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FOUR CORNERS

Second Edition

Teacher's Edition

with Complete Assessment Program

JACK C. RICHARDS & DAVID BOHLKE

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Scope and sequence

LEVEL 2	Learning outcomes	Grammar	Vocabulary
Welcome Unit Pages 2–3 Classroom language Page 4	Students can... <input checked="" type="checkbox"/> ask questions about English words		Classroom instructions
Unit 1 Pages 5–14	My interests A <i>I'm interested in fashion.</i> B <i>Can you repeat that please?</i> C <i>Do you play sports?</i> D <i>Free time</i>	Students can... <input checked="" type="checkbox"/> ask and talk about interests <input checked="" type="checkbox"/> ask for repetition <input checked="" type="checkbox"/> ask someone to speak more slowly <input checked="" type="checkbox"/> ask and talk about sports and exercise habits <input checked="" type="checkbox"/> talk about people's free-time activities	Present of <i>be</i> Simple present Interests Sports and exercise
Unit 2 Pages 15–24	Descriptions A <i>He's talkative and friendly.</i> B <i>I don't think so.</i> C <i>What do they look like?</i> D <i>People's profiles</i>	Students can... <input checked="" type="checkbox"/> ask and talk about people's personalities <input checked="" type="checkbox"/> say they think something is true and not true <input checked="" type="checkbox"/> ask and talk about people's appearances <input checked="" type="checkbox"/> describe their personality and appearance	<i>What . . . like?; be + adjective (+ noun)</i> <i>What . . . look like?; order of adjectives</i> Personality adjectives Appearance
Unit 3 Pages 25–34	Rain or shine A <i>It's extremely cold.</i> B <i>In my opinion, . . .</i> C <i>I'd like to play chess.</i> D <i>Where would you like to go?</i>	Students can... <input checked="" type="checkbox"/> talk about the weather and seasons <input checked="" type="checkbox"/> ask for and give an opinion <input checked="" type="checkbox"/> talk about what they would like to do <input checked="" type="checkbox"/> talk about a place they would like to visit	Adverbs of intensity; quantifiers with verbs <i>Would like + infinitive</i> Weather Indoor activities
Unit 4 Pages 35–44	Life at home A <i>There's a lot of light.</i> B <i>Can you turn down the music?</i> C <i>I always hang up my clothes!</i> D <i>What a home!</i>	Students can... <input checked="" type="checkbox"/> ask and answer questions about their home <input checked="" type="checkbox"/> make and agree to requests <input checked="" type="checkbox"/> talk about household chores <input checked="" type="checkbox"/> describe a home	<i>How many / much; quantifiers before nouns</i> Separable two-word phrasal verbs Things in a home Household chores
Unit 5 Pages 45–54	Health A <i>Breathe deeply.</i> B <i>I'm not feeling well.</i> C <i>How healthy are you?</i> D <i>Don't stress out!</i>	Students can... <input checked="" type="checkbox"/> give and follow instructions <input checked="" type="checkbox"/> say how they feel <input checked="" type="checkbox"/> wish someone well <input checked="" type="checkbox"/> ask and talk about healthy habits <input checked="" type="checkbox"/> discuss ways to manage stress	Imperatives; adverbs of manner <i>How</i> questions Parts of the body Healthy habits
Unit 6 Pages 55–64	What's on TV? A <i>I love watching game shows.</i> B <i>I don't really agree.</i> C <i>I'm recording a documentary.</i> D <i>Popular TV</i>	Students can... <input checked="" type="checkbox"/> talk about types of TV shows they like <input checked="" type="checkbox"/> agree and disagree with an opinion <input checked="" type="checkbox"/> describe future plans <input checked="" type="checkbox"/> give their opinions about popular TV shows	Verb + infinitive or gerund Present continuous for future plans Types of TV shows Television

Functional language	Listening and Pronunciation	Reading and Writing	Speaking
			<ul style="list-style-type: none"> • Discussion about English words
<p>Interactions: Asking for repetition Asking someone to speak more slowly</p>	<p>Listening: About a party An unusual interest Pronunciation: Intonation in <i>yes / no</i> and <i>Wh-</i> questions</p>	<p>Reading: “What’s your hobby?” Social media posts Writing: An interest</p>	<ul style="list-style-type: none"> • Interview about interests • <i>Keep talking:</i> Board game about favorites • Class contact list • Interview about sports and exercise • <i>Keep talking:</i> “Find someone who” activity about free-time activities • Discussion about other people’s interests
<p>Interactions: Saying you think something is true Saying you think something isn’t true</p>	<p>Listening: People’s personalities An online profile Pronunciation: <i>Is he or Is she</i></p>	<p>Reading: “Online Profiles” A webpage Writing: Guess who!</p>	<ul style="list-style-type: none"> • Descriptions of family member personalities • <i>Keep talking:</i> Quiz about confidence • Discussion about people at a party • Guessing game about physical appearances • <i>Keep talking:</i> Different physical appearances • Personal descriptions
<p>Interactions: Asking for an opinion Giving an opinion</p>	<p>Listening: Weather in different cities A good time to visit places Pronunciation: Reduction of <i>would you</i></p>	<p>Reading: “Canada Through the Seasons” A brochure Writing: An email to a friend</p>	<ul style="list-style-type: none"> • True or false information about the weather • <i>Keep talking:</i> Information gap activity about the weather • Opinions about the weather • Decisions about things to do • <i>Keep talking:</i> Things to do someday • Discussion about places to visit
<p>Interactions: Making a request Agreeing to a request</p>	<p>Listening: Friendly requests A tour of Graceland Pronunciation: Intonation in requests</p>	<p>Reading: “Unusual Homes from Around the World” An online article Writing: Dream home</p>	<ul style="list-style-type: none"> • Discussion about homes • <i>Keep talking:</i> Memory game about a home • Problems and requests • Interview about chores • <i>Keep talking:</i> Decisions about chores • Discussion of a dream home
<p>Interactions: Saying how you feel Wishing someone well</p>	<p>Listening: What’s wrong? Creative ways to manage stress Pronunciation: Reduction of <i>and</i></p>	<p>Reading: “Feeling Stressed?” An online article Writing: Managing stress</p>	<ul style="list-style-type: none"> • Instructions • <i>Keep talking:</i> Exercises at your desk • Role play about health problems and not feeling well • Questions about healthy habits • <i>Keep talking:</i> Quiz about health • Tips for living with stress
<p>Interactions: Agreeing with an opinion Disagreeing with an opinion</p>	<p>Listening: What to watch on TV Favorite TV shows Pronunciation: Sentence stress</p>	<p>Reading: “Reality Shows” An online article Writing: My favorite TV show</p>	<ul style="list-style-type: none"> • “Find someone who” activity about TV preferences • <i>Keep talking:</i> Debate about things to watch • Opinions about television • List of shows to record • <i>Keep talking:</i> Plans for tomorrow • Discussion about reality TV shows

LEVEL 2	Learning outcomes	Grammar	Vocabulary
Unit 7 Pages 65–74			
Shopping A <i>It's lighter and thinner.</i> B <i>Would you take \$10?</i> C <i>This hat is too small.</i> D <i>A shopper's paradise</i>	Students can... <input checked="" type="checkbox"/> describe and compare products <input checked="" type="checkbox"/> bargain <input checked="" type="checkbox"/> describe how clothing looks and fits <input checked="" type="checkbox"/> discuss good places to shop	Comparative adjectives <i>Enough and too</i>	Opposites Adjectives to describe clothing
Unit 8 Pages 75–84			
Fun in the city A <i>You shouldn't miss it!</i> B <i>I'd recommend going . . .</i> C <i>The best and the worst</i> D <i>The best place to go</i>	Students can... <input checked="" type="checkbox"/> say what people should do in a city <input checked="" type="checkbox"/> ask for and give a recommendation <input checked="" type="checkbox"/> make comparisons about their city <input checked="" type="checkbox"/> discuss aspects of a city	<i>Should</i> for recommendations; <i>can</i> for possibility Superlative adjectives	Places to see Adjectives to describe
Unit 9 Pages 85–94			
People A <i>Where was he born?</i> B <i>I'm not sure, but I think . . .</i> C <i>People I admire</i> D <i>Making a difference</i>	Students can... <input checked="" type="checkbox"/> ask and talk about people from the past <input checked="" type="checkbox"/> express certainty and uncertainty <input checked="" type="checkbox"/> describe people they admire <input checked="" type="checkbox"/> describe people who made a difference	<i>Was / were</i> born; past of <i>be</i> Simple past; <i>ago</i>	Careers Personality adjectives
Unit 10 Pages 95–104			
In a restaurant A <i>The ice cream is fantastic!</i> B <i>I'll have the fish, please.</i> C <i>Have you ever . . . ?</i> D <i>Restaurant experiences</i>	Students can... <input checked="" type="checkbox"/> talk about menus and eating out <input checked="" type="checkbox"/> order food in a restaurant <input checked="" type="checkbox"/> ask about and describe food experiences <input checked="" type="checkbox"/> describe restaurant experiences	Articles Present perfect for experience	Menu items Interesting food
Unit 11 Pages 105–114			
Entertainment A <i>I'm not a fan of dramas.</i> B <i>Any suggestions?</i> C <i>All of us love music.</i> D <i>Singing shows around the world</i>	Students can... <input checked="" type="checkbox"/> talk about their movie habits and opinions <input checked="" type="checkbox"/> ask for and give suggestions <input checked="" type="checkbox"/> report the results of a survey <input checked="" type="checkbox"/> describe important singers and musicians	<i>So, too, either, and neither</i> Determiners	Types of movies Types of music
Unit 12 Pages 115–124			
Time for a change A <i>Personal change</i> B <i>I'm happy to hear that!</i> C <i>I think I'll get a job.</i> D <i>Dreams and aspirations</i>	Students can... <input checked="" type="checkbox"/> give reasons for personal changes <input checked="" type="checkbox"/> react to good and bad news <input checked="" type="checkbox"/> make predictions about the future <input checked="" type="checkbox"/> discuss their dreams for the future	Infinitives of purpose <i>Will</i> for predictions; <i>may, might</i> for possibility	Personal goals Milestones

