's birthday is this week, and we are having a party on Saturday. Do you want to come? The party will be at a park near my house. Here's a picture of the park. It's really great there. We'll eat some food, play games, and maybe listen to music, but you can go fishing or kayaking there, too. So please come! Nate and I are going at 2 o'clock on Saturday afternoon. You can come at

two or later. Just text me, and I'll tell you where to meet us.

UNIT 6

Page 138, Grammar, Ex. A

1. John usually gets up early.
2. He almost always gets up before 6:00.
3. He often goes running in the morning.
4. He always takes a shower after a run.
5. He sometimes makes coffee at home.
6. He rarely eats breakfast at home.
7. He usually has breakfast at a café.
8. He's almost never late for work.
9. He's usually at work before 9:00.

Page 67, Ex. 4A

Diego: Hi, Carlos.

Carlos: Hey, Diego. Good to see you.

Diego: Good to see you, too. How are you?

Carlos: Great, thanks. And you?

Diego: Well, I'm OK, but I think I'm getting a little sick. In fact, that's why I'm working from home today.

Carlos: Oh, too bad. So, hey, Rachel is planning to join us, but she's in another meeting. She'll be here in a couple of minutes.

Diego: OK. No problem. . . . Tired?

Carlos: Yeah. I was up really late last night.

Diego: Working or having fun?

Carlos: Having fun! The Mexico-Brazil match was on TV. I had to watch that!

Diego: Oh, right. Soccer. So, you're a fan?

Carlos: I love soccer! What about you? Are you into it?

Diego: Well, sure, I like it. But I don't stay up late to watch matches!

Carlos: Well, I do! I never miss a big match.

Diego: Actually, I never stay up late for any reason. I need a lot of time before I leave for work in the morning.

Carlos: You do?

Diego: Yeah. I need like two hours.

Carlos: Huh? Two hours? What's your typical morning like?

Diego: I usually get up early and go to the gym with my wife. We're there for an hour or so. Then I go home and eat breakfast.

Carlos: You're kidding. I never get up early.

Diego: You never get up early?

Carlos: Nope.

Diego: So, you're always late to work?

Carlos: Nah, man. I only need 20 minutes to get ready for work. I take a shower, get dressed, grab some coffee. Then I'm good to go.

Diego: Wow! That's fast! I could never do that.

Carlos: Oh, excuse me, Diego. Rachel is out of her meeting. She'll be here in a second.

Page 67, Exs. 4B and 4C

Carlos: What's your typical morning like?

Diego: I usually get up early and go to the gym. What about you?

Carlos: Me? I never get up early.

Diego: You never get up early?

Carlos: No. Never.

Page 68, Exs. 2B and 2C

1. A: Hi, Roger. What happened?

B: Oh, this? I sprained my wrist.

2. A: What's wrong, Nina?

B: My knee hurts.

3. A: Are you OK, Emma?

B: No. I hurt my shoulder.

4. A: Why do you have a bandage on your face? What happened?

B: I broke my nose.

5. A: Gina, what happened?

B: I walked into a table, and I bruised my leg.

6. A: Ouch!

B: What happened, Ted?

A: I injured my finger. I closed the door on it.

B: Oh, no!

Page 69, Exs. 4A and 4B

Host: This is Sports World, and I'm your host, Ray Banks. Today our guests are Luis Martinez, a soccer player for RFX United, and Mimi Yang, an Olympic gymnast. Thanks for being here, guys.

Luis: Hi, Ray. Thanks for having me on the show.

Mimi: Hello. It's great to be here.

Host: So, you've both had more than your fair share of injuries lately. Luis, you had to leave last year's finals match at the 78-minute mark.

Luis: Yeah. That was hard.

Mimi: Sorry, I'm not a big soccer fan. What happened?

Luis: I sprained my ankle.

Mimi: Ouch. That's too bad.

Luis: Well, soccer is a tough sport. Lots of players injure their legs, knees, and, of course, ankles.

Mimi: Well, I know all about sprained ankles. I sprain my ankle all the time. The worst was when I sprained it during the Olympics last year. I managed to finish my routine, but it really hurt.

Luis: You don't stop competing after you get injured?! Wow!

Mimi: I know! But a lot of gymnasts keep going through the pain. We hurt our knees and ankles all the time . . . just like soccer players. But we also use our upper bodies a lot, so we get a lot of back and shoulder injuries. And arm and hand injuries, too.

Host: That's very true. . . . I see you have a bandage on your finger right now, Mimi. What happened?

Mimi: I broke my finger on the balance beam last week.

Host: Ouch! I'm sorry to hear that. Hope it feels better soon.

Mimi: Thanks. It's healing well.

Host: So, let me ask you both: which sport do you think is tougher: soccer or gymnastics?

Mimi: Hmm . . . In my opinion, gymnastics is tougher. It's really hard on the body.

Host: Luis?

Luis: I don't know about that. Soccer players need to be tough. We usually only injure our legs and feet, but we do need to run a lot more than gymnasts!

Host: Well, we'll have to agree to disagree. Soccer players don't get injuries all over their bodies, but gymnasts don't have to run as much. OK, time for a short break. We'll be back with Luis Martinez and Mimi Yang in just a minute.

Page 139, Grammar, Ex. A

1. A: Hi, Mom? My throat is sore.
B: I'm sorry, honey. Do you have any cough drops? You should take a cough drop.
A: Should I go to the doctor?
B: Do you have a fever?
A: I don't think so.
B: Then no, you should stay home. Make some tea. Do you have any honey? You should drink lots of tea with honey.
A: Ok, thanks, Mom. I'll call you later.

2. A: Hi, Jack. This is Amy. I'm afraid I can't come to work. I'm not feeling well. My throat is really sore.
B: Oh, then, you should get some rest.
A: Maybe I can come in this afternoon.
B: No, you should stay home. Really. You shouldn't think about work today. You should take some medicine and stay in bed.
A: Are you sure?
B: Yes, I'm sure. You should watch a movie or something.
A: Thanks.

Page 71, Ex. 3A

- Diego: Hi, Sara. How are you?
- Sara: Hi, Diego! Great, thanks. Hey, I have a couple of quick questions for you. Do you have a minute?
- Diego: Um . . . Sure, but, sorry, just one second.
- Sara: Are you OK? You look a little sick.
- Diego: I'm really sick! I feel terrible! I'm staying home from work today, actually.
- Sara: Oh, no! I'm sorry to bother you, then.
- Diego: No, it's OK. I have a lot of work right now, so I can't take the day off.
- Sara: I know what that's like! Anyway, I'm sorry to hear you aren't feeling well. Do you have a fever?
- Diego: No, just a sore throat and a cough.
- Sara: Oh, that's too bad. You should drink tea with honey. I always make it for my daughter when she has a sore throat, and it makes her feel better. Plus, honey is delicious!
- Diego: That is a good idea. Thank you.
- Sara: You should get some rest, too.
- Diego: I'll try!
- Sara: I hope you feel better soon.
- Diego: Thank you.
- Sara: So, if it's OK with you, can I just ask you my quick questions? After that, you can rest!
- Diego: Sure, I'm ready.
- Sara: Great, thanks. So, have you done any market research on . . .

Page 71, Exs. 3B and 3C

- Sara: Are you OK?
- Diego: No, I'm sick. I have a sore throat and a cough.
- Sara: Oh, that's too bad. You should drink tea with honey.

Diego: That's a good idea. Thanks.

Sara: You should get some rest, too. I hope you feel better soon!

Diego: Thanks.

Page 76, Exs. 1A and 1B

Omar: Hello. I'm Omar. How do I stay healthy? First, I exercise almost every day. These are my sneakers. I like running in the park a lot, but sometimes I go to the gym. I also walk to work. Second, I eat a lot of fruit because it's good for you. I usually eat some fruit for breakfast. Today, I have an apple and an orange. Finally, this is my bed! I sleep eight hours every night. I always go to bed early because I get up early. Sleep is really important for our health, and I always feel so much better after a good night's sleep. OK! That's how I stay healthy! Thanks for watching my video!

UNIT 7

Page 78, Exs. 2B and 2C

1. Hi, Rex. This is Steve. I have a question about your market research report. Could you call me back, please? Thanks. Bye.
2. A: Hello. This is Nancy Corbin. May I speak to Angela Diaz?
B: Sorry. She's not available right now. Can I take a message?
3. A: Thanks so much for your help.
B: You're welcome.
A: Well, I should go. Take care.
B: Bye.
4. A: Nice talking to you. Goodbye.
B: Thanks. You too. Bye.
5. Hi, Ken. This is Ben Steiner. I wanted to talk to you about the TSW ad campaign. Please call me back. I hope to hear from you soon. Goodbye.
6. A: TSW Design. This is Jen. How may I help you?
B: Hello, Jen. This is Mark Miller.
A: Oh, hi, Mark! How are you?

Page 79, Ex. 4A

Emma: Hi, Rosa! How are you?

Rosa: Great, thanks. Can I ask you a quick question?

Emma: Sure! How can I help?

Rosa: So you know I'm coming to New York on Sunday.

Emma: Of course! We can't wait to see you! What time are you getting in?

Rosa: In the morning, but then I have the afternoon free. What do you think I should do? Maybe see a show?

Emma: That's a good idea. You can also visit a street market or take a tour of a museum.

Rosa: Oh, a street market sounds interesting.

Emma: Yeah, they're cool. Some have food or people selling different things. You should go to one.

Rosa: I'd love to. Do you have a favorite? Which one should I go to?

Emma: Hmm. Well, I really like the Sunny Day Street Market. I'll send you a link.

Rosa: Thanks. And what about going to the theater?

Emma: Oh, yeah, you said you want to see a show.

Rosa: Yeah. Is there time?

Emma: I think so. I'll send you some links. You can see a show and then just walk around the city.

Rosa: Awesome. I'll do that! Oh, sorry. I need to take this call. I should go. Thanks so much for your help, though.

Emma: Anytime, Rosa. See you Monday.

Page 79, Exs. 4B and C

Emma: Hi, Rosa! How are you?

Rosa: Great, thanks. So, I'm coming to New York on Sunday. What do you think I should do?

Emma: You should go to a street market.

Rosa: That sounds like fun.

Emma: You can also see a show or walk around the city.

Page 140, Grammar, Ex. C

1. A: I'm from Milan. We have lots of options for public transportation.
B: Is there a subway?
A: Yes, there is. And there are buses, too.
B: Are there rental bicycles?
A: Yes, there are. Milan has everything!
2. A: Is there good public transportation in your town?
B: Not really. But there are buses.
A: Is there a subway system?
B: No, there isn't!

A: Are there rental bicycles?
 B: No, there aren't. Antella is a small town.
 3. A: Where are you from?
 B: Florence. I live in the city center.
 A: Are there buses in Florence?
 B: Yes, of course there are.
 A: What about a subway?
 B: No, there's no subway.
 A: Can I rent a bicycle there?
 B: Yes, there are bicycles for rent.