Functional language	Listening and Pronunciation	Reading and Writing	Speaking
<p>Interactions: Bargaining for a lower price Suggesting a different price</p>	<p>Listening: Bargaining at a yard sale A weekend market in London Pronunciation: Linked sounds</p>	<p>Reading: “Chatucak Weekend Market” A webpage Writing: An interesting market</p>	<ul style="list-style-type: none"> • Comparison of two products • <i>Keep talking:</i> Comparing several products • Role play of a bargaining situation • Discussion about clothes • <i>Keep talking:</i> Different clothing items • Discussion about good places to shop
<p>Interactions: Asking for a recommendation Giving a recommendation</p>	<p>Listening: Cities At a tourist information desk Pronunciation: Word stress</p>	<p>Reading: “Austin or San Antonio?” A message board Writing: A message board</p>	<ul style="list-style-type: none"> • Discussion about things to do in one day • <i>Keep talking:</i> Discussion of possible things to do • Role play at a tourist information desk • Comparison of places in a town or a city • <i>Keep talking:</i> City quiz • Discussion about aspects of a city
<p>Interactions: Expressing certainty Expressing uncertainty</p>	<p>Listening: Friends playing a board game People who made a difference Pronunciation: Simple past <i>-ed</i> endings</p>	<p>Reading: “A Different Kind of Banker” A biography Writing: A biography</p>	<ul style="list-style-type: none"> • Guessing game about famous people • <i>Keep talking:</i> Information gap activity about people from the past • Group quiz about famous people • Descriptions of admirable people • <i>Keep talking:</i> Discussion about inspiring people • Description of a person who made a difference
<p>Interactions: Ordering food Checking information</p>	<p>Listening: Customers ordering food Restaurant impressions Pronunciation: <i>The</i> before vowel and consonant sounds</p>	<p>Reading: “Restaurants with a Difference” A webpage Writing: A review</p>	<ul style="list-style-type: none"> • Discussion about eating out • <i>Keep talking:</i> A menu • Role play of a restaurant situation • Discussion about food experiences • <i>Keep talking:</i> Board game about food experiences • Restaurant recommendations
<p>Interactions: Asking for suggestions Giving a suggestion</p>	<p>Listening: Fun things to do An influential world musician Pronunciation: Reduction of <i>of</i></p>	<p>Reading: “Everybody Loves a Sing-Off” An online article Writing: A popular musician</p>	<ul style="list-style-type: none"> • Movie talk • <i>Keep talking:</i> Movie favorites • Suggestions about the weekend • Class musical preferences • <i>Keep talking:</i> Class survey about music • A playlist
<p>Interactions: Reacting to bad news Reacting to good news</p>	<p>Listening: Sharing news An interview with an athlete Pronunciation: Contraction of <i>will</i></p>	<p>Reading: “An Olympic Dream Flies High” An online article Writing: A dream come true</p>	<ul style="list-style-type: none"> • Discussion about changes • <i>Keep talking:</i> Reasons for doing things • Good news and bad news • Predictions about the future • <i>Keep talking:</i> Predictions about next year • Dream planner

Introduction to *Four Corners* *Second Edition*

About the course

Four Corners Second Edition is an exciting integrated four-skills course in American English for adults and young adults. This four-level course is for students who want to use English effectively in daily life. Easy and enjoyable to teach, *Four Corners Second Edition* provides content-rich topics in every unit, extensive opportunities to practice natural English, integrated skills, and a wide variety of engaging speaking activities.

The writing of *Four Corners Second Edition* was informed by the Common European Framework of Reference (CEFR) for languages, and the course takes students from the CEFR A1 level (true beginner level) through to a strong CEFR B1 level (mid-intermediate level).

A special feature of *Four Corners Second Edition* is the opportunity to learn through different media, such as interactive whiteboard software, web-based activities, and other options.

The approach

Although many language learners have studied English for several years or more, they often find they still cannot use English effectively for real-world purposes. A common comment from students is: “I know lots of grammar and vocabulary, but I can’t use my English.”

Four Corners Second Edition addresses this problem by focusing on practical communicative skills at every level of the course. It uses a communicative methodology combined with a framework of language learning outcomes (or goals). The course teaches the language, skills, and competencies needed to carry out a communicative speaking activity at the end of each lesson and to achieve a practical learning outcome – the “can do” statement. This approach means that there is a strong focus on defining what learners “can do” with the language at each stage of the course, providing benchmarks to measure students’ progress. These outcomes in turn are the building blocks of the students’ communication skills.

Four Corners Second Edition uses these learning outcomes as a key organizing principle. Every level, from beginner to intermediate, follows a carefully designed set of outcomes mapped to the CEFR. The learning outcomes themselves are practical, transparent, and easy to measure.

The focus on practical learning outcomes is reflected in an outcomes-based approach to assessment. Students and

teachers can measure success after every lesson to find out if they can use what they learned. If students need additional practice, they can use many other *Four Corners Second Edition* components, such as the Online Self-study.

The syllabus

The *Four Corners Second Edition* syllabus is an integrated communicative syllabus linking grammar, vocabulary, skills, and functions and is informed by the CEFR. This syllabus also includes items tested in standardized ELT exams. The amount of new language students are expected to learn in each lesson is manageable and so provides a firm foundation for effective communication. The language taught is recycled within and across levels.

The four strands

The content of *Four Corners Second Edition* has been carefully organized to develop students’ communicative competence in English. Each unit includes these four related strands:

1. Accuracy
2. Functional language
3. Skills
4. Fluency

1. The accuracy strand. This strand draws on vocabulary and grammar and the ability to use grammatically well-formed sentences in communication. In *Four Corners Second Edition*, grammar and vocabulary are presented in Lessons A and C of each unit as key elements of accurate communication.

2. The functional language strand. This strand is found in Lesson B of each unit and focuses on functional speaking skills – the ability to use core functional language in speech – for example: agreeing and disagreeing, complaining, apologizing, accepting and declining invitations.

3. The skills strand. This involves using language across the different modalities of speaking, listening, reading, and writing. In *Four Corners Second Edition*, speaking is strongly emphasized. There are several opportunities for students to speak throughout the lesson, but there is a main speaking activity at the end of each lesson. Speaking is also the main focus of Lesson B. There are two formal listening activities within each unit, but students have the opportunity to listen to recorded sections several times throughout the unit. Reading and writing are the main focus of Lesson D.

4. The fluency strand. As each unit develops, the focus shifts from accuracy to fluency. In Lesson D, students have opportunities to practice fluency, especially in the speaking activity at the end of the lesson.

Benefits of the *Four Corners Second Edition* approach and syllabus

The communicative methodology and outcomes-based approach combined with the *Four Corners Second Edition* syllabus offer numerous advantages to students and teachers:

- **Clarity.** *Four Corners Second Edition*'s clear outcomes at regular intervals provide a learning path for students, so they know where they are going and why.
- **“Can do” approach.** The carefully designed outcomes provide learners with the opportunity to use their English in a variety of real-world contexts.
- **Communication.** The carefully graded grammar and vocabulary syllabus provides a firm foundation for effective communication. In addition, the syllabus enables students to practice communicating regularly.
- **Confidence.** By dividing the task of learning a language into manageable segments, combined with the “can do” statements, *Four Corners Second Edition* increases students' confidence inside and outside the classroom and prepares them for success in the real world.

Unit organization

	Objectives	Typical unit organization
Warm-up	Introduces students to the topic and activates schema.	Unit overview; two <i>Warm-up</i> activities
Lesson A	Presents and practices first set of vocabulary and first grammar point of the unit.	<i>Vocabulary, Language in context, Grammar, Speaking</i> , (Extra speaking: <i>Keep talking</i>)
Lesson B	Presents and practices the functional language.	<i>Interactions</i> (functional language), <i>Pronunciation, Listening, Speaking</i>
Lesson C	Presents and practices second set of vocabulary and second grammar point of the unit.	<i>Vocabulary, Conversation, Grammar, Speaking</i> , (Extra speaking: <i>Keep talking</i>)
Lesson D	Practices the skills of reading, writing, speaking (and sometimes listening).	<i>Reading, Listening, Writing, Speaking</i>
Wrap-up	Reviews the target language; helps students find examples of English in the real world.	<i>Quick pair review, In the real world</i>

How to teach a *Four Corners Second Edition* unit

This information takes you through a unit, section by section.

Warm-up

This page introduces the overall unit topic in a creative context in order to activate schema and create interest in the topic. Students do not need to use the target language from the unit at this point. The exercises are designed so that language from previous units is recycled here.

The second part of the *Warm-up* (Part B) is usually a personalization exercise so that students begin to relate the unit topic to their own lives.

Both activities can be done in pairs, groups, or as a class.

Teaching Notes

Direct students' attention to the picture(s) on this page. Go over the instructions. Have students complete the activity. Then go over answers with the class.

Go over the instructions. Have students complete the activity. Set a time limit if necessary. Discuss students' answers.

After you have finished the *Warm-up* activities point to the four boxes at the top of the page and explain that this is the language that students will be learning in Lessons A–D. These boxes act as a first signpost and help students understand the structure of the unit.

Vocabulary

The aim of this section (in Lesson A and C) is to teach eight or more lexical items related to the topic of the lesson. The new vocabulary is accompanied by attractive illustrations or photos, which aid comprehension and motivate students. Students generally listen and repeat the target vocabulary or do an exercise, such as labeling, categorization, or matching, and then personalize the vocabulary orally in pairs.

Teaching Notes

- Go over the instructions and point out the example. Have students work in pairs or groups to complete the activity. Students check their answers against the audio.
- Go over the instructions and point out the example. Have students work individually, in pairs, or in groups to complete the activity. Finally, elicit the answers from individual students.

Language in context

Target vocabulary is recycled and new grammar is previewed here within a variety of text types, such as emails, advertisements, messages, short texts, and short exchanges. The section includes a written and / or listening activity, followed by personalized oral practice. Note that it is not necessary to teach the grammar at this point.

Teaching Notes

- Direct students' attention to the pictures to set the scene. Elicit or explain the meaning of unfamiliar words. Go over the instructions and play the audio. Have students listen and complete the activity. Go over the answers with the class.
- Model the personalized speaking activity. Have students work in pairs or small groups and discuss the questions. Call on individual students for feedback.

Conversation

Just as in the *Language in context* section, target vocabulary is recycled, and new grammar is previewed here in a conversation between two or three speakers. The students listen and practice the conversation.

In the second part, the students listen to the rest of the conversation and answer a comprehension question.

Teaching Notes

- Direct students' attention to the picture to set the scene. Elicit or explain the meaning of unfamiliar words. Play the audio and have the students listen and read silently. Then have the students practice the conversation in pairs.
- Go over the instructions. Have students listen to the rest of the conversation and answer the question. Go over the answers with the class.

Grammar

The aim is to present and practice the grammar that appeared in the previous section: i.e., *Language in context* (Lesson A) or *Conversation* (Lesson C). The grammar box is brief and clear, without written rules, so that the teacher can either *elicit* or *explain* them. Some of the examples in the grammar box are usually taken directly from the *Language in context* or *Conversation*, which enables teachers to link the two activities. In the controlled practice stage, students carry out a number of activities, ranging from multiple choice to fill in the blanks to matching. The oral practice that follows enables students to personalize the grammar.

Teaching Notes

- Direct students' attention to the grammar box. Elicit or explain the differences between the sections of the box. To develop grammatical awareness, encourage students to refer to the previous section and circle or underline examples of the new grammar in the text(s). Play the grammar box audio and have students practice pronunciation.
- Go over the instructions and point out the model answer. If helpful, do the second example orally as a class. Then have the students complete the written exercise. Have students compare their answers with a partner. Call on students to read their answers aloud or write them on the board. Check answers as a class.
- Go over the instructions and model the activity with a student. Have students practice the activity in pairs or small groups. Check answers.

Interactions

The ability to use essential functional language is an important skill developed in *Four Corners Second Edition*. The aim of Lesson B is to focus specifically on functional language (in the *Interactions* section) presented in the context of a conversation.

Teaching Notes

- Direct students' attention to the pictures to set the scene.
- Play the audio. Have students answer the question as they listen and read silently. Then have students practice the conversation in pairs.
- Point out the target functional expressions in the conversation (for example, reacting to good news: *That's great! That's excellent*, etc.). Elicit or explain what they mean. Play the audio and have students listen and read silently. Model the activity. Then have students practice the conversation again using the new expressions.

Pronunciation

The aim is to present general pronunciation issues related to vocabulary or grammar. Activities include awareness raising and practice in aspects such as word stress, reduction, intonation, and individual sounds.

Teaching Notes

- Use the audio program to introduce the pronunciation point. To develop awareness, encourage students, while listening, to pay particular attention to the pronunciation point before they practice it. Play the audio again and have students repeat.
- Go over the instructions and the words. Play the audio. Have students listen and do the activity. Have students check their answers with a partner.

Listening

Listening is addressed at several places throughout a unit, but the skill is usually specifically developed in Lessons B and D. In Lesson B, students listen in order to practice and confirm comprehension of the functional language presented in *Interactions*. The *Listening* in Lesson D provides valuable practice in “top-down” (listening for the gist of the information) and “bottom-up” (listening for detailed information) listening.

Teaching Notes

- Optional: Use the pictures or the title to set the scene. Go over the instructions and pre-teach unknown vocabulary that is essential for the activity. Play the audio. Have students listen and do the first activity. Have students check answers with a partner.
- Go over the instructions. Play the audio again and have students listen and do the second activity. Go over the answers with the class.

Reading

The readings in *Four Corners Second Edition* reflect the real world, both in terms of content and text type (with a special emphasis on electronic types, such as blogs, ads, online articles, webpages, etc.). Making students familiar with these real-world readings may help students to feel confident to read outside the classroom.

The readings, found in Lesson D, also draw upon a variety of integrated skills. The prereading and postreading exercises promote speaking. Texts are recorded on audio, so you can ask students to listen and read along. Importantly, the readings provide a lead-in to the *Writing* sections, which follow them.

Teaching Notes

- Introduce the topic of the reading, and use the discussion questions to activate background knowledge. Pre-teach vocabulary.
- Go over the instructions. Have students read silently and do the activity. Then go over the answers.
- Go over the instructions. Have students read again, this time in more detail, and do the activity. Go over the answers with the class.
- Model the postreading activity. Have students discuss the topic in pairs.

Writing

The writing activities in *Four Corners Second Edition* contain practical outcomes, for example, writing a thank-you note or a blog entry about a movie. Since many students find writing difficult, even in their own language, the *Writing* section in Lesson D provides practice on how to write. Guidance includes a writing model and practice of target language from the unit, and a set of initial questions to help them with content. The activity usually encourages students to share their work.

Teaching Notes

- Go over the instructions and model the activity. Have students complete the activity.
- Have students read the writing model. Show how the questions in Part A are answered in the text. Have students write a similar text, using their notes from Part A. Ask students to share their work with other students and complete the task.

Speaking and Keep talking

The grammar, functional language, and vocabulary learned so far in the unit are only a means to an end. Students need to use them successfully to *communicate*. For this reason, the *Speaking* activities in Lessons A–D enable students to practice communicating in a real-world context – through role plays, information gaps, interviews, surveys, discussions, and so forth. Importantly, these *Speaking* activities lead students to the lesson “outcome”: a “can do” statement. On successful completion of the *Speaking* activity in Lessons A–D, students check the “can do” statement.

Speaking is addressed in every lesson of *Four Corners Second Edition*. However, the speaking practice varies in purpose and focus. In Lessons A–C, for example, the students practice using new grammar, vocabulary, and functional language accurately in a real-world situation. In contrast, the ability to speak fluently is developed in the culminating speaking activity in Lesson D, and the *Keep talking* activity (Lessons A and C) provides freer speaking practice for students in pair or group settings.

Teaching Notes

Model the activity with the students. Remind students to ask follow-up questions and to show interest in their partner’s comments. Students work in pairs or groups to complete the activity. As you monitor the class, offer help and encourage students to keep talking. Also, take notes of errors you hear students make in the use of the target language, and encourage students to correct them at the end of the speaking activity.

Wrap-up

The unit *Wrap-up* consists of two sections: *Quick pair review* and *In the real world*. The *Quick pair review* provides students with an opportunity to consolidate what they learned in the unit through lively pair-work activities, e.g., *Brainstorm*, *Do you remember?* *Find out!* *Guess!* or *Test your partner*. The *Quick pair review* activities can be written or spoken.

In the real world encourages students to find examples of the target language from the unit in the real world outside the classroom. Students are actively encouraged to use sources of English such as movies, magazines, TV, the Internet, and books to learn more about a topic of interest.

Essential teaching tips

Classroom management

Error correction

- During controlled practice accuracy activities, correct students' wrong use of the target language right away, either by correcting the error yourself or, whenever possible, having the student identify and / or correct the error. This way, the focus is on accuracy, and students can internalize the correct forms, meaning, and use of the language.
- During oral fluency activities, go around the room and take notes on errors you hear. Do not interrupt students. Instead, take notes of their errors in the use of target language and write these errors on the board. Encourage students to correct them first. Be sure to point out and praise students for language used correctly as well!

Grouping students

It is good to have students work in a variety of settings: individually, in pairs, in groups and as a class. This creates a more student-centered environment and increases student talking time.

- The easiest and quickest way to put students in pairs is to have two students sitting close to one another work together. This is good for when students need to have a quick discussion or check answers.
- To ensure students don't always work with the same partner and / or for longer activities, pair students by name, e.g., *Maria work with Javier*.
- One way to put students in groups is to give them a number from 1 to 4, and then have all number 1s work together, all number 2s work together, and so forth.

Instructions

- Give short instructions and model the activity for the students.
- Check your instructions, but avoid asking, *Do you understand?* Instead ask concept questions such as, *Are you going to speak or write when you do this activity?*

Monitoring

- Make sure you go around the room and check that the students are doing the activity, and offer help as necessary.
- Monitor closely during controlled practice, but don't make yourself too accessible during fluency activities; otherwise, students may rely on you to answer questions rather than focus on communicating their ideas to their partner or group.

Teaching lower-level students

- Teach the *Classroom language* on page 4 and put useful language up in the classroom, so the students get used to using English.
- Don't rush. Make sure all the students have had enough time to practice the material.
- Do a lot of repetition and drilling of the new target language.
- Encourage students to practice and review target language by doing activities in the Workbook and Online Self-study.
- Elicit answers from your students and involve them in the learning process. Even though they are beginners, they may have a passive knowledge of English. Find out what they already know by asking them questions.
- Use the *Extra activity* boxes within the procedural notes of this Teacher's Edition to add variety to your lessons.