Page 81, Exs. 4B and 4C

Host: I'm Ben Perez, and this is On the Road, your in-flight travel podcast. Today, we're going to talk about getting around in one of the greatest cities in the world . . . New York. My friend Alyssa Gold is here with me. She works at the Tourist Information Bureau in Manhattan, and she's lived in New York City all her life. Welcome, Alyssa.
 Alyssa: Thanks, Ben! Happy to be here.
 Host: OK, let's begin. Many visitors to New York arrive at John F. Kennedy Airport in Queens. How do you get from the airport to Manhattan? Is there a train?
 Alyssa: No. There isn't a train from the airport all the way into Manhattan. But there's an "Airtrain." It's actually a shuttle, and it takes you to the subway. Then you take the subway to Manhattan. Of course, you can also take a bus or a taxi.
 Host: OK. And what about once you get to Manhattan? What are the options for getting around?
 Alyssa: There are lots of different ways to get around in Manhattan! The subway goes just about everywhere, and there are lots of buses. There are also plenty of taxis. And there are rental bicycles now. You can rent a bike in one place, ride it to another place, and then leave it there.
 Host: What about public transportation from the island of Manhattan to other places, like New Jersey or Brooklyn? Are there different options there, too?
 Alyssa: Yes, there are. You can take the subway from Manhattan to many of those places, of course. There are also trains. They take people to other cities and states. And there are ferries to Staten Island and New Jersey.
 Host: OK. Now let's talk about a couple of famous places for tourists. How do I get

from, say, Times Square to the Statue of Liberty?

Alyssa: Well, Times Square is in midtown Manhattan, and you have to go downtown to get to the Statue of Liberty. It's easy to take the downtown subway from Times Square.
 Host: Which subway do I take?
 Alyssa: You can take the 1, 2, 3, R, or W lines. Get off in downtown Manhattan at South Ferry station.
 Host: OK . . . and then?
 Alyssa: You walk to Battery Park and then take the ferry out to the Statue of Liberty.
 Host: Great. What about the Brooklyn Bridge? How do I get there from downtown Manhattan? . . .

Page 141, Grammar, Ex. A

1. Walk through the lobby.
2. Go to the exit for 87th Street.
3. Go through the doors and turn right.
4. Walk past the shops to the corner.
5. Go around the corner and wait at the bus stop.
6. Get on the number 44 bus.
7. Get off the bus at West 104th Street.
8. Go across the street.
9. Walk past the restaurants. The art gallery will be on your right.

Page 83, Ex. 4A

Rosa: Excuse me.
 Concierge: Good morning, ma'am. How can I help you today?
 Rosa: Can you give me directions?
 Concierge: Of course.
 Rosa: Great. How do I get to the Sunny Day Street Market?
 Concierge: Well, you can take the subway or a taxi.
 Rosa: Is there a subway station near here?
 Concierge: Yes, there is. First, go out the entrance to 25th Street. Turn right and walk to the intersection of 25th Street and Eighth Avenue.
 Rosa: Uh-huh. Turn right and go to the intersection of 25th and Eighth.
 Concierge: Yep. Then turn left on Eighth Avenue. You'll see a coffee shop. Go past the coffee shop, walk two blocks to 23rd Street.
 Rosa: Left on Eighth, two blocks to 23rd Street.

Concierge: Right. The subway station is around the corner. Go down the stairs into the station.

Rosa: OK.

Concierge: Then take the C or the E line downtown, get off at 4th Street. The market is right there.

Rosa: The C or E to 4th Street. Great. Thanks!

Concierge: My pleasure. Can I help you with anything else?

Rosa: Um . . . let's see. Actually, yes. Did you say there's a coffee shop on the way? I flew in from Chile early this morning, and I'm tired!

Concierge: I bet! That's a long flight!

Rosa: It is. But I'm ready to go exploring. I just need some coffee.

Concierge: Well, yeah, my favorite coffee shop around here is Cup of Joe. The coffee is excellent. They have good food, too.

Rosa: Perfect!

Concierge: It's just around the corner on Eighth. You'll see it on your way to the subway.

Rosa: Perfect again! Bye.

Page 83, Exs. 4B and 4C

Rosa: How do I get to the *Sunny Day Street Market*?

Concierge: You can take the subway. Go out the entrance to 25th Street. Turn right and walk to the intersection at 25th Street and Eighth Avenue.

Rosa: Uh-huh.

Concierge: Then turn left on Eighth Avenue. Go past a coffee shop and walk two blocks to 23rd Street.

Rosa: Left on Eighth, two blocks to 23rd Street.

Concierge: Right. The subway station is around the corner. Go down the stairs into the station.

Page 88, Exs. 1A and 1B

Peter: Hi everyone. I'm Peter, and this is my presentation. These are my favorite places in Moscow.

First, this is Gogolevsky Boulevard. I like to go there in the summer with my friends. We take the subway there and then just walk around and talk. I feel good when I'm there.

Next, this is the street in front of my grandmother's apartment. I lived in this building when I was a boy. My parents

and I moved to a new neighborhood ten years ago, but I often visit my grandmother here.

And this is the Monument to the Conquerors of Space. It's my favorite monument in Moscow. It's also a very popular tourist attraction. When I see it, I think about doing great things.

UNIT 8

Page 142, Grammar, Ex. A

- A: Where were you last week?
B: I was on vacation.
- A: Hello?
B: Hi, this is Helen Smith. Is Jack there?
A: No, I'm sorry, Ms. Smith, but he's out at the moment.
- A: I was away last weekend. How was the weather here?
B: Horrible! It was hazy, hot, and humid.
A: Wow, I'm glad I wasn't here.
- A: Where was Sam?
B: He was on vacation. He was in Mexico with his family.
- A: Hello?
B: Hi, Jean! It's Nancy. How are you?
A: Great! It's a beautiful day here. It's clear and sunny.
B: That's nice.
- A: Was John at the meeting?
B: No, he wasn't there, but David and Dina were.
- A: How was the weather on your vacation?
B: It was bad. There was a lot of rain.
- A: Hello?
B: Hi, Jean.
A: Hi, Nancy! Where are you? The meeting is starting.
B: I'm sorry, but I'm stuck in traffic.
- A: How was your trip? Was it relaxing?
B: Yes, it was. Thanks for asking.

Page 91, Ex. 4A

Diego: OK, I think that about does it.

Rosa: Yes, I think that's it!

Diego: OK, good. So, tell me, how do you like New York so far?

Rosa: I love it! I'm having a great time here! The weather is sunny and clear, and New York is such an exciting place.

Diego: Have you done any sightseeing?

Rosa: Yes! I was out all day yesterday. It was lovely.

Diego: Really? Where did you go?

Rosa: Well, I started off at this great street market downtown and then I saw a show in the evening.

Diego: Oh, what did you see?

Rosa: It was called *Green Grass in the City*. I didn't know about it before but Emma said I should go. It was so funny. And it was in this great old theater.

Diego: That sounds awesome.

Rosa: It was! You know, I'm here for work, but it really feels like a vacation so far.

Diego: Well, it sounds a lot better than my vacation.

Rosa: What do you mean?

Diego: Well, I was on vacation last week.

Rosa: Oh, yeah? Where were you?

Diego: I was in London.

Rosa: I really want to visit London. How was it?

Diego: Well, the weather was horrible. It was really cloudy and cold. To be honest, the whole vacation wasn't very good.

Rosa: You're kidding! Why? There's so much to do in London, right?

Diego: Well, yeah, but it was so crowded. I think because it was freezing no one wanted to be outside.

Rosa: Oh, no!

Diego: Yeah, lots of long lines. Everything was really stressful. Even the traffic was really bad. We took a cab to a restaurant and were stuck in a traffic jam for half an hour! It wasn't relaxing at all.

Rosa: I'm really sorry to hear that, Diego. But I still want to visit London.

Diego: Yeah, of course. I know it's an incredible city. I just had a bad trip.

Page 91, Exs. 4B and 4C

Diego: I was on vacation last week.

Rosa: Oh yeah? Where were you?

Diego: I was in London.

Rosa: And how was it?

Diego: Well, the weather was horrible! It was really cloudy and cold. And everything was really stressful. It wasn't relaxing at all.

Page 143, Grammar, Ex. A

1. I visited Mexico last year.
2. I wanted to see Mexico City and the Yucatan.

3. I enjoy eating Mexican food.
4. I walked on the beach in Cancun.
5. I often shop for souvenirs on vacation.
6. I shopped for souvenirs in Mexico City.
7. I explored all the tourist attractions.
8. I like talking to local people when I travel.
9. I learned a lot about Mexico on my trip.

Page 93, Ex. 4A

Rosa: I'm sorry your vacation in London was so disappointing.

Diego: Thanks. There were good parts. It was still fun to spend time with my family.

Rosa: That's a good way of looking at it. Just enjoying time with my family is my Number one reason for taking vacations.

Diego: What do you mean?

Rosa: I mean, well, for example, I visited Miami a few years ago with my family, and we loved it there.

Diego: Oh, yeah? I hear it's really nice there.

Rosa: Yeah, it was lovely, and the weather was great. But we didn't do anything really exciting. We walked on the beach. We sunbathed . . .

Diego: Nice.

Rosa: We also watched the sunset every day. It was just so relaxing and great family time.

Diego: That does sound relaxing. You know, not all my vacations are horrible. Last year, we were in Rio, and I really enjoyed it.

Rosa: Ah, Rio! How exciting!

Diego: Yeah. We visited some incredible tourist attractions, like the Sugar Loaf and the statue on Mount Corcovado.

Rosa: Wow.

Diego: And we explored different neighborhoods in the city. We learned about the local customs.

Rosa: Oh, yeah? Like what?

Diego: Like we listened to some samba music, and there was a Brazilian cooking class at the hotel. They showed us how to make some delicious dishes.

Rosa: You're lucky. The food in Brazil is great. And what about the beaches? Rio has some very famous beaches . . . like the Copacabana!

Diego: Well, no. We wanted to visit the Copacabana, but we didn't have time. We were too busy.

Rosa: That's too bad!

Diego: I know! Next time!

Page 93, Exs. 4B and 4C

Diego: Last year, we were in Rio on vacation.
I really enjoyed it.

Rosa: Ah, Rio! How exciting!

Diego: Yeah. We visited tourist attractions, and we explored the city. We also learned about the local customs.

Rosa: You're lucky. Rio is great.

Diego: We didn't visit any beaches, though.
Next time!

Page 94, Ex. 1B

1. **Child:** Mom, look at me!

Mom: Aah! You got me all wet!

2. **A:** How do we get to the museum?