Teaching reading and listening

- *Reading* and *Listening* texts are meant to help the students become better readers / listeners, not to test them. Explain to your students why they need to read or listen to a text several times.
- Adapt the reading speed to the *purpose* of the reading. When the students read for gist, encourage them to read quickly. When students read for detail, give them more time.

A more comprehensive list of teaching tips can be found on the *Four Corners Second Edition* website: www.cambridge.org/fourcorners

Core series components

Four Corners Second Edition has a variety of core components to help you and your students meet their language learning needs. Here is a list of the core components.

COMPONENT	DESCRIPTION
Student's Book with Online Self-study	<p>The Student's Book is intended for classroom use and contains 12 ten-page units. <i>Keep talking</i> activities for additional speaking practice are included after the 12 units.</p> <p>The Online Self-study provides additional vocabulary, grammar, functional language, pronunciation, listening, and video-viewing practice.</p>
Class Audio	<p>The Class Audio is intended for classroom use.</p>
Teacher's Edition with Complete Assessment Program	<p>The interleaved Teacher's Edition with Complete Assessment Program includes:</p> <ul style="list-style-type: none">• Page-by-page teaching notes with step-by-step lesson plans• Audio scripts, video scripts, and answer keys for the Student's Book and Workbook• Photocopiable video activity sheets• Video teaching notes• Language summaries for each Student's Book unit's grammar, vocabulary, and functional language• A complete assessment program, including oral and written quizzes, as well as unit tests in printable PDF and Microsoft Word® formats
Workbook	<p>The Workbook's eight-page units can be used in class or for homework. Each unit provides students with additional vocabulary, grammar, functional language, and reading practice.</p>
Video Program	<p>Videos for each unit provide further practice of the unit's vocabulary, grammar, and functional language in a real-world context and serve as models for students to make their own videos.</p>
Presentation Plus	<p>Presentation Plus software can be used on an interactive whiteboard with portable interactive software technology, or with a computer and projector. This software is intended for classroom use and presents the Student's Book, audio, and video.</p>

For a complete list of components, visit www.cambridge.org/fourcorners or contact your local Cambridge University Press representative.

Walkthrough

of the Student's Book

Every unit in *Four Corners Second Edition* contains four lessons, each of which has its own **learning outcome** and culminates in a **personalized** speaking activity.

Warm-up Each unit begins with a *Warm-up* page that previews the language of the unit and introduces students to the unit theme.

3 Rain or shine

Lesson A

- Weather
- Adverbs of intensity; quantifiers with verbs

Lesson B

- Asking for an opinion
- Giving an opinion

Lesson C

- Indoor activities
- *Would like* + infinitive

Lesson D

- Reading: "Canada Through the Seasons"
- Writing: An e-mail to a friend



Unit preview

- Highlights the language and topics presented in each lesson

Warm-up

- A Describe the pictures. Where are the people? What are they doing?
- B Do you ever do these activities? When do you do them?

Warm-up

- Introduces the overall topic in a creative context in order to activate schema and create interest in the topic
- Offers opportunities for personalized discussion

Lesson A presents and practices useful vocabulary and grammar in a communicative context. The lesson ends in a speaking activity which is tied to a specific “can do” statement and which allows students to immediately apply what they have just learned to talk about themselves.

Vocabulary

- Clearly presents vocabulary related to the lesson topic
- Uses illustrations, photos, definitions, and activities to aid comprehension

Language in context

- Previews the meaning and use of the target grammar in a variety of contexts
- Recycles target vocabulary
- Provides personalized oral practice

Grammar

- Provides a clear presentation of new grammar structures
- Presents examples from the *Language in context*
- Includes controlled and personalized practice of the target grammar

Listening

- Helps students develop listening skills and build confidence
- Provides practice in “top-down” (listening for the gist of the information) and “bottom-up” (listening for detailed information) listening

Speaking

- Provides personalized speaking activities using the lesson vocabulary and grammar
- Relates directly to the learning outcome of the lesson

“Can do” statement

- Presents a clear and measurable learning outcome
- Helps assess progress
- Appears at the end of every lesson

A It's extremely cold.

1 Vocabulary Weather

A Label the pictures with the correct words. Then listen and check your answers.

Weather cloudy rainy snowy sunny windy	Temperature cold cool hot warm
---	-----------------------------------

1 _____ 2 _____ 3 _____ 4 _____ 5 _____

B PAIR WORK What's the weather like in your country in each season? Complete the chart with the words from Part A. Then compare answers.

spring	summer	fall	winter	rainy season	dry season

2 Language in context Favorite seasons

A Listen to people talk about their favorite season. Which places are cool?

My favorite season is spring. It's fairly cool, and rains quite a bit, but it's a good time to see the flowers.
—Jan, Lisse, Holland

I like summer a lot. It's very windy – great for windsurfing! And it doesn't rain at all.
—Fouad, Essaouira, Morocco

Fall is my favorite. It's sunny and cool, and in late October, 150 million butterflies arrive!
—Juan, Morelia, Mexico

I love winter. It's extremely cold, and it snows a lot, but that's when the Sapporo Snow Festival is.
—Rie, Sapporo, Japan

B What about you? What's your favorite season? What's the weather like then?

unit **3**

3 Grammar Adverbs of intensity; quantifiers with verbs

Adverbs of intensity It's extremely cold. It's very windy. It's really hot. It's pretty sunny. It's fairly cool. It's somewhat cloudy.	Quantifiers with verbs It snows a lot . It rains quite a bit . It snows a little . It doesn't rain very much . It doesn't rain at all .
---	--

Add the adverbs and quantifiers to the sentences. Then compare with a partner.

1 It snows in Moscow in the winter. (a lot) It snows a lot in Moscow in the winter.

2 It rains in Seattle in the winter. (quite a bit)

3 It's cold in Busan in January. (extremely)

4 It's cool in Rabat in the rainy season. (fairly)

5 It snows in Lima in July. (not... at all)

6 It's windy in Wellington all year. (pretty)

4 Listening Think about the weather!

A Listen to people talk about the weather in three cities. Which city is one of the people planning to visit? Circle the city.

1 Istanbul, Turkey It's _____ cold in the winter.

2 Antigua, Guatemala The _____ season is from November to April.

3 Beijing, China It's _____ and _____ in the spring.

B Listen again. Complete the sentences with the correct words.

5 Speaking True or false?

A Write two true sentences and two false sentences about the weather where you live. Use these words and expressions.

pretty sunny	rain a lot	somewhat cloudy
extremely hot	very windy	fairly cool
really cold	very cold	snow

B PAIR WORK Read your sentences. Your partner corrects the false sentences. Take turns.

A: It's pretty sunny in the winter.
B: I think that's false. It's somewhat cloudy in the winter.

6 Keep talking!

Student A go to page 129 and Student B go to page 131 for more practice.

Lesson B presents the unit's functional English strand. Students practice language functions and strategies in relevant, transferable contexts. A final speaking activity encourages students to personalize the new language, and is tied to a specific "can do" statement.

B In my opinion, ...

1 Interactions Opinions

A Do you ever videochat? What do you like about it? What don't you like?

B Listen to the conversation. Where are the three people? Then practice the conversation.



Cindy So, Luk, how are things in Bangkok?
Luk Great. It's warm and sunny today.
Brian It's really cold here in Chicago. So when are you coming to see us?
Luk Well, when is a good time to visit?
Cindy Hmm ... I'm not sure.

Luk Brian? What do you think?
Brian I think fall is a good time. The weather is great, and there's a lot to do.
Cindy Yeah, we can all go to a baseball game then.
Luk That would be great!

C Listen to the expressions. Then practice the conversation with the new expressions.

Asking for an opinion

What do you think? What are your thoughts? What's your opinion?

Giving an opinion

I think ... I'd say ... In my opinion, ...

D Number the sentences from 1 to 6. Then compare with a partner.

_____ **A** Well ... what's your favorite season?
 _____ **A** When are you going to New York?
 _____ **A** I think spring is a great time to visit. It's usually warm and sunny then.
 _____ **B** I don't know. What do you think? When's a good time to visit?
 _____ **B** Really? OK. Maybe we'll go to New York in May.
 _____ **B** My favorite season is spring.

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Interactions

- Introduces practical functional language that students can use in real life
- Focuses on language that helps students sound more like native speakers

unit **3**

2 Listening When's a good time to visit?

A Listen to three people talk to friends about the best time to visit these cities. Are their friends' opinions the same or different? Circle your answers.



1 the same / different 2 the same / different 3 the same / different

B Listen again. Write T (true) or F (false) next to the sentences.


1 Gabriel is from Rio de Janeiro, but Bianca isn't. F
 2 It's very hot in Rio de Janeiro in February. _____
 3 Patricia thinks it's fine to visit New Zealand anytime. _____
 4 It's extremely cold in New Zealand in July and August. _____
 5 Sophie is from Marseille. _____
 6 A lot of stores and restaurants in France close in August. _____

3 Speaking Good time, bad time

A **PAIR WORK** Discuss the weather and seasons where you live. Give your opinions.

- When's a good season to visit?
- What months are especially good?
- What's the weather like then?
- What kinds of things do people do then?
- When's not a good time to visit? Why not?

A: I think spring is a good time to visit Mexico. What do you think?
B: Yes, I'd say May is good.
A: The weather is warm then.
B: And there are some great festivals.



B **GROUP WORK** Share your opinions with another pair. Do you have the same opinions?

I can ask for and give an opinion. ✓

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Listening

- Helps students develop listening skills and build confidence
- Provides practice in "top-down" (listening for the gist of the information) and "bottom-up" (listening for detailed information) listening

Speaking

- Provides a communicative task that enables students to personalize the new functional language
- Relates directly to the learning outcome

Lesson C presents and practices useful vocabulary and grammar in a communicative context. The lesson ends in a speaking activity which is tied to a specific “can do” statement and which allows students to immediately apply what they have just learned to talk about themselves.