B: I don't know. Let's check online. Do you have the hotel wifi password?

A: Yes. Here it is . . .

3. **A:** Oh, no! We forgot to buy souvenirs for my parents!

B: Don't worry. We can buy some at the hotel gift shop.

4. **A:** Would you like some coffee or juice with your breakfast?

B: Oh, yes, both please. Coffee and orange juice.

A: No problem. I'll be right back.

5. **A:** Is the hotel close to the office?

B: Um, yeah, it's just two blocks away.
Should we stay there?

A: I think so. I'll make a reservation.

6. **A:** Do you still want to get dinner tonight?

B: Oh, yeah, but I'm really tired. Tell you what, I'll just take a quick nap in my room and meet you back here in an hour.

A: Cool. Enjoy your nap!

7. **A:** How are you today, Mrs. Clark?

B: Actually, my back really hurts.

A: Oh, would you like to book a massage?

B: That'd be great.

8. **A:** How much does a spa treatment cost here?

B: Here, take a look at this sheet with our prices. Does something look good?

9. **A:** I think I'll arrive later than you.

B: No problem. I'll just hang out in the lobby until you get here.

Page 144, Grammar, Ex. A

Peter: How was your vacation?

Sara: It was great. We got a nice room at a hotel right on the beach. We went

swimming every day, both at the beach and at the hotel. And every morning, we ate breakfast in a different café.

Peter: Nice!

Sara: And Michael saw a show—he loved that! But I didn't go with him.

Peter: You didn't?

Sara: No, I got a massage at the hotel spa instead. That was wonderful. We also went shopping.

Peter: Of course . . .

Sara: But we didn't get anything for ourselves! We bought postcards and souvenirs for friends and family.

Page 95, Ex. 3A

Diego: One of the best things about our trip to Rio was our hotel. It was fantastic!

Rosa: Oh. Where did you stay?

Diego: The Rio Posada.

Rosa: Really? I actually know that hotel. Another friend stayed there. She said the pool was amazing.

Diego: Yes, it's huge! They also have a beautiful spa and a gym. And we ate breakfast in the hotel restaurant three or four times. The food was awesome.

Rosa: Mmm.

Diego: Even the lobby was great! We hung out there a lot because it was so nice!

Rosa: You hung out in the lobby? This is why you didn't go to the beach!

Diego: Yeah, the Wi-Fi worked well, so we were just on our phones or talking. It was great.

Rosa: You're kidding! Next time I go to Rio, I want to stay there!

Diego: You should!

Rosa: But my favorite hotel of all time was in Ecuador.

Diego: Oh yeah? What was it like?

Rosa: Well, it had everything we needed. Wi-Fi, of course. The kids went swimming in the pool every day.

Diego: Was there a gym?

Rosa: Actually, no. But Oscar and I got massages in the spa.

Diego: Ooh, they had a spa, too?

Rosa: Yeah, we hung out there or by the pool a lot.

Diego: That's cool. How was the food? Was there a restaurant?

Rosa: Yes, and the food was very tasty! We actually ate breakfast there three times!

Diego: That sounds perfect. Way better than the hotel we stayed at in London!

Rosa: Oh, no. The hotel was bad?

Diego: It was horrible! They didn't have a pool or a hot tub or a gym or any of that stuff. They didn't have a restaurant, either.

Rosa: Well, how about the rooms?

Diego: One second. Here, look at this a picture. The rooms were really small. We had hardly any space!

Rosa: Oh, poor Diego!

Diego: And there wasn't even any Wi Fi in the rooms!

Rosa: No Wi Fi? Yikes! My family will never stay there!

Page 95, Exs. 3B and 3C

Diego: What was your hotel like?

Rosa: Well, it had everything we needed. The kids went swimming in the pool every day.

Diego: That's great.

Rosa: And Oscar and I got massages. We also ate breakfast in the hotel restaurant.

Diego: That sounds perfect.

Page 100, Exs. 1A and 1B

Yunmi: Hello everyone. I'm Yunmi. visited my sister's family in Busan last month. This is a picture of my sister with her daughter. Isn't she cute? We didn't do anything really exciting in Busan, but we had fun. The weather was lovely so we walked on the beach and then we explored the city. This is where we walked. My favorite thing about Busan is the food. Here's a picture of my favorite meal. It's a crab dish. It was great. So, those are just some pictures from my trip! Thanks for listening to my presentation!

UNIT 9

Page 145, Grammar, Ex. A

1. How many tomatoes do you need for the salad?
2. How much lettuce do you want?
3. How many peppers should I get?
4. How much cake can I have?
5. How many tacos can you eat?
6. How much chicken should I get?
7. How many cherries will we need?

8. How many carrots do we have?
9. How many pies are you making?

Page 103, Ex. 4A

Emma: I'm so glad to hear you're having such a good time here in New York.

Rosa: I really am. It's a wonderful city. I miss my family back in Chile, though. And I'm definitely tired of eating out by myself.

Emma: Well, you should come over for a family dinner at our house while you're here!

Rosa: That sounds great! Are you sure?

Emma: Yes! Are you busy on Saturday night?

Rosa: No.

Emma: Well come on over!

Rosa: I'd love to. Thanks.

Emma: How about baked chicken and rice? And I can make black bean soup. Is that ok?

Rosa: If it's no trouble, definitely. Chicken and rice is great. And I love black bean soup.

Emma: My kids love it, too. And I can make a salad - lettuce, peppers, tomatoes . . .

Rosa: Great. What can I bring?

Emma: Hmm. How about some fruit for dessert?

Rosa: Sure. How much fruit do we need? How many people will be there?

Emma: Five people. Just my family and you.

Rosa: OK. I can get fruit salad. And I can also bring some grapes and strawberries.

Emma: Perfect! I can make a cherry pie, too.

Rosa: Yum! I'm getting hungry just talking about this.

Emma: Me, too!

Page 103, Exs. 4B and 4C

Emma: I can make black bean soup and salad for dinner. Is that ok?

Rosa: If it's no trouble. I love black bean soup. What can I bring?

Emma: How about some fruit?

Rosa: Sure. How much fruit do we need? How many people will be there?

Emma: Five people.

Rosa: OK. I can bring some grapes and strawberries.

Emma: Thanks. And I can make a cherry pie, too.

Page 104, Ex. 1C

1. A: OK, I put in the flour. What do I do next?
B: Add a teaspoon of salt to the flour.
2. A: The Garcias are coming over at 6 o'clock.

- B: OK. I should bake the cookies now so they're ready when they come.
3. A: Where's the butter? I'd like to fry some eggs.
- B: It's right next to that quart of milk. Do you see it?
- A: Oh, there it is. Thanks!
4. A: Let's see . . . now we mix a quart of milk with a cup of sugar. Please pass me the sugar.
- B: Here you go!
5. A: Could you boil some water for the tea? I'll make a cup.
- B: Of course. Make me a cup too, OK?
6. A: The recipe says the soup should have one cup of carrots and half a cup of peppers.
- B: No problem. I can chop the carrots and peppers now.

Page 146, Grammar, Ex. A

1. Do you want cake?
2. I'm sorry, but there aren't any cookies.
3. I don't like cherries.
4. Do we have any sugar?
5. Who wants some fruit salad?
6. You need to add flour.
7. I'm going to have some grapes.
8. Please don't buy any peppers.
9. Do you like black beans?

Page 105, Exs. 4A and 4B

Host: This is how to make a cherry pie. It's easy and delicious. . . . OK, let's get started. To make the crust, first, chop the butter into small pieces. Second, mix the flour, salt, and sugar in a bowl. Then, add the butter to this mixture. Next, add some ice water: about half a cup. Mix all these ingredients. Stop mixing when the dough looks like a ball. Then put the dough in the refrigerator for 30 minutes. After 30 minutes, take the dough out of the refrigerator. Cut it in half. Roll each half into a flat circle. Put one of the circles into a pie pan.

Now make the cherry filling. Put the cherries in a pan and boil them for a few minutes. Next, mix the sugar with some flour . . . not too much, about four tablespoons. Then add the sugar and flour to the cherries. Cook this mixture until it gets thick. Finally, take it off the stove. Let it cool.

When your filling is cool, put it in the pie pan with the first circle of pie crust. Then put the second circle of pie crust on top. Bake the pie in the oven at 375 degrees Fahrenheit for about 50 minutes. Then take it out, let it cool, and enjoy!

Page 147, Grammar, Ex. A

1. A: Are you ready to order?
B: Yes. I'd like the sushi, please.
2. A: I love a good steak. How about you?
B: Yes, I like steak very much.
3. A: Are you ready to order?
B: Yes, we are. She'd like the fruit bowl, and I'd like that, too.
4. A: Would you like the meatloaf, or . . .
B: I'd like the fried chicken, I think.
5. A: I know you like Mexican food. What about Diana?
B: She likes tacos, but she doesn't like burritos.
6. A: I usually like Indian food. How about you?
B: I don't like *everything*, but I like vegetable curries.
7. A: Do you know what you'd like?
B: I'd like the fried chicken and an iced tea, please.
8. A: Would your son like something to drink?
B: Yes, please. He'd like a cola.
9. A: Do you ever eat at Wide World Diner? I like their food.
B: Yes, I like the dumplings there.

Page 107, Ex. 3A

Emma: OK. The pie is ready! I should start making the rest of the food. Oh, no! Where are all the vegetables? And where's the chicken? And there are no black beans, either! Bob!

Bob: Yes?

Emma: Where are the chicken and the black beans?

Bob: The kids and I had chicken, rice, and beans for lunch. Why? Did you need them?

Emma: Yes! They were for dinner. I told you—Rosa is coming over. I wanted to serve chicken and rice. I was going to make black bean soup and salad, but now I can't!

Bob: Oh. Sorry. I can go to the store.

Emma: Bob, I'm really upset. I can't believe this!

Bob: Don't worry. It'll be fine. Just order some take-out from DiDi's. They have some really good Mexican dishes.
Emma: Hmm. OK. I guess I can get some tacos and burritos.

...

Employee: Didi's. How can I help you?
Emma: Hi. I'd like to order take out.
Employee: Sure. Can I get your name?
Emma: It's Emma. E-M-M-A.
Employee: OK. And what would you like?
Emma: Let's see. I'd like five chicken tacos and two black bean burritos. Oh, and they all come with salad, right?
Employee: That's right. Mixed salads.
Emma: Great.
Employee: So that's five chicken tacos, two black bean burritos, plus five mixed salads. Would you like anything to drink?
Emma: No, that's it, thanks.
Employee: OK. That'll be forty-four dollars.
Emma: That's fine.
Employee: Cool. It'll be ready in about half an hour.
Emma: Great, thanks. Bye.
Bob: So, you ordered the food.
Emma: Yup. And now you can go pick it up!

Page 107, Exs. 3B and 3C

Employee: Didi's Diner. How can I help you?
Emma: Hi. I'd like some food for delivery.
Employee: Sure. What would you like?
Emma: Let's see. I'd like five chicken tacos, two black bean burritos, plus five mixed salads.
Employee: OK. Would you like anything to drink?
Emma: No, that's it. Thanks.

Page 112, Exs. 1A and 1B

Pedro: Hello everyone. I'm Pedro. Do you like to have something healthy when you wake up in the morning? Smoothies are easy to make and great for breakfast. I'll show you how to make one.
So, here are the things for my smoothie. I have some yogurt, some fruit, some ice, and a blender. I like to use strawberries, blueberries, and a banana, but any fruit is OK.
Now we need to mix everything. First, I'll add two cups of yogurt. Then I'll add two cups of fruit and one cup of ice, and

mix everything together on high speed. After you mix everything together, put your smoothie into glasses. I hope you like it!

UNIT 10

Page 114, Ex. 1B

I was born in Tampico, Mexico, in 1988. I moved to Monterrey when I was five years old, and I grew up in Monterrey. I went to college in Mexico City. I started working at a company in Mexico City in 2011.

Page 148, Grammar, Ex. A

1. Andrea: Did you grow up in Peru?
Elena: Yes, I did.
2. Andrea: Where were you born?
Elena: In Lima. I went to school there, too.
3. Andrea: When did you move here?
Elena: Five years ago.
4. Elena: What about you? Where did you grow up?
Andrea: In Texas.
5. Elena: Did you go to college in Texas?
Andrea: Yes, I did.

Page 115, Ex. 3A

Carlos: So, Yuki, your training here is almost over, right?
Yuki: Yes, it is. I had a great time here, but I'm ready to go home. I miss my family and friends in Tokyo.
Carlos: I can understand that. There's no place like home! It's hard to be away for so long.
Yuki: That's right. But this isn't so long. When I went to college, I was away from Japan for four years!
Carlos: Really? Four years is a long time. Where did you go to college?
Yuki: I went to college in Canada, in Toronto.
Carlos: Oh, really? I love Canada, but I've never been to Toronto. Did you like it?
Yuki: Yes, I did. Toronto is great! It's beautiful and there so many fun things to do.
Carlos: I think it's pretty cold, though...
Yuki: Yeah, it can be cold, but it's not that bad.
Carlos: Well, I should visit sometime.
Yuki: You should! What about you? Where did you go to college?
Carlos: Actually, I was in Canada, too. I got my degree in Vancouver.

Yuki: Oh, nice. Why did you choose Vancouver?
 Carlos: I have some family who live there. I visited them a few times, loved the city, and decided to go to college there.
 Yuki: And when did you move to New York?
 Carlos: About five years ago.
 Yuki: You didn't want to stay in Vancouver?
 Carlos: No, I wanted to move back to New York. My parents are here.
 Yuki: Oh, I thought you grew up in Lima.
 Carlos: Well, I was born in Lima, but then my family moved to the U.S. twenty years ago. I kind of grew up in Lima and New York City.
 Yuki: Oh, that's interesting. So you were a child when you moved here.
 Carlos: Yes. I was eight years old.
 Yuki: Do you remember Peru?
 Carlos: Oh, definitely! I remember it well. And I love to visit Lima whenever I can.

Page 115, Exs. 3B and C

Carlos: Where did you go to college?
 Yuki: In Toronto.
 Carlos: That's cool. Did you like it there?
 Yuki: Yes, I did. Toronto is great! What about you? Where did you go to college?
 Carlos: In Vancouver. I got my degree in design there.
 Yuki: And when did you move to New York?
 Carlos: About five years ago.

Page 116, Ex. 2B

1. A: When did you move to Denver, Don?
 B: I moved to Denver in July of 2014.
2. A: When did you start working, Susan?
 B: I started working at High Point School in 2017.
3. A: Liz, when did you get married?
 B: I got married on June 3, 2016.
4. A: Greg, when did you work at that hotel in Santiago?
 B: I worked there from 2009 to 2011.
5. A: Tony, do you remember when Eric came to our office?
 B: Yeah, it was the second week of May.
6. A: When are your exams, Kendra?
 B: I think they're the week of December 15.

Page 116, Ex. 2C

1. I moved to Seoul in May of 2018.
2. I started working at Green Tree in 1999.
3. I got married on February 24, 2013.

4. I worked in Nepal from 2005 to 2015.
5. I was in Madrid the first week of March.
6. My exams are the week of May 20.

Page 117, Exs. 4A and 4B

Host: Welcome to the "People of History" podcast! Every week, we introduce you to a famous person. Last week, that person was Queen Elizabeth of Great Britain. This week, we're talking about another famous woman, Michelle Obama. Michelle Obama was the first African-American First Lady of the United States. She is also a lawyer, writer, mother, and a role model for many people. Ms. Obama was born in Chicago, Illinois, on January 17, 1964. Her family didn't have much money, but she had a happy childhood, and she was a very good student. She graduated from high school in 1981, and then she got a degree in sociology from Princeton University in 1985. After that, she earned a law degree at Harvard Law School. In 1988, she started working at a Chicago law firm. That is where she met Barack Obama. When he got a job there, she helped him and answered his questions about the work. Their friendship soon turned into romance. They got married on October 3, 1992. They have two daughters. Malia was born in 1998, and Sasha was born in 2001.

The Obamas lived and worked in Chicago for many years. Then, in 2004, Barack was elected as the U.S. Senator from Illinois. Not long after, he decided that he wanted to run for president. At first, Michelle was not happy about this because she is a private person. But eventually, she agreed to support Barack's political career . . . as long as he agreed to stop smoking! Barack Obama won the election on November 4, 2008. He then became the 44th President of the United States on January 20, 2009. He was president from 2009 to 2017, and Michelle was First Lady. As First Lady, Michelle worked hard for the issues she cared about. She was worried about children's health, so she launched "Let's Move!" in 2010 to help kids lose weight. She also helped military

families. And in 2015, she introduced "Let Girls Learn," a program to help girls around the world go to school. Ms. Obama ended her time as First Lady in January 2017, but she remains very popular and a force for good in the world.

Page 149, Grammar, Ex. A

1. A: Are you going to start college in the fall?
B: Yes, in September.
2. A: Are you a college student?
B: Yes, I am. I'm studying computer science.
3. A: What are your plans for the summer?
B: Well, I'm going to get married in August.
A: Wow! Congratulations!
4. A: I heard about your new apartment. When are you going to move?
B: In a month. It's going to be great!
5. A: Do your parents live in Tokyo?
B: Yes, they do. My sisters live there, too.
6. A: Are you going to come back to work after having the baby?
B: Yes, but I'm going to stay home for three months.
7. A: When are you going to start your new job?
B: Next week.
8. A: Tom and Alice are going to have a baby.
B: Wow! How exciting! When?
A: In the spring.
9. A: I heard you're learning to play the piano. That's nice.
B: Yeah, I'm taking lessons. It's fun!

Page 119, Ex. 4A

Carlos: Are you ready for your trip back to Japan?
Yuki: Pretty much. I'm leaving tomorrow night.
Carlos: Well, we're going to miss you.
Yuki: I'm going to miss you, too!
Carlos: But you're probably going to be back for more training soon. Maybe we'll see you again in a year!
Yuki: Maybe, but I don't think it'll be next year, or even in two years.
Carlos: Oh, really? Why? What are your plans?
Yuki: Do you know about how TSW sponsors people who want to go back to school?
Carlos: Oh, yeah, I heard about that. You apply and then TSW pays for your degree, right?

Yuki: That's right, so I applied and, well, next year I'm going to go back to school to get a master's degree.
Carlos: Really? That's exciting! In social media? So you can learn more for your job?
Yuki: No. Social media is fun, and I like my job, but I love making websites.
Carlos: Oh, you want to be a web designer? That's so cool. And TSW needs great designers.
Yuki: That's true. And it's what I really want to do.
Carlos: Hey, you can always visit New York later. You're going to get a master's degree in web design! That's so cool!
Yuki: Thanks! What about you? What are your plans for the future?
Carlos: Me? Well, you already know my big plan. Amy and I are going to get married this summer.
Yuki: Oh, yeah. That's right. When is the wedding again?
Carlos: On July 10.
Yuki: What are you two going to do for your honeymoon? You should come to Japan!
Carlos: Maybe later, but we already bought our tickets. In August, we're going to Greece. We're going to hang out at the beaches and climb the mountains.
Yuki: How lovely! What a great way to start a marriage!
Carlos: We think so, too!

Page 119, Exs. 4B and 4C

Carlos: What are your plans for the future?
Yuki: Well, next year, I'm going to go back to school.
Carlos: Really? That's exciting!
Yuki: What about you? What are your plans for the future?
Carlos: Me? I'm going to get married.
Yuki: Oh, yeah? When?
Carlos: On July 10th. Then, in August, we're going to Greece. We're going to hang out at the beaches and climb the mountains.

Page 124, Exs. 1A and 1B

Gala: Hey, everyone! I'm Gala. Today I'll tell you about my plans for the next five years. OK, so right now, I'm working in a clothing store. I love fashion. My mother

taught me how to make clothes when I was a teenager. So, my first plan is to make and sell my clothes! I'm going to study business and have a store in Sao Paulo.

Second, I'm learning how to cook better. In five years, I will be a great cook. I'm going to cook lots of healthy meals for my family.

My third plan is about my health. I want to Ex. more. This year, I'm going to start running. Next year, I'm going to run three times every week. And five years from now, I'm going to run a marathon!

Conversation Video Scripts

Unit 1, Lesson 1, Ex. 4A

Zoey: How was your trip, Simon?
Simon: It was great, thanks. And thanks for all your help with this meeting!
Zoey: No problem! So, we're ready to start. Where is everyone? Oh, here comes someone! Hello! Welcome! I'm Zoey Bartlett.
Yuki: Nice to meet you, Zoey. I'm Yuki Ogawa.
Zoey: Nice to meet you, Yuki. Let me introduce you to Simon. Yuki, this is Simon Harris. Simon, this is Yuki Ogawa.
Simon: Nice to meet you, Yuki.
Yuki: Nice to meet you, too. So, Simon, where are you from?
Simon: I'm from Toronto. I'm a market researcher in the Toronto office.
Yuki: That's great!
Simon: Yeah, it's a great job. And which office are you from?
Yuki: The Tokyo office. I'm a social media manager there. What about you, Zoey? You're in the marketing department too, right?
Zoey: Yes, I am. But I'm not a market researcher. I'm an intern.
Yuki: Oh! Are you in college?
Zoey: Yes, I am. I'm in my third year. I'm studying marketing.
Simon: Marketing is a great choice. There are a lot of good jobs in marketing.
Zoey: That's true, but after college, I actually want to be a *chef*.
Simon: A chef? But . . .
Zoey: Oh, it's almost ten. Sorry, other people are arriving, and I should help them. Excuse me.