Vocabulary

- Clearly presents vocabulary related to the lesson topic
- Provides personalized speaking practice using the target vocabulary

Conversation

- Previews the meaning and use of the target grammar in the context of a conversation
- Recycles target vocabulary
- Provides structured listening and speaking practice

Grammar

- Provides a clear presentation of new grammar structures
- Presents examples from *Conversation*
- Includes controlled and personalized practice of the target grammar

Pronunciation

- Provides practice on pronunciation issues related to the target language in the lesson
- Focuses on aspects of pronunciation such as word stress, sentence stress, reductions, intonation, and individual sounds

Speaking

- Provides personalized speaking activities using the lesson vocabulary and grammar
- Relates directly to the learning outcome of the lesson

C I'd like to play chess.

1 Vocabulary Indoor activities

A Complete the phrases with the correct words. Then listen and check your answers.

a board game	cookies	a jigsaw puzzle	popcorn
chess	a crossword	a nap	a video

a bake _____ b do _____ c do _____ d make _____

e make _____ f play _____ g play _____ h take _____

B PAIR WORK Rank these activities from 1 (fun) to 8 (not fun at all). Then compare answers.
 A: I do a crossword every day, so I think that's really fun. How about you?
 B: I never take a nap. I don't think that's fun at all. It's my number eight.

2 Conversation It's raining!

A Listen and practice.

Joanie Oh, no! It's raining!
 Evan We can't go on our picnic.
 Joanie No. So, what would you like to do?
 Would you like to do a jigsaw puzzle?
 Evan Not really. Would you like to play chess?
 Joanie Um, yeah, I would.
 Evan We can make some popcorn, too.
 Joanie Great idea. But let's play a little later.
 Evan OK. Why?
 Joanie I'd like to take a short nap.

B Listen to their conversation later in the day.
 What does Evan want to do?

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unit **3**

3 Grammar Would like + infinitive

What would you like to do? I'd like to play chess.	Would you like to do a jigsaw puzzle? Yes, I would. No, I wouldn't.
Where would he like to play chess? He'd like to play right here.	Would they like to take a nap? Yes, they would. No, they wouldn't.

A Circle the correct words. Then practice with a partner.

1 A Which game would you like play / to play?
 B I'd like to / I would to play chess.

2 A Would you like do / to do a crossword now?
 B No, I'd not / I wouldn't. I don't like crosswords.

3 A What do / would you like to do tonight?
 B I'd like / I would to watch TV with my friends.

B PAIR WORK Make true sentences with I'd like to or I wouldn't like to. Tell your partner.

have class outside	play chess after class	stay in this weekend	take a nap right now
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4 Pronunciation Reduction of *would you*

A Listen and repeat. Notice how *would you* is pronounced /wʊdʒə/.
 Would you like to play a board game? Which game would you like to play?

B PAIR WORK Practice the questions in Exercise 3A again. Reduce *would you* to /wʊdʒə/.

5 Speaking I'd like to ...

A PAIR WORK Look out these windows and describe the weather. Then decide what you'd like to do together on each day. Take notes.

1 2 3

A: It's cool and rainy today. What would you like to do?
 B: I'd like to do a jigsaw puzzle. How about you?

B GROUP WORK Share your ideas with another pair. Ask and answer questions for more information.

6 Keep talking!
 Go to page 132 for more practice.

I can talk about what I would like to do. ✓

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Lesson D develops students' reading and writing skills. The unit-ending speaking activity promotes personalization and fluency.

D Where would you like to go?

1 Reading

A Read the article. Where do you think it is from? Check (✓) the correct answer.

a vacation blog a tourist brochure a textbook a weather report



Canada Through the Seasons

The weather is very different in this large country, so there's something to do for everyone in every season.



SPRING can arrive in February in Victoria on the west coast. In other parts of Canada, it gets warm in early April, and spring weather continues until June. In British Columbia, you can kayak, camp, or take a train trip through the Rocky Mountains.

SUMMER brings warm to hot weather from May to September. This is a great time to fish in one of Canada's many lakes; kayak among the whales in Churchill, Manitoba; or have some Wild West fun at the Calgary Stampede.

FALL brings cool temperatures in September and October. It's a good time of year to see the fall leaves in eastern Canada, enjoy hiking, visit museums, or go to the Toronto International Film Festival.

Snow begins to fall in November, and temperatures drop. Days are short in **WINTER**, but you can ski, go to an ice festival, or see the northern lights. In parts of British Columbia, the snow doesn't stay long and you can golf all year!

B Read the article again. When can you use these things? Write the season.



C **GROUP WORK** Imagine you can visit Canada. When and where would you go? Why? Discuss your ideas.

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Reading

- Uses a variety of real-world text types
- Develops a variety of reading skills, such as skimming, scanning, and deducing meaning from context
- Promotes personalized discussion

unit **3**

2 Writing An email to a friend

A Think of a place and a friend you would like to visit. Answer the questions.


- What is your friend's name?
- When do you plan to visit?
- Where does your friend live?
- What would you like to do there?

B Write an email to a friend about your travel plans. Use the model and your answers in Part A to help you.

Reply Forward

From: Kate Spencer
To: Hee-jin Choi

Hi, Hee-jin,
I have good news. I can visit you in Seoul this summer! Tell me about Seoul. What's the weather like in the summer? Is it really hot?
As you know, I'm very interested in art and food. So I'd like to visit the National Museum and go to some really good restaurants. What about you? What would you like to do?
This is so exciting! See you soon.
Kate



C **PAIR WORK** Share your writing. Ask and answer questions for more information.


3 Speaking A place I'd like to visit

A Think about a place you'd like to visit in your own country or a different country. Take notes.

Place:	Why would you like to go there?	What would you like to do there?
When would you like to go?		

B **GROUP WORK** Share your ideas. Ask and answer questions for more information.

A: I'd really like to go to Kyoto in the spring.
B: Why would you like to go there?
A: Because I'd like to see the cherry blossoms.
C: What else would you like to do there?



I can talk about a place I'd like to visit. ✓

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Writing

- Provides a variety of real-world text types, such as emails, postcards, and notes
- Provides prewriting steps to help students organize their thoughts before they write
- Provides a model writing sample

Speaking

- Provides communicative activities that develop oral fluency
- Helps students use all the language they have learned to express themselves
- Relates directly to the learning outcome of the lesson

Wrap-up Each unit ends with a *Wrap-up* page that consolidates the vocabulary, grammar, and functional language from the unit and encourages students to use different sources to learn more about a topic of interest.

Wrap-up

Quick pair review

- Provides a quick review of each lesson’s vocabulary, grammar, and functional language through lively pair-work activities

Wrap-up

In the real world

- Encourages students to take their learning outside the classroom by using the Web or real-world texts
- Encourages students to write about the information they find

Keep talking

- Provides additional speaking practice expanding on the topic, vocabulary, and grammar of the lesson
- Promotes fluency through a range of enjoyable communicative activities

Wrap-up

1 Quick pair review

Lesson A **Brainstorm!**
Make a list of words for weather and words for temperature. How many do you know? You have two minutes.

Lesson B **Do you remember?**
Check (✓) the questions you can ask when you want someone’s opinion. You have one minute.

- What’s your opinion?
- What’s your teacher’s name?
- What’s the weather like today?
- What are your thoughts?
- What are you like?
- What do you think?

Lesson C **Find out!**
What is one thing both you and your partner would like to do outside this weekend? What is one thing you both would like to do inside? Take turns. You and your partner have two minutes.

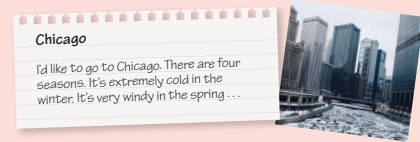
A: I’d like to play chess inside. Would you?
B: No. I’d like to bake cookies. Would you?
A: Yes, I would.

Lesson D **Guess!**
Describe a famous place in your country, but don’t say its name. Can your partner guess where it is? Take turns. You and your partner have two minutes.

A: It’s hot, and it’s a big city. People have parties on the beach.
B: Is it Rio de Janeiro?
A: Yes, it is.

2 In the real world

Where would you like to go? Go online and find the typical weather for that place in every season. Then write about it.



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unit **2 Lesson C**

Find the differences

Student A

PAIR WORK You and your partner have pictures of the same people, but six things are different. Describe the pictures and ask questions to find the differences. Circle them.



A: In my picture, Brian is young. Is he young in your picture?
B: Yeah, so that’s the same. In my picture, he has short straight hair.
A: Mine, too. What color is...?

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Keep talking!

Walkthrough

of the Teacher's Edition

The Teacher's Edition provides complete support for teachers who are using *Four Corners Second Edition*. It contains comprehensive teaching notes for the units in the Student's Book, accompanied by suggestions on how to incorporate Presentation Plus into every unit. It also contains Workbook answer keys, class audio and video scripts, photocopiable video activity sheets, video teaching notes, and language summaries for every unit. Here are selected teaching notes for a sample lesson from *Four Corners Second Edition* Level 2.

LESSON C overview
Vocabulary: indoor activities
Grammar: *Would like* + infinitive
Pronunciation: Reduction of *would you*
Speaking: Decisions about things to do

1 Vocabulary Indoor activities
Learning objective: Use vocabulary for indoor activities.

A (Level 2, Track 41)

- Direct Ss' attention to the words and the pictures. Explain that the pictures show indoor activities.
- **Option:** Point out that when *indoor* is an adjective (indoor activities) there is no -s. When we use it as an adverb, there is an -s. (I'm going indoors). The same is true for *outdoor activities* and *outdoors*. Other words we can use are *inside* and *outside* (e.g., *Where's Tom? He's outside.*).
- Go over the instructions. Explain that a *phrase* is a group of words with a particular meaning. Tell Ss they will add nouns from the word box to the verbs below the pictures to make phrases. Do the first one together as a class. Point to the picture and elicit the answer: *bake cookies*.
- Have Ss work individually to complete the phrases. Encourage Ss to start with the words they know and then guess the ones they are not sure of.
- **Option:** Have Ss check answers with a partner.
- Play the audio. Have Ss listen and check their answers.
- Play the audio again. Have Ss repeat the phrases to practice pronunciation.

Presentation Plus: Swipe and guess page xxxi
After doing Part A, follow the steps for *Swipe and guess* to review vocabulary for indoor activities.

B

- Go over the instructions. Explain *rank*: to put something in order.
- Read the notes.
- Have Ss work in pairs to rank the activities.

Extra activity: Extension
For more vocabulary practice, have Ss informally survey their classmates about indoor activities. Set a time limit of ten minutes. Have Ss talk to as many people as possible, asking them how they ranked the activities in Part B.

2 Conversation

Learning objective: Practice a conversation about indoor activities.

- A** (Level 2, Track 42)
- Direct Ss' attention to the picture to set the scene. Ask: *Are these people indoors or outdoors? (Indoors.) What's the weather like outdoors? (Rainy.) What do you think they are talking about? (The weather; what activities they can do).*
 - Play the audio. Have Ss listen and read silently. If helpful, play the audio line by line and have Ss listen and repeat.
 - Have Ss work in pairs to practice the conversation.
 - **Option:** Call on two pairs to act it out for the class.
- B** (Level 2, Track 43)
- Go over the instructions. Explain that Ss are going to hear Joanie and Evan talking later in the day.
 - Pre-teach the expression *Are you kidding?* (It is an expression of surprise. Similar expressions are: *Are you joking?* / *Are you serious?* / *I can't believe it!*)
 - Play the audio. Have Ss listen for the answer to the question: *What does Evan want to do?*
 - Go over the answer with the class.

Answer
Evan wants to bake cookies.

Teaching notes

- *Lesson overview* provides a breakdown of each lesson and includes the target language and skills presented in each lesson
- Includes *Learning objectives* for each activity
- Provides step-by-step lesson plans
- Suggests *Extra activities* for expansions and alternative presentations
- Provides *Vocabulary* definitions
- Provides *Culture notes* to give teachers more context about the topic in the lesson

3 Grammar

Learning objective: Practice *would like* + infinitive.

- (Level 2, Track 44)
- Books closed. Write on the board: *What would you like to do? I'd like to play chess.*
 - Ask: *What is the verb in each sentence? (Would like.)*

Underline *would like* and *'d like*; point out the contraction.

Circle *to do* and *to play* in the sentences on the board.

Explain that *to* + verb = infinitive. Infinitives follow certain verbs, like *would like*.

Books open. Direct Ss' attention to the left side of the box. Read the questions and have Ss read the answers.

1 Ask: *What are the infinitives?* (To do, to play.)

2 Ask: *Are these yes / no or Wh- questions?* (Wh- questions.)

• Direct Ss' attention to the right side of the box. Read the questions and call on Ss to read the answers.

1 Ask: *What are the infinitives?* (To do, to take.)

2 Ask: *Are these yes / no questions or Wh- questions?* (Yes / no.) Point out that we do not need to repeat the infinitive in short answers to yes / no questions.

• Focus on form in questions. Write on the board:

1 Wh- (Wh- word) + *would* + subject + *like* + *to* + verb

2 Yes / no: *would* + subject + *like* + *to* + verb

• Focus on use. Explain that *would like* is a polite way to say *want*. *Would* and *like* work together as one verb.

• Refer to the conversation in Exercise 2. Have Ss underline the infinitives and circle *would like*.

• Play the grammar box audio. Have Ss listen and repeat to practice pronunciation.

A

• Go over the instructions. Do the first item as a class.

• Have Ss work individually to circle the correct words.

• Have Ss compare answers with a partner.

• Go over the answers as a class.

• Have Ss practice asking and answering the questions in pairs.

B

• Go over the instructions. Write on the board: *I'd like to _____ and I wouldn't like to _____.* Point out that with negative statements, *not* comes immediately after *would* (incorrect: *I would like not to play cards.*).

• Have Ss work individually to write true sentences for each situation.

• Model the activity. Say: *I'd like to stay in this weekend. What would you like to do this weekend?*

T-31 Unit 3

4 Pronunciation

Reduction of *would you*

Learning objective: Focus on reduction of *would you*.

- (Level 2, Track 45)
- Go over the instructions.
 - Play the audio. Have Ss listen, paying particular attention to the reduction of *would you*.
 - Play the audio again. Have Ss listen and repeat.

Presentation Plus: Highlight and say it! page xxviii

Instead of doing Part B, follow the steps for *Highlight and say it!* to practice pronunciation. Zoom in on Exercise 3, Part A.

B

• Go over the instructions.

• Have Ss work in pairs to practice the questions. Go around the room and listen for correct reduction.

5 Speaking

Learning objective: Talk about what you would like to do.

• Direct Ss' attention to the "can do" statement at the bottom of the page. (When they finish the speaking activity, they will hopefully be able to check the box.)

A

• Direct Ss' attention to the pictures. Explain that these are views outside a window, on different days.

• Go over the instructions. Read the dialogue with a S.

• Have Ss work in pairs to describe the weather from each window and decide on an indoor activity to do.

B

• Have each pair join another pair to share their ideas and ask and answer questions. Encourage them to politely express their opinions about ideas.

• Finally, tell Ss to check the "can do" statement if they can talk about what they would like to do. NOTE: If Ss feel they need more help, suggest they do the *Additional practice* activities.

Additional practice

For more practice, use:

Workbook pages 21–23

Online Self-study Lesson C

Presentation Plus

- Each Presentation Plus box suggests an activity type that best suits the lesson content. A multi-step description of each activity appears on pages xxvii–xxxii
- Each Presentation Plus Tip box contains additional instructions for a quick activity utilizing the different functionalities of Presentation Plus to explore lesson content

Additional practice

- Provides suggestions for more practice in the Workbook and Online Self-study

Walkthrough

of the Workbook and Online Self-study

Four Corners Second Edition provides students with many additional opportunities to practice the language taught in the Student's Book on their own or in the classroom or lab with the Workbook and Online Self-study in the back of the Student's Book.

Workbook

The Workbook provides additional

- vocabulary
- grammar
- functional language
- reading practice

C I'd like to play chess.

1 Complete the sentences with a word from each box. Use the simple present form of the verbs.

bake	✓do	make	play	a board game	✓a jigsaw puzzle	a video	cookies
do	make	play	take	a crossword	a nap	chess	popcorn

I usually do a jigsaw puzzle with my children. **1**

Sometimes, we with friends. **2**

Sometimes, my wife and I on Friday evenings. **3**

But we always on Sunday mornings. **4**

On Sunday afternoon, the kids **5**

And my mom for us. **6**

My wife **7**

And I sometimes like this one. **8**

Online Self-study

The Online Self-study in the Student's Book provides additional interactive practice. It contains

- vocabulary exercises
- grammar exercises
- listening exercises
- functional language practice
- pronunciation practice
- video comprehension practice

He's talkative and friendly.
Personality adjectives


Click on the arrow to see the choices. Then click on the correct word to complete each sentence.

1. Jerry is very . People always like him, and he has a lot of friends.

2. Marina is very . She works from 7:00 to 8:00 every day.

3. I always laugh a lot when I'm with Young-mi. She is very .

[See answers](#) [Try again](#) [Check answers](#) [Send scores](#)



Introduction to the Video Program

Video Program

The *Four Corners* Video Program is an exciting and dynamic supplementary video program. The program consists of a variety of entertaining videos, each designed to be watched after the Student's Book unit has been taught. As a complement to the Student's Book, each of the 12 videos provides further practice of that unit's grammar, vocabulary, and functional language in a natural, real-life context. Students have the opportunity to see and hear conversational language from the Student's Book come to life in engaging and lively situations. The videos also feature close-captioned subtitles to aid in understanding as *students listen and read simultaneously*.

The *Four Corners* Video Program presents home movies, how-to's, interviews, and commercials that serve as a model for students to make their own **Action Videos**. The *Four Corners* videos are short – three to five minutes long – and provide realistic examples for students to imitate as they go beyond the Student's Book to create their own personalized videos. This familiar style of video provides a powerful motivation for students to master the new topics, grammar, and vocabulary in order to put their English into practice. And the **Action Videos** allow teachers a concrete way to assess students' oral learning.

Video Activity Sheets

The *Video Activity Sheets* correspond to each of the 12 video segments and are designed to facilitate effective use of the *Video Program* in the classroom. Each two-page unit includes pre-viewing, viewing, and post-viewing activities that provide students with step-by-step support and guidance in understanding the events and language of the video segment. Before You Watch activities introduce the context, characters, and vocabulary necessary to understand the video. The While You Watch section contains easy-to-complete activities to get students to pay attention to the important facts and events while watching the video. The After You Watch section contains comprehension activities that allow teachers to confirm their students understood the main points of the video and personalization activities that expand the spoken language from the Student's Book. The *Video Activity Sheets* are provided in the Teacher's Edition for teachers to photocopy.

Video Teaching Notes

The *Video Teaching Notes* provide teachers with short summaries of the video and language points, and step-by-step instructions and optional teaching ideas to complete the photocopiable *Video Activity Sheets*. The *Video Teaching Notes* also include a brief summary of the **Action Video** assignment for each unit.