Unit 1, Lesson 1, Ex. 4B

Yuki: So, Simon, where are you from?
Simon: I'm from Toronto. I'm a market researcher.
Yuki: Oh, yeah? I'm a social media manager. I'm from Tokyo.
Simon: Oh, that's great!

Unit 1, Lesson 3, Ex. 4A

Zoey: Oh, hi, Simon. How's it going? Do you want some coffee?
Simon: Thanks! I'd love some!
Zoey: So, do you travel a lot for work?
Simon: Yes, I do. It's usually fun! I meet a lot of new people.
Zoey: And do you come to this office often?
Simon: Maybe two times a year. But my wife has family near here, in Brooklyn, and we visit sometimes.
Zoey: Brooklyn? No kidding. I live in Brooklyn. My apartment is close to my second job.
Simon: Second job? Do you have two jobs? And you take classes?
Zoey: Yes. I know. It's a lot. I work here three days a week, and I have another job on Saturday and Sunday nights.
Simon: Oh, really? Where do you work?
Zoey: I work in a French restaurant.
Simon: Wow. That's interesting. What do you do?
Zoey: I'm an assistant chef. I help the chef and I cook a few dishes. And sometimes I order supplies for the restaurant.
Simon: Do you like it?
Zoey: Yes, I do. I want my own restaurant someday.
Simon: Oh, right. You want to be a chef . . . But, I remember, you study marketing?
Zoey: That's right!
Simon: So, why do you study marketing? And why do you work here at TSW?
Zoey: Well, I love cooking. But a lot of people want to be chefs. It's not easy. So, if I can't be a chef, I can be a market researcher.
Simon: Good thinking!
Zoey: Thanks!

Unit 1, Lesson 3, Ex. 4B

Simon: What do you do?
Zoey: I'm an assistant chef. I help the chef. And sometimes I order supplies.
Simon: Do you like it?
Zoey: Yes, I do.

Unit 2, Lesson 1, Ex. 4A

Yuki: Busy weekend?
Emma: Sorry. . . . Yes, but it was great. I went to my cousin's wedding yesterday.
Yuki: Oh, yeah? How was it?
Emma: It was fun! Do you want to see some pictures?
Yuki: Yes, please! I love pictures!
Emma: So, this is my cousin Laura. She's the bride. And this is her new husband!
Yuki: Aw! They look so happy!
Emma: I know. It was a great day for them.
Yuki: I bet. And who are they?
Emma: They're my grandparents.
Yuki: They look kind.
Emma: They are! Oh, here's a good shot of everyone. That's my brother.
Yuki: Oh, really? What's he like?
Emma: He's really outgoing. He's a lawyer.
Yuki: Oh, wow. And what about that guy? Who's that?
Emma: That's my brother-in-law.
Yuki: He looks serious.
Emma: Really? Well, he isn't serious at all! He's funny! Look at this photo of him!
Yuki: You're right! He is funny!

Unit 2, Lesson 1, Ex. 4B

Yuki: Who's that?
Emma: That's my brother-in-law.
Yuki: He looks serious.
Emma: Really? Well, he isn't serious at all! He's funny!

Unit 2, Lesson 3, Ex. 4A

Yuki: Hi, Carlos.
Carlos: Oh, hi, Yuki.
Yuki: What are you listening to?
Carlos: This? It's my brother, Rodrigo. He's a musician. Do you want to listen?
Yuki: Thanks . . . That's great! Your brother is really good! I love this.
Carlos: Me, too. Rodrigo can really play the guitar. How about you? Can you play an instrument?
Yuki: Well, I can't play the guitar, but I can play the violin.
Carlos: Are you any good?
Yuki: Yeah, I'm pretty good. What about you? Can you play anything?

Carlos: No, I can't, but I can sing!
Yuki: Really? Can you sing something for me now?
Carlos: Sure! You mean the world to me . . . You're everything I need . . . I love you.

Unit 2, Lesson 3, Ex. 4B

Carlos: Can you play the guitar?
Yuki: No, I can't. But I can play the violin.
Carlos: Are you any good?
Yuki: Yeah, I'm pretty good. What about you? Can you play the guitar?
Carlos: No, I can't, but I can sing!

Unit 3, Lesson 1, Ex. 4A

Sara: Emma, it's seven! Time to go home!
Emma: It's seven o'clock already? I need to finish this. I'd better call my husband.
Sara: OK! Good night!
Emma: See you tomorrow.
Bob: Hey, Emma.
Emma: Hey, Bob. Just checking in.
Bob: OK. Are you still working?
Emma: Yes. I'm still in the office. I'm just finishing something. Are you and the kids eating dinner now?
Bob: No. We already ate—pizza!
Emma: Oh, good. I'm eating a sandwich. It's so noisy! What are you doing?
Bob: I'm doing the laundry. Wait, I'm moving to another room.
Emma: Oh, that's better. So, what are the kids doing? Are they doing their homework?
Bob: No, believe it or not, they're doing chores!
Emma: What?
Bob: Luke is washing the dishes.
Emma: What about Olivia?
Bob: She's cleaning her room!
Emma: Really? That's amazing!
Bob: I know!
Emma: OK, well, I should be home in an hour or two. I've got to get back to work.
Bob: OK, honey. Come home soon.
Emma: OK. Love you.
Bob: Love you, too.

Unit 3, Lesson 1, Ex. 4B

Bob: Hey, Emma.
Emma: Hi, Bob. Just checking in. What are you doing?

Bob: I'm doing the laundry.
 Emma: Oh, OK. Are Luke and Olivia doing their homework?
 Bob: No, they aren't. Luke is washing the dishes and Olivia is cleaning her room.
 Emma: Really? That's amazing!

Unit 3, Lesson 2, Ex. 4A

Lucy: Hi, Emma!
 Emma: Oh, hey, Lucy!
 Lucy: Are you heading home?
 Emma: Yup. It was a long day.
 Lucy: It sure was!
 Emma: Hey, what are you reading?
 Lucy: This? It's *A New Life*.
 Emma: Oh! I love that book!
 Lucy: I do, too! It's great!
 Emma: Do you know they made it into a movie?
 Lucy: Really?
 Emma: Yeah! I read about it. Duane Wright is in it.
 Lucy: He's such a good actor! I'd love to see that!
 Emma: Me, too! Too bad it's not playing in the theaters around here yet.
 Lucy: There are some other good movies out right now, though. Do you want to go see a movie tonight?
 Emma: Oh, I'd love to, but I can't. I have to get home. My family is waiting for me. Would you like to go on Sunday? Bob and the kids are going to a soccer game.
 Lucy: That sounds great.
 Emma: What should we see? How about *My Friend Jane*? It's a comedy.
 Lucy: Sure!
 Emma: Let's see when it's playing . . . OK. It's at the Stargaze Theater at twelve, three, six, and nine. So, twelve or three?
 Lucy: Uh . . . I think twelve o'clock sounds good.
 Emma: Great! I can't wait! So, we'll meet at the theater? Hey, where's the elevator?
 Lucy: Oh, no! We forgot to push the button!

Unit 3, Lesson 2, Ex. 4B

Lucy: Would you like to go to a movie tonight?
 Emma: I'd love to, but I can't. I have to get home. Would you like to go on Sunday?
 Lucy: That sounds great.

Emma: What should we see? How about *My Friend Jane*? It's a comedy.
 Lucy: Sure!

Unit 3, Lesson 3, Ex. 3A

Emma: So, what did you think of the actress who played Jane, um, what's her name?
 Lucy: Kayla Washington. She was fantastic!
 Emma: I thought so, too! I just love going to the movies.
 Lucy: Me, too. And it was so nice to spend time with you outside of work.
 Emma: Yeah, it was fun!
 Lucy: Hey, I'm going on a hike in Bear Mountain Park next weekend with some friends. Do you want to come? You can bring your family.
 Emma: A hike? On a mountain?
 Lucy: Yes! It's beautiful up there! How about it?
 Emma: Um . . . to be honest, I don't like hiking.
 Lucy: Really? I love it! It's great exercise!
 Emma: I guess so.
 Lucy: Actually, I like any kind of exercise!
 Emma: Really? Do you like to work out at the gym?
 Lucy: Yeah. I mean, I like exercising outside a lot more, but I like working out at the gym, too. What about you?
 Emma: Me? No, I hate it!
 Lucy: Really? Well, what do you like to do in your free time?
 Emma: You mean when I'm not working and taking care of two kids and a house?
 Lucy: Yeah.
 Emma: Lots of things! I like playing video games, going online, watching TV, spending time with my family.
 Lucy: In other words, you like to do anything that's not exercise!
 Emma: I guess you're right!

Unit 3, Lesson 3, Ex. 3B

Emma: Do you like to work out?
 Lucy: Yes. What about you?
 Emma: Me? No, I hate it!
 Lucy: Well, what do you like to do in your free time?
 Emma: Lots of things! I like playing games, going online . . .

Unit 4, Lesson 1, Ex. 4A

Simon: Another great meeting! Thanks for your help, Zoey.
Zoey: No problem. Hey, don't forget your cup!
Simon: Thanks. Hey, it looks like somebody left a cell phone. Whose phone is this?
Zoey: It's not mine. Maybe it's Yuki's.
Simon: Oh, OK. Wait, here's something else! Whose keys are these? And why are people always forgetting things after these meetings?
Zoey: No idea. I think they're Janet's keys. But I don't know.
Simon: And there's an umbrella, and a water bottle! Is this yours?
Zoey: No, not mine.
Simon: Is it Ted's? He was sitting here, I think.
Zoey: I'm not sure. Can you believe all this stuff people left?
Simon: I know! Oops! I almost forgot my own backpack! Anyway, let's just put all these things in my backpack. Then we can find the owners later.
Zoey: Good idea.
Simon: Is there anything else?
Zoey: I don't think so. No, wait! Here's someone's wallet!
Simon: A wallet? Wild! Well, at least we can look inside. Is there name in there?
Zoey: Yup, here's a credit card. Lucy Foster.
Simon: Lucy! OK. Now we're getting somewhere!

Unit 4, Lesson 1, Ex. 4B

Simon: Whose phone is this?
Zoey: It's not mine. Maybe it's Yuki's.
Simon: Oh, OK. And whose keys are these?
Zoey: I think they're Janet's.
Simon: And here's a water bottle! Is this yours?
Zoey: No. Unbelievable! People keep leaving their stuff!

Unit 4, Lesson 2, Ex. 3A

Ray: Is Janet coming to lunch?
Lucy: I think so. She said she wanted to come.
Ray: Well, where is she? Was she in the marketing meeting with you?
Lucy: Yes, she was, but I don't know where she is now. Let me call her . . . Huh. I can't find my phone. Can I borrow yours?