Action Video Teaching Notes

The *Action Video Teaching Notes* provide teachers with step-by-step instructions and ideas for students to make their own videos. The notes are structured into Planning, Making, and Sharing sections to help students engage with the Student's Book language as they create their own videos. Instructions are rich with language prompts, optional ideas, and activities for individual students, pairs, and small groups.

Additional techniques for teaching video

Picture-only viewing

Playing the video with the sound off makes students pay attention to the visual information on the screen and engages their imagination to complete activities. Types of videos with a rich background and a lot of activities are well suited to silent viewing.

- **Say the words** For a video with a lot of vocabulary words in it or a sequence of events, play the video with the sound off. Have students list the things they can see.
- **What's my line?** Play a short scene with two or more characters. Choose a scene that is rich with emotion, facial expressions, and gestures. Have pairs of students write what they think the dialogue is for the scene. Then play the video to check their predictions.
- **What's happening?** Choose a scene or two that shows a setting and a lot of action. Write a 4 *Wh-* chart on the board:

Who	Where	When (time of day)	What

Have Ss complete the chart.

- **What happens next?** Choose a video with a sequence of events or actions. Play the first half of the video and then stop at a point where there could be several outcomes. Have students guess what will happen next. Write their ideas on the board. Play the scene again and check how many correct ideas there were.

Sound-only viewing

Playing the video with the sound on but the picture off makes students pay attention to the spoken information they hear. Types of videos in which the character has an expressive voice or which contain a specific language function are a good choice for these activities. Students should not have watched the video beforehand.

- **Describe the scene** Choose a scene that is rich in dialogue and background. Write information questions on the board.

How many people are in the scene? How many men?

How many women?

Where are they?

What are they doing?

How are they feeling?

Play the scene and have students listen and answer the questions.

- **Describe the person** Choose a scene in which the character has several lines. Play the scene, and then elicit words to describe the character's personality and appearance on the board. Play the video to see how closely the students' descriptions match the character.

Normal viewing with subtitles

Playing the video normally, with the sound and picture, allows students to pay attention to both the visual and spoken information in the video. Many of the activities involve stopping and replaying video at a critical point so that information can be elicited.

- **Repeat the lines** This is useful to give Ss practice with vocabulary, expressions, and intonation patterns. Play a scene up to the appropriate point, stop the video, and have Ss repeat and mimic the speakers as closely as they can. Then replay the line(s) again, several times for Ss to master it.
- **Freeze frame** This is an excellent activity for checking comprehension. Choose a scene with one or more important actions or language points. Play the scene, pause at the critical point, and then ask students a question. For example, have students describe what is happening or has happened in a scene, describe the characters (who they are or how they are behaving), or have them note details about the setting or predict what will happen next.
- **Subtitle answer check** Use the video to check answers for information gap questions from the Activity Sheets. After Ss have completed the Activity Sheet section, turn on the subtitles and play the conversation again, having Ss read the subtitles to check their answers.

- **What happens next?** For more complex video segments, this activity, described previously in the Picture-only viewing section, can also be done with the sound and subtitles on.
- **Role play** Choose a scene with two or more speaking characters. Tell students that they will watch the video and then role-play the conversation. Assign characters. Play the video at least twice. Then have students practice the role play and perform it in pairs, groups, or for the class. Give students a copy of the script for support, if necessary.
- **A new ending** After viewing a video, have pairs or small groups of students script a new and different ending that rewrites the final scene or creates a new scene of what would happen next. Have students write their script and then perform it for the class. This can also become an **Action Video** assignment if your students enjoy role-playing.

Action Video viewing

After students have viewed the unit video and completed the *Video Activity Sheet*, they are ready to create their own **Action Video**. Use these techniques with the class during the Planning and Sharing stages. Remind students that their videos can be simpler and shorter than the *Four Corners* videos.

Planning

- **Outline** This is useful if students are having difficulty during the planning stage and to help them understand the genre of video they are going to make. With the class, fast forward through the video, pausing at each critical point to list the elements of the video's structure. For example, list the questions interviewers asked, the number of slides presented in a video diary, or for a narrative, note the number of characters, scenes, and/or settings.

Sharing

If it's appropriate, you can treat the students' **Action Videos** as additional course content and use the teaching techniques listed above with the videos, for example: stopping to ask *What happens next?*

- **News report** This is an excellent activity for practicing reported speech. Have pairs of students create and give a news report about one of their classmates' videos. For example, pairs can give a news report about what they saw in someone's daily routine video: John went to work in the morning. He said he usually takes the bus, but that day he walked. We asked John why he walked . . . Other styles of reports are movie reviews and opinion pieces.
- **Student-created worksheets** Have pairs produce an oral quiz about their video. Play their video for the class and then have students quiz their classmates on what they saw.

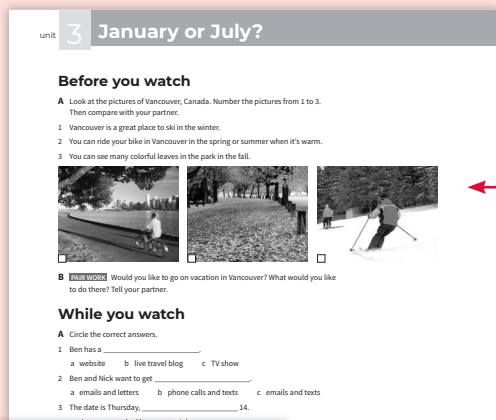
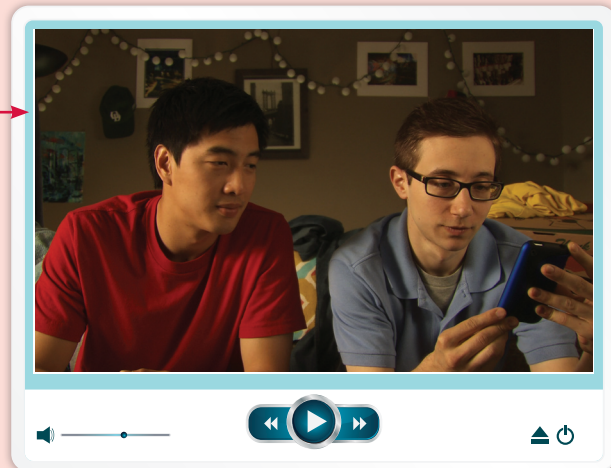
Walkthrough

of the Video Program, Video Activity Sheets, and Video Teaching Notes

Four Corners presents an exciting video program that provides students with extra practice of the Student's Book vocabulary, grammar, and functional language through real-life context videos. Photocopiable video activity sheets in the Teacher's Edition provide structured activities for classroom use. Video teaching notes provide support for teaching the videos on the video program along with the video activity sheets.

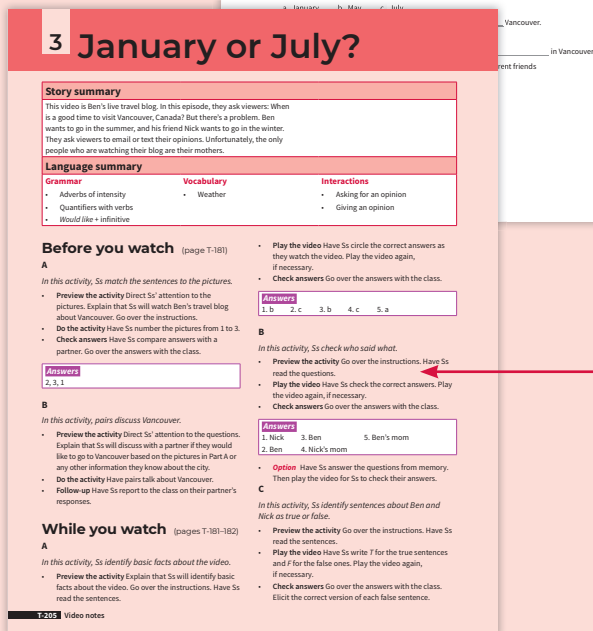
Video Program

- Has a video for extra practice of each unit of the Student's Book
- Practices vocabulary, grammar, and functional language presented in the Student's Book unit
- Presents language in a real-life context



Video activity sheets

- Provide activities to help students understand the language and situations presented in each video
- Provide activities for before watching, while watching, and after watching each video



Video teaching notes

- Provide support for teachers to integrate the video program and video activity sheets in class
- Provide *Action video notes* with ideas on how students can use the videos on the video program as models for their own videos

Introduction to Presentation Plus

About Presentation Plus

Four Corners Second Edition Presentation Plus combines the contents of the Student's Book, the class audio, and the video for each level of the series into a convenient one-stop presentation solution. Presentation Plus can be used with all types of interactive whiteboards or with just a projector and a computer to present *Four Corners Second Edition* core materials in the classroom in a lively and engaging way.

Presentation Plus provides an effective medium to focus students' attention on the content being presented and practiced. It can also help promote their participation and interaction with the material in a more dynamic way. The software can also simplify several of the teaching tasks that take place in the classroom. You can use Presentation Plus to zoom in on a section of a page, play audio or video, display scripts while students listen to the audio or watch a video segment, and access online dictionaries. The easy-to-use tools of Presentation Plus also allow manipulation of all the digitized texts, pictures, audio, and video in an uncomplicated way. You can add text to the page, highlight text or pictures, draw lines or circles, erase, and conceal text or pictures – or ask students to go to the board and do so.

The software also includes features that facilitate the lesson preparation process. For example, you can attach files with your own supplemental material, such as extra activities, slide show presentations, images, audio, video or even web links to the pages and open these at the right moment with a simple click. You can save these attachments and annotations added to the Student's Book pages as “sessions” and return to them at any time – or even share them with other teachers.