Ray: Sure. Here you go. Janet is in my contacts, by the way.
Lucy: Oh, good. Thanks. Janet? Hi, it's Lucy. I know, I know. It's confusing. Yes, I'm using Ray's phone. Are still you coming to lunch with us? Cool. We're down in the lobby. See you in a couple of minutes . . . She's on her way.
Ray: Do you want to go find your phone?
Lucy: That's fine. It's probably at my desk.
Ray: OK. So, we're going to Sam's Sushi, right?
Lucy: Yup. It's just a ten-minute walk from here. Oh, no! Is it raining? Now where's my umbrella? Hmm.
Ray: So, no umbrella?
Lucy: No! That's weird. I usually have an umbrella in here. Oh, no, my wallet is missing, too. Now, I'm worried! Can I borrow your phone again?
Ray: Sure.
Simon: Lucy! I'm glad I found you. I think this is your wallet and your ID badge.
Lucy: That's a relief! And there's my phone, my keys, my water bottle, and my umbrella!
Ray: So, Lucy, can I use your umbrella?

Unit 4, Lesson 2, Ex. 3B

Ray: What's wrong?
Lucy: I can't find my phone. Can I borrow yours?
Ray: Sure. Here you go.
Lucy: Great. Thanks.
Ray: Can I use your umbrella?
Lucy: I'm sorry, but I need it.

Unit 4, Lesson 3, Ex. 4A

Zoey: Hi, Simon.
Simon: Oh, hi, Zoey. How's it going?
Zoey: Good, good. You look really happy!
Simon: I am! I just got my new laptop.
Zoey: That's great! How do you like it?
Simon: I like it a lot. It's much better than my old one. A lot faster.
Zoey: Cool. I just got a new tablet.
Simon: Oh, yeah? I don't really need a tablet.
Zoey: Wow! Really?
Simon: Why are you surprised?
Zoey: I don't know. I love my tablet. It's light and easy to use. Laptops feel so bulky to me. And tablets are cheaper.

Simon: I guess so, but laptops are faster than tablets. They also have bigger screens, which I like.

Zoey: That's true.

Simon: Also, you can do more with them. They're better for work.

Zoey: True. I have a laptop, too. But I only use it for work, and I never carry it around.

Simon: Oh, yeah?

Zoey: I take my tablet everywhere with me. I often watch movies or listen to music on it.

Simon: Hmm. I guess it all depends on what you're using it for.

Zoey: For sure.

Unit 4, Lesson 3, Ex. 4B

Simon: I just got a new laptop.

Zoey: Oh, yeah? How do you like it?

Simon: It's better than my old one. It's a lot faster.

Zoey: I have a laptop, but I just use it for work.

Simon: Really?

Zoey: Yeah. I like my tablet. I carry it everywhere. It's thin, so it's light.

Unit 5, Lesson 1, Ex. 3A

Leo: Hey, Carlos.

Carlos: Oh, hi, Leo.

Leo: Are you working on the Hudson Life project?

Carlos: Yes. I may start working on a new project in a couple of weeks, but for now I'm designing the brochures for Hudson Life. Why? What's up?

Leo: Are you still working on the photos for the brochure?

Carlos: Yes, I am. Is that a problem?

Leo: Well, I don't want to rush you, but Molly wants to see them. She needs to use them for the posters.

Carlos: Oh, OK. Sorry, I forgot. I can send them to you next week. OK?

Leo: Awesome! Thanks. So enough about work. What are you doing this weekend? Any big plans?

Carlos: Well, actually, I'm working on Saturday. We're taking the Hudson Life pictures at the beach in the morning.

Leo: Oh, nice. Too bad you're working on the weekend, though.

Carlos: It's OK. We're taking the pictures in the morning, but then we're just going to have fun at the beach in the afternoon.

Leo: That sounds great. Which beach are you going to?

Carlos: Long Beach Island. Do you know Ray from accounting?

Leo: Sure. He's a great guy.

Carlos: Yeah, he's coming, too. It should be great. What about you? What are you doing this weekend?

Leo: Not much. I'm going to a concert on Sunday afternoon.

Carlos: Very cool. Who's playing?

Leo: The city orchestra. It's the "Concerts in the Park" series.

Carlos: Oh, yeah, I heard about that. Sundays at 1:00 p.m., right?

Leo: You got it.

Carlos: That sounds fun! I'm sure you'll have a great time.

Unit 5, Lesson 1, Ex. 3B

Leo: So, what are you doing this weekend?

Carlos: I'm going to the beach on Saturday.

Leo: Oh, nice.

Carlos: What about you? What are you doing this weekend?

Leo: I'm going to a concert on Sunday afternoon.

Carlos: Oh, yeah? That sounds fun!

Unit 5, Lesson 2, Ex. 4A

Carlos: Hey, Ray!

Ray: Oh, hey, Carlos. Hi, Leo.

Leo: Hi, Ray. I hear you guys are going to the beach on Saturday.

Ray: Oh, yeah. I can't wait!

Carlos: Hey, you're not busy on Saturday, right, Leo?

Leo: Nope.

Carlos: Do you want to come with us?

Leo: Oh, yeah! I'd love to go with you!

Carlos: Awesome! I can't wait to go swimming.

Leo: And I want to go fishing!

Ray: And surfing!

Carlos: Surfing. Yeah! Swimming, surfing, fishing. Let's do it all!

Ray: We can try, if we have time.

Leo: So, how are we getting there?

Carlos: Well, Ray doesn't have a car. I'm giving him a ride. Do you need a ride, too?

Leo: That would be great. Thanks.

Carlos: No problem. I can pick you up after I pick him up.

Leo: OK. When and where? I'm downtown. Do you know the park with the big red sculpture? My building is right by there.

Carlos: Sure. OK. How about I pick you up in front of the sculpture at around 8:00 a.m.

Leo: 8:00 a.m.? On a Saturday?

Carlos: Hey, we need to start early. Remember, I'm working!

Leo: OK. 8:00 a.m. it is. I'll bring some coffee.

Unit 5, Lesson 2, Ex. 4B

Carlos: We're going to Long Beach Island on Saturday. Do you want to come with us?

Leo: Yeah! I'd love to go with you!

Carlos: I can't wait to go swimming.

Leo: And I want to go fishing!

Carlos: I can pick you up on Saturday morning, around eight o'clock. Sound good?

Leo: Great.

Unit 6, Lesson 1, Ex. 4A

Diego: Hi, Carlos.

Carlos: Hey, Diego. Good to see you.

Diego: Good to see you, too. How are you?

Carlos: Great, thanks. And you?

Diego: Well, I'm OK, but I think I'm getting a little sick. In fact, that's why I'm working from home today.

Carlos: Oh, too bad. So, hey, Rachel is planning to join us, but she's in another meeting. She'll be here in a couple of minutes.

Diego: OK. No problem. . . . Tired?

Carlos: Yeah. I was up really late last night.

Diego: Working or having fun?

Carlos: Having fun! The Mexico-Brazil match was on TV. I had to watch that!

Diego: Oh, right. Soccer. So, you're a fan?

Carlos: I love soccer! What about you? Are you into it?

Diego: Well, sure, I like it. But I don't stay up late to watch matches!

Carlos: Well, I do! I never miss a big match.

Diego: Actually, I never stay up late for any reason. I need a lot of time before I leave for work in the morning.

Carlos: You do?

Diego: Yeah. I need like two hours.

Carlos: Huh? Two hours? What's your typical morning like?

Diego: I usually get up early and go to the gym with my wife. We're there for an hour or so. Then I go home and eat breakfast.

Carlos: You're kidding. I never get up early.

Diego: You never get up early?

Carlos: Nope.

Diego: So, you're always late to work?

Carlos: Nah, man. I only need 20 minutes to get ready for work. I take a shower, get dressed, grab some coffee. Then I'm good to go.

Diego: Wow! That's fast! I could never do that.

Carlos: Oh, excuse me, Diego. Rachel is out of her meeting. She'll be here in a second.

Unit 6, Lesson 1, Ex. 4B

Carlos: What's your typical morning like?

Diego: I usually get up early and go to the gym. What about you?

Carlos: Me? I never get up early.

Diego: You never get up early?

Carlos: No. Never.

Unit 6, Lesson 3, Ex. 3A

Diego: Hi, Sara. How are you?

Sara: Hi, Diego! Great, thanks. Hey, I have a couple of quick questions for you. Do you have a minute?

Diego: Um . . . Sure, but, sorry, just one second.

Sara: Are you OK? You look a little sick.

Diego: I'm really sick! I feel terrible! I'm staying home from work today, actually.

Sara: Oh, no! I'm sorry to bother you, then.

Diego: No, it's OK. I have a lot of work right now, so I can't take the day off.

Sara: I know what that's like! Anyway, I'm sorry to hear you aren't feeling well. Do you have a fever?

Diego: No, just a sore throat and a cough.

Sara: Oh, that's too bad. You should drink tea with honey. I always make it for my daughter when she has a sore throat, and it makes her feel better. Plus, honey is delicious!

Diego: That is a good idea. Thank you.

Sara: You should get some rest, too.

Diego: I'll try!

Sara: I hope you feel better soon.

Diego: Thank you.
Sara: So, if it's OK with you, can I just ask you my quick questions? After that, you can rest!
Diego: Sure, I'm ready.
Sara: Great, thanks. So, have you done any market research on ...

Unit 6, Lesson 3, Ex. 3B

Sara: Are you OK?
Diego: No, I'm sick. I have a sore throat and a cough.
Sara: Oh, that's too bad. You should drink tea with honey.
Diego: That's a good idea. Thanks.
Sara: You should get some rest, too. I hope you feel better soon!
Diego: Thanks.

Unit 7, Lesson 1, Ex. 4A

Emma: Hi, Rosa! How are you?
Rosa: Great, thanks. Can I ask you a quick question?
Emma: Sure! How can I help?
Rosa: So you know I'm coming to New York on Sunday.
Emma: Of course! We can't wait to see you! What time are you getting in?
Rosa: In the morning, but then I have the afternoon free. What do you think I should do? Maybe see a show?
Emma: That's a good idea. You can also visit a street market or take a tour of a museum.
Rosa: Oh, a street market sounds interesting.
Emma: Yeah, they're cool. Some have food or people selling different things. You should go to one.
Rosa: I'd love to. Do you have a favorite? Which one should I go to?
Emma: Hmm. Well, I really like the Sunny Day Street Market. I'll send you a link.
Rosa: Thanks. And what about going to the theater?
Emma: Oh, yeah, you said you want to see a show.
Rosa: Yeah. Is there time?
Emma: I think so. I'll send you some links. You can see a show and then just walk around the city.

Rosa: Awesome. I'll do that! Oh, sorry. I need to take this call. I should go. Thanks so much for your help, though.
Emma: Anytime, Rosa. See you Monday.

Unit 7, Lesson 1, Ex. 4B

Emma: Hi, Rosa! How are you?
Rosa: Great, thanks. So, I'm coming to New York on Sunday. What do you think I should do?
Emma: You should go to a street market.
Rosa: That sounds like fun.
Emma: You can also see a show or walk around the city.

Unit 7, Lesson 3, Ex. 4A

Rosa: Excuse me.
Concierge: Good morning, ma'am. How can I help you today?
Rosa: Can you give me directions?
Concierge: Of course.
Rosa: Great. How do I get to the Sunny Day Street Market?
Concierge: Well, you can take the subway or a taxi.
Rosa: Is there a subway station near here?
Concierge: Yes, there is. First, go out the entrance to 25th Street. Turn right and walk to the intersection of 25th Street and Eighth Avenue.
Rosa: Uh-huh. Turn right and go to the intersection of 25th and Eighth.
Concierge: Yep. Then turn left on Eighth Avenue. You'll see a coffee shop. Go past the coffee shop, walk two blocks to 23rd Street.
Rosa: Left on Eighth, two blocks to 23rd Street.
Concierge: Right. The subway station is around the corner. Go down the stairs into the station.
Rosa: OK.
Concierge: Then take the C or the E line downtown, get off at 4th Street. The market is right there.
Rosa: The C or E to 4th Street. Great. Thanks!
Concierge: My pleasure. Can I help you with anything else?
Rosa: Um ... let's see. Actually, yes. Did you say there's a coffee shop on the way? I flew in from Chile early this morning, and I'm tired!

Concierge: I bet! That's a long flight!

Rosa: It is. But I'm ready to go exploring. I just need some coffee.

Concierge: Well, yeah, my favorite coffee shop around here is Cup of Joe. The coffee is excellent. They have good food, too.

Rosa: Perfect!

Concierge: It's just around the corner on Eighth. You'll see it on your way to the subway.

Rosa: Perfect again! Bye.

Unit 7, Lesson 3, Ex. 4B

Rosa: How do I get to the *Sunny Day Street Market*?

Concierge: You can take the subway. Go out the entrance to 25th Street. Turn right and walk to the intersection at 25th Street and Eighth Avenue.

Rosa: Uh-huh.

Concierge: Then turn left on Eighth Avenue. Go past a coffee shop and walk two blocks to 23rd Street.

Rosa: Left on Eighth, two blocks to 23rd Street.

Concierge: Right. The subway station is around the corner. Go down the stairs into the station.

Unit 8, Lesson 1, Ex. 4A

Diego: OK, I think that about does it.

Rosa: Yes, I think that's it!

Diego: OK, good. So, tell me, how do you like New York so far?

Rosa: I love it! I'm having a great time here! The weather is sunny and clear, and New York is such an exciting place.

Diego: Have you done any sightseeing?

Rosa: Yes! I was out all day yesterday. It was lovely.

Diego: Really? Where did you go?

Rosa: Well, I started off at this great street market downtown and then I saw a show in the evening.

Diego: Oh, what did you see?

Rosa: It was called *Green Grass in the City*. I didn't know about it before but Emma said I should go. It was so funny. And it was in this great old theater.

Diego: That sounds awesome.

Rosa: It was! You know, I'm here for work, but it really feels like a vacation so far.

Diego: Well, it sounds a lot better than my vacation.

Rosa: What do you mean?

Diego: Well, I was on vacation last week.

Rosa: Oh, yeah? Where were you?

Diego: I was in London.

Rosa: I really want to visit London. How was it?

Diego: Well, the weather was horrible. It was really cloudy and cold. To be honest, the whole vacation wasn't very good.

Rosa: You're kidding! Why? There's so much to do in London, right?

Diego: Well, yeah, but it was so crowded. I think because it was freezing no one wanted to be outside.

Rosa: Oh, no!

Diego: Yeah, lots of long lines. Everything was really stressful. Even the traffic was really bad. We took a cab to a restaurant and were stuck in a traffic jam for half an hour! It wasn't relaxing at all.

Rosa: I'm really sorry to hear that, Diego. But I still want to visit London.

Diego: Yeah, of course. I know it's an incredible city. I just had a bad trip.

Unit 8, Lesson 1, Ex. 4B

Diego: I was on vacation last week.

Rosa: Oh yeah? Where were you?

Diego: I was in London.

Rosa: And how was it?

Diego: Well, the weather was horrible! It was really cloudy and cold. And everything was really stressful. It wasn't relaxing at all.

Unit 8, Lesson 2, Ex. 4A

Rosa: I'm sorry your vacation in London was so disappointing.

Diego: Thanks. There were good parts. It was still fun to spend time with my family.

Rosa: That's a good way of looking at it. Just enjoying time with my family is my Number one reason for taking vacations.

Diego: What do you mean?

Rosa: I mean, well, for example, I visited Miami a few years ago with my family, and we loved it there.

Diego: Oh, yeah? I hear it's really nice there.

Rosa: Yeah, it was lovely, and the weather was great. But we didn't do anything really

exciting. We walked on the beach. We sunbathed . . .

Diego: Nice.

Rosa: We also watched the sunset every day. It was just so relaxing and great family time.

Diego: That does sound relaxing. You know, not all my vacations are horrible. Last year, we were in Rio, and I really enjoyed it.

Rosa: Ah, Rio! How exciting!

Diego: Yeah. We visited some incredible tourist attractions, like the Sugar Loaf and the statue on Mount Corcovado.

Rosa: Wow.

Diego: And we explored different neighborhoods in the city. We learned about the local customs.

Rosa: Oh, yeah? Like what?

Diego: Like we listened to some samba music, and there was a Brazilian cooking class at the hotel. They showed us how to make some delicious dishes.

Rosa: You're lucky. The food in Brazil is great. And what about the beaches? Rio has some very famous beaches . . . like the Copacabana!

Diego: Well, no. We wanted to visit the Copacabana, but we didn't have time. We were too busy.

Rosa: That's too bad!

Diego: I know! Next time!

Unit 8, Lesson 2, Ex. 4B

Diego: Last year, we were in Rio on vacation. I really enjoyed it.

Rosa: Ah, Rio! How exciting!

Diego: Yeah. We visited tourist attractions, and we explored the city. We also learned about the local customs.

Rosa: You're lucky. Rio is great.

Diego: We didn't visit any beaches, though. Next time!

Unit 8, Lesson 3, Ex. 3A

Diego: One of the best things about our trip to Rio was our hotel. It was fantastic!

Rosa: Oh. Where did you stay?

Diego: The Rio Posada.

Rosa: Really? I actually know that hotel. Another friend stayed there. She said the pool was amazing.

Diego: Yes, it's huge! They also have a beautiful spa and a gym. And we ate breakfast in the hotel restaurant three or four times. The food was awesome.

Rosa: Mmm.

Diego: Even the lobby was great! We hung out there a lot because it was so nice!

Rosa: You hung out in the lobby? This is why you didn't go to the beach!

Diego: Yeah, the Wi-Fi worked well, so we were just on our phones or talking. It was great.

Rosa: You're kidding! Next time I go to Rio, I want to stay there!

Diego: You should!

Rosa: But my favorite hotel of all time was in Ecuador.

Diego: Oh yeah? What was it like?

Rosa: Well, it had everything we needed. Wi Fi, of course. The kids went swimming in the pool every day.

Diego: Was there a gym?

Rosa: Actually, no. But Oscar and I got massages in the spa.

Diego: Ooh, they had a spa, too?

Rosa: Yeah, we hung out there or by the pool a lot.

Diego: That's cool. How was the food? Was there a restaurant?

Rosa: Yes, and the food was very tasty! We actually ate breakfast there three times!

Diego: That sounds perfect. Way better than the hotel we stayed at in London!

Rosa: Oh, no. The hotel was bad?

Diego: It was horrible! They didn't have a pool or a hot tub or a gym or any of that stuff. They didn't have a restaurant, either.

Rosa: Well, how about the rooms?

Diego: One second. Here, look at this a picture. The rooms were really small. We had hardly any space!

Rosa: Oh, poor Diego!

Diego: And there wasn't even any Wi Fi in the rooms!

Rosa: No Wi Fi? Yikes! My family will never stay there!

Unit 8, Lesson 3, Ex. 3B

Diego: What was your hotel like?

Rosa: Well, it had everything we needed. The kids went swimming in the pool every day.

Diego: That's great.

Rosa: And Oscar and I got massages. We also ate breakfast in the hotel restaurant.

Diego: That sounds perfect.

Unit 9, Lesson 1, Ex. 4A

Emma: I'm so glad to hear you're having such a good time here in New York.

Rosa: I really am. It's a wonderful city. I miss my family back in Chile, though. And I'm definitely tired of eating out by myself.

Emma: Well, you should come over for a family dinner at our house while you're here!

Rosa: That sounds great! Are you sure?

Emma: Yes! Are you busy on Saturday night?

Rosa: No.

Emma: Well come on over!

Rosa: I'd love to. Thanks.

Emma: How about baked chicken and rice? And I can make black bean soup. Is that ok?

Rosa: If it's no trouble, definitely. Chicken and rice is great. And I love black bean soup.

Emma: My kids love it, too. And I can make a salad—lettuce, peppers, tomatoes . . .

Rosa: Great. What can I bring?

Emma: Hmm. How about some fruit for dessert?

Rosa: Sure. How much fruit do we need? How many people will be there?

Emma: Five people. Just my family and you.

Rosa: OK. I can get fruit salad. And I can also bring some grapes and strawberries.

Emma: Perfect! I can make a cherry pie, too.

Rosa: Yum! I'm getting hungry just talking about this.

Emma: Me, too!

Unit 9, Lesson 1, Ex. 4B

Emma: I can make black bean soup and salad for dinner. Is that ok?

Rosa: If it's no trouble. I love black bean soup. What can I bring?

Emma: How about some fruit?

Rosa: Sure. How much fruit do we need? How many people will be there?

Emma: Five people.

Rosa: OK. I can bring some grapes and strawberries.

Emma: Thanks. And I can make a cherry pie, too.

Unit 9, Lesson 3, Ex. 3A

Emma: OK. The pie is ready! I should start making the rest of the food. Oh, no! Where are all the vegetables? And where's the chicken? And there are no black beans, either! Bob!

Bob: Yes?

Emma: Where are the chicken and the black beans?

Bob: The kids and I had chicken, rice, and beans for lunch. Why? Did you need them?

Emma: Yes! They were for dinner. I told you—Rosa is coming over. I wanted to serve chicken and rice. I was going to make black bean soup and salad, but now I can't!

Bob: Oh. Sorry. I can go to the store.

Emma: Bob, I'm really upset. I can't believe this!

Bob: Don't worry. It'll be fine. Just order some take-out from DiDi's. They have some really good Mexican dishes.

Emma: Hmm. OK. I guess I can get some tacos and burritos.

...

Employee: Didi's. How can I help you?

Emma: Hi. I'd like to order take out.

Employee: Sure. Can I get your name?

Emma: It's Emma. E-M-M-A.

Employee: OK. And what would you like?

Emma: Let's see. I'd like five chicken tacos and two black bean burritos. Oh, and they all come with salad, right?

Employee: That's right. Mixed salads.

Emma: Great.

Employee: So that's five chicken tacos, two black bean burritos, plus five mixed salads. Would you like anything to drink?

Emma: No, that's it, thanks.

Employee: OK. That'll be forty-four dollars.

Emma: That's fine.

Employee: Cool. It'll be ready in about half an hour.

Emma: Great, thanks. Bye.

Bob: So, you ordered the food.

Emma: Yup. And now you can go pick it up!

Unit 9, Lesson 3, Ex. 3B

Employee: Didi's Diner. How can I help you?

Emma: Hi. I'd like some food for delivery.

Employee: Sure. What would you like?

Emma: Let's see. I'd like five chicken tacos, two black bean burritos, plus five mixed salads.

Employee: OK. Would you like anything to drink?

Emma: No, that's it. Thanks.

Unit 10, Lesson 1, Ex. 3A

Carlos: So, Yuki, your training here is almost over, right?

Yuki: Yes, it is. I had a great time here, but I'm ready to go home. I miss my family and friends in Tokyo.

Carlos: I can understand that. There's no place like home! It's hard to be away for so long.

Yuki: That's right. But this isn't so long. When I went to college, I was away from Japan for four years!

Carlos: Really? Four years is a long time. Where did you go to college?

Yuki: I went to college in Canada, in Toronto.

Carlos: Oh, really? I love Canada, but I've never been to Toronto. Did you like it?

Yuki: Yes, I did. Toronto is great! It's beautiful and there so many fun things to do.

Carlos: I think it's pretty cold, though . . .

Yuki: Yeah, it can be cold, but it's not that bad.

Carlos: Well, I should visit sometime.

Yuki: You should! What about you? Where did you go to college?

Carlos: Actually, I was in Canada, too. I got my degree in Vancouver.

Yuki: Oh, nice. Why did you choose Vancouver?

Carlos: I have some family who live there. I visited them a few times, loved the city, and decided to go to college there.

Yuki: And when did you move to New York?

Carlos: About five years ago.

Yuki: You didn't want to stay in Vancouver?

Carlos: No, I wanted to move back to New York. My parents are here.

Yuki: Oh, I thought you grew up in Lima.

Carlos: Well, I was born in Lima, but then my family moved to the U.S. twenty years ago. I kind of grew up in Lima and New York City.

Yuki: Oh, that's interesting. So you were a child when you moved here.

Carlos: Yes. I was eight years old.

Yuki: Do you remember Peru?

Carlos: Oh, definitely! I remember it well. And I love to visit Lima whenever I can.

Unit 10, Lesson 1, Ex. 3B

Carlos: Where did you go to college?

Yuki: In Toronto.

Carlos: That's cool. Did you like it there?

Yuki: Yes, I did. Toronto is great! What about you? Where did you go to college?

Carlos: In Vancouver. I got my degree in design there.

Yuki: And when did you move to New York?

Carlos: About five years ago.

Unit 10, Lesson 3, Ex. 4A

Carlos: Are you ready for your trip back to Japan?

Yuki: Pretty much. I'm leaving tomorrow night.

Carlos: Well, we're going to miss you.

Yuki: I'm going to miss you, too!

Carlos: But you're probably going to be back for more training soon. Maybe we'll see you again in a year!

Yuki: Maybe, but I don't think it'll be next year, or even in two years.

Carlos: Oh, really? Why? What are your plans?

Yuki: Do you know about how TSW sponsors people who want to go back to school?

Carlos: Oh, yeah, I heard about that. You apply and then TSW pays for your degree, right?

Yuki: That's right, so I applied and, well, next year I'm going to go back to school to get a master's degree.

Carlos: Really? That's exciting! In social media? So you can learn more for your job?

Yuki: No. Social media is fun, and I like my job, but I love making websites.

Carlos: Oh, you want to be a web designer? That's so cool. And TSW needs great designers.

Yuki: That's true. And it's what I really want to do.

Carlos: Hey, you can always visit New York later. You're going to get a master's degree in web design! That's so cool!

Yuki: Thanks! What about you? What are your plans for the future?

Carlos: Me? Well, you already know my big plan. Amy and I are going to get married this summer.

Yuki: Oh, yeah. That's right. When is the wedding again?

Carlos: On July 10.

Yuki: What are you two going to do for your honeymoon? You should come to Japan!

Carlos: Maybe later, but we already bought our tickets. In August, we're going to Greece. We're going to hang out at the beaches and climb the mountains.

Yuki: How lovely! What a great way to start a marriage!

Carlos: We think so, too!

Unit 10, Lesson 3, Ex. 4B

Yuki: Well, next year, I'm going to go back to school.

Carlos: Really? That's exciting!

Yuki: What about you? What are your plans for the future?

Carlos: Me? I'm going to get married.

Yuki: Oh, yeah? When?

Carlos: On July 10th. Then, in August, we're going to Greece. We're going to hang out at the beaches and climb the mountains.

Put It Together Video Scripts

Unit 1, Ex. 1A, p. 16

Mia: Hello everyone. I'm Mia and this is my sister, Sara. We live together here in Mexico City. This is Sara with my dad. Sara is a nurse in a hospital. She takes the subway to work because the hospital is pretty far from our house. It's about 45 minutes each way, so she has a long commute. But it's OK for her. On the subway, she listens to music or reads. At the hospital, she works hard. She likes her job because she helps people. That's my sister Sara! I love her a lot!

Unit 2, Ex. 1A, p. 28

Alex: Hi everyone. My name is Alex and these are photos of my family. This is my father Franco. He's tall and he has brown eyes and curly black hair. He's a really funny guy. He rides a motorcycle and he loves riding in his free time.

This is my mother, Linda. She's kind and pretty. She has brown eyes and black hair, too, but her hair is long and straight. She is short and average weight. My mother plays the piano and sings.

As for me, I have brown eyes and black hair, like my father, but I'm short, like my mother. I can't ride a motorcycle or play the piano, but I can draw and paint.

Unit 3, Ex. 1A, p. 40

Li: Hello! This is Li. I'm making a video of some things I like to do and some things I don't like doing. So, right now we're in my kitchen. I hate washing dishes and I don't like to cook, so I don't do many things in here.

OK. Now I'm in my living room. I like to play video games here, eat my meals, and just relax with friends. I spend a lot of time here.

Finally, this is my bedroom. I like to read in my bedroom because it's quiet. These are the things I like to do in my home!

Unit 4, Ex. 1A, p. 52

Sarah: Hello, my name is Sara. Here are some different objects that are special to me or my friends. First, this beautiful wallet is mine. It's special to me because it's from my mother. Also, it's a little expensive.

These are my friend Ana's sunglasses. She loves to go to the beach, and she always wears these. I really want to wear them, but she loves them and never lends them to me.

Next, this is my friend Alexa's computer. It's a little slow and old, but she doesn't want to get a new one. She likes to write blog posts on it.

Finally, these are my keys. They are for my house, my office, and my car. Those are my special objects!

Unit 5, Ex. 1A, p. 64

Yuna: Hey, everyone. I'm Yuna. So, my friend Nate's birthday is this week, and we are having a party on Saturday. Do you want to come? The party will be at a park near my house. Here's a picture of the park. It's really great there. We'll eat some food, play games, and maybe listen to music, but you can go fishing or kayaking there, too. So please come! Nate and I are going at 2 o'clock on Saturday afternoon. You can come at two or later. Just text me, and I'll tell you where to meet us.

Unit 6, Ex. 1A, p. 76

Omar: Hello. I'm Omar. How do I stay healthy? First, I exercise almost every day. These are my sneakers. I like running in the park a lot, but sometimes I go to the gym. I also walk to work. Second, I eat a lot of fruit because it's good for you. I usually eat some fruit for breakfast. Today, I have an apple and an orange.

Finally, this is my bed! I sleep eight hours every night. I always go to bed early because I get up early. Sleep is

really important for our health, and I always feel so much better after a good night's sleep. OK! That's how I stay healthy! Thanks for watching my video!

Unit 7, Ex. 1A, p. 88

Peter: Hi everyone. I'm Peter, and this is my presentation. These are my favorite places in Moscow.

First, this is Gogolevsky Boulevard. I like to go there in the summer with my friends. We take the subway there and then just walk around and talk. I feel good when I'm there.

Next, this is the street in front of my grandmother's apartment. I lived in this building when I was a boy. My parents and I moved to a new neighborhood ten years ago, but I often visit my grandmother here.

And this is the Monument to the Conquerors of Space. It's my favorite monument in Moscow. It's also a very popular tourist attraction. When I see it, I think about doing great things.

Unit 8, Ex. 1A, p. 100

Yunmi: Hello everyone. I'm Yunmi. visited my sister's family in Busan last month. This is a picture of my sister with her daughter. Isn't she cute? We didn't do anything really exciting in Busan, but we had fun. The weather was lovely so we walked on the beach and then we explored the city. This is where we walked. My favorite thing about Busan is the food. Here's a picture of my favorite meal. It's a crab dish. It was great. So, those are just some pictures from my trip! Thanks for listening to my presentation!

Unit 9, Ex. 1A, p. 112

Pedro: Hello everyone. I'm Pedro. Do you like to have something healthy when you wake up in the morning? Smoothies are easy to make and great for breakfast. I'll show you how to make one.

So, here are the things for my smoothie. I have some yogurt, some fruit, some ice, and a blender. I like to use strawberries,

blueberries, and a banana, but any fruit is OK.

Now we need to mix everything. First, I'll add two cups of yogurt. Then I'll add two cups of fruit and one cup of ice, and mix everything together on high speed. After you mix everything together, put your smoothie into glasses. I hope you like it!

Unit 10, Ex. 1A, p. 124

Gala: Hey, everyone! I'm Gala. Today I'll tell you about my plans for the next five years. OK, so right now, I'm working in a clothing store. I love fashion. My mother taught me how to make clothes when I was a teenager. So, my first plan is to make and sell my clothes! I'm going to study business and have a store in Sao Paulo.

Second, I'm learning how to cook better. In five years, I will be a great cook. I'm going to cook lots of healthy meals for my family.

My third plan is about my health. I want to exercise more. This year, I'm going to start running. Next year, I'm going to run three times every week. And five years from now, I'm going to run a marathon!

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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