In addition to the information in this introduction, you will also find tips and suggested activities using Presentation Plus in the notes for each lesson in this Teacher's Edition. A detailed explanation of all the Presentation Plus features is also available in the Presentation Plus User's Guide, which can be accessed through the Help button on the component home screen. We hope that this information will help you explore the many ways that Presentation Plus can bring a new level of flexibility and interactivity to the *Four Corners Second Edition* classroom.

Presentation Plus key functions and tools

These are some of the tools and functions available in Presentation Plus:

- A **Contents** panel lists all the book pages, audio clips, and video clips. You can access any of these by simply clicking on their titles.
- The **Arrow** tool can be used to drag pages, text boxes, and attachments on screen.
- The **Text Box** tool allows you to insert text boxes anywhere on a page. You can type into them using a keyboard. You can also insert images or attach files to them.
- The **Hide / Show** tools can be used to conceal a specific area of a page.
- The **Pen** tool enables you to write and draw on a page or on audio scripts. It includes a variety of colors and pen width options.
- The **Highlighter** tool can be used to highlight any image or text, including audio scripts.
- The **Eraser** and **Erase-all-annotations** tools can be used to remove annotations such as pen lines or hidden / shown areas or to delete attachments.
- The **Zoom** tool can be used to enlarge any part of a page.
- The **audio player**, activated when you click on an audio icon on a page or the title of an audio clip in the Contents panel, includes the basic functions of an audio player and the scripts. You can click on a line on the script to play only that line.
- The **video player**, activated when you click on the title of a video clip in the Contents panel, includes the basic functions of a video player. It also allows you to play the video on full screen, with subtitles, or even without the image (playing the audio only).
- The **Attach file from my computer** function allows you to attach to the page different types of files from your computer.
- The **Attach a blank page** function allows you to attach a blank page, which you can annotate or use as a mask.
- The **Attach a web link** function allows you to add a link to a website, which you can access when you are online.

- The **Attach a page link** function allows you to add a link to another page of the Student's Book so that you can navigate between pages and sections quickly and easily.
- The **Save session** function allows you to save the book pages with your annotations and attachments so that you can use them later.
- The **Export session** function allows you to save your sessions anywhere on your computer or on other devices, such as a pen drive.
- If you are connected to the Internet, the **dictionary** button allows you to access one of the Cambridge online dictionaries.

How to use Presentation Plus when teaching a *Four Corners Second Edition* unit

Warm-up

You might want to focus on the pictures to preview or review content, or activate students' previous knowledge. Use the Zoom tool to enlarge the pictures or Hide / Show to conceal the text around them. You can also ask students to go to the board and circle or label key elements in the pictures or text using the Pen or Highlighter.

Vocabulary

You might want to zoom in on the section to present the vocabulary with larger pictures or text. You can also conceal the words next to the pictures using the Pen tool before you play the audio so that students focus on the pronunciation of the words. You can have students go to the board and do the activity using the Pen tool before reviewing answers with the whole class.

Language in context

You can use the Zoom or the Hide tool to focus on the pictures and ask questions to set the scene for the text. You can ask students to go to the board and identify the words taught in the vocabulary section using the Highlighter or the Pen tool. You can also use the Highlighter to identify new words and elicit their definition.

Conversation

You can zoom in on the conversation and leave it on the board so that students can work with books closed. You can conceal some of the words students already know using the Pen tool so that they fill these in when practicing the dialogue.

Grammar

You can use the different colors of the Pen tool to identify the various elements of the structure being presented in the grammar box. You can ask students to go to the board and use the Highlighter to identify examples of the new grammar in the *Language in context* or *Conversation* sections. You can also ask students to go to the board and complete the written exercise using the Pen tool to review the answers.

Interactions

For slightly more challenging practice, you can use the Hide or Pen tools to conceal the functional expressions in the dialogue before students practice it substituting the expressions from the boxes.

Pronunciation

You can use the Pen tool to underline stressed syllables, draw arrows to indicate the intonation, and identify reduced, contracted or linked sounds – or ask students to do so on the board – when checking the answers to the activity.

Listening

Zoom in on the image to set the scene before listening to the audio. After the students have done the activities, you might want to play the audio with the script on. You can underline or highlight words in the script and go over their pronunciation or meaning. You can also click on a line of the script to repeat a passage.

Reading

You can use the Zoom or the Hide tool to focus on the title of the text and elicit the topic or the main idea. You can also ask students to go to the board and, using the Highlighter or the Pen tool, identify the passages in the text that provide the answer for the comprehension questions.

Writing

You can use the different colors of the Pen tool to identify – or ask students to identify – the answers to the questions in Part A in the model text.

Speaking and Keep talking

For some activities, you can keep the model dialogue or guiding questions on the board so that students can refer to them while practicing with books closed. You can also attach a Blank Page to list some of the errors students made in order to correct them at the end of the activity.

Wrap-up

You might want to add a Blank Page to collate a list of items brainstormed by students at the end of the activity. You can write the items yourself using the Pen tool or ask students to go to the board to do so.

Presentation Plus activity types

1 Analyzing the model

Purpose: To prepare Ss for the writing activity.

For use with: Writing sections with questions in Part A and model in Part B.

Presentation Plus tools: Zoom, Pen.

Preparation: None.

- Books closed. Zoom in on Parts A and B of the *Writing* section, making sure to include the questions and model.
- Use the Pen tool to underline each question in Part A with a different color.
- Explain to Ss that each sentence in the writing model (Part B) answers a different question from Part A.
- Ask the class which sentence in the writing model corresponds to the first question. Underline this sentence in the model in the color corresponding to the first question.
- Have different Ss go to the board and underline the other sentences in the model in the color corresponding to the question they answer.

2 Choose ABC

Purpose: To practice or review target vocabulary.

For use with: Vocabulary with pictures.

Presentation Plus tools: Zoom, Hide or Pen, Eraser.

Preparation: Before class, hide the target words using the Hide or thick Pen tool so that Ss can see only the pictures. Save the session.

Prepare a list with three choices (A, B, and C) for each picture, one of which should be the correct answer.

Prepare sets of three cards with the letters A, B, and C for each S, or ask them to bring these to the next class.

- Books closed. Zoom in on the area with the pictures and hidden words.
- Point to a picture and call out the three choices listed, e.g., A. *noisy*; B. *interesting*; C. *boring*.
- Ss hold up one of the three cards as their answer.
- Reveal the answer (using the Eraser tool if the word is under the picture).
- Continue the activity until all answers are revealed.

Option: Before class, post large A, B, and C signs in the classroom. Instead of holding up cards, Ss make their choice by moving to the sign with the corresponding letter.

3 Disappearing dialogue

Purpose: To practice speaking.

For use with: Conversation, Interactions.

Presentation Plus tools: Zoom, Pen.

Preparation: None.

- Books closed. Zoom in on the dialogue.
- Have Ss work in pairs and practice the dialogue once with all the words visible on the board.
- As Ss practice, use the thick Pen tool to hide parts of the dialogue little by little.
- The pairs change roles and practice again using the remaining words on the board for guidance.
- Continue hiding the lines until all lines are covered and pairs practice with no guidance.

4 Fill in the text

Purpose: To practice or review target vocabulary.

For use with: Language in context, Conversation.

Presentation Plus tools: Zoom, Hide or Pen, Eraser.

Preparation: Before class, hide the target words in the text using the Hide or thick Pen tool. Save the session.

- Zoom in on the text with the hidden words.
- Books closed. Have Ss look at the text with the hidden words on the board.
- Have Ss work in pairs and fill in the blanks in the text with the missing words.
- Have different Ss go to the board and reveal the first hidden word using the Eraser tool.
- Continue the activity until all the words are revealed.

Option: Follow the steps above, but play the audio before revealing answers so that Ss can check their answers.

5 Find the match

Purpose: To practice or review target language.

For use with: Language in context, Conversation.

Presentation Plus tools: Zoom, Hide, Pen, Text Box, Eraser.

Preparation: Before class, hide target language items in the text using the Hide or the thick Pen tool. On the margin of the text, or wherever there is space, insert a Text Box and type the hidden words in a different order in the box. Save the session.

- Books closed. Zoom in on the area with the hidden words and the Text Box.
- Have Ss work in pairs and give them some time to complete the text with the words in the Text Box.
- Have a S from each pair (or volunteers) go to the board and, using the Pen tool, draw a line from a hidden word to its correct match in the Text Box.
- Continue the activity until all items are matched.
- Reveal the hidden words using the Eraser tool and confirm the answers.

Option: Number the words in the Text Box so that the Ss can write the number of the word over the hidden word.

6 Fix it!

Purpose: To practice or review target language.

For use with: Vocabulary, Grammar, answers to reading comprehension questions.

Presentation Plus tools: Zoom, Pen.

Preparation: Before class, write an incorrect answer for each item in the selected exercise using the black Pen tool. Save the session.

- Zoom in on the exercise with the wrong answers written in. Tell Ss these answers are incorrect.
- Divide the class into pairs and have Ss correct the mistakes with their books closed.
- Have Ss go to the board to cross out the mistakes and correct them using a different color of the Pen tool.

Option: For more challenge, have Ss close their books before doing the activity (only for *Vocabulary* and *Grammar*).

7 Guided brainstorming

Purpose: To review target vocabulary.

For use with: Brainstorm! activities in the Wrap-up.

Presentation Plus tools: Attach a Blank Page, Pen, (or Text Box).

Preparation: Before class, attach a Blank Page next to the section and write a list with the first letter of likely brainstorming answers either using the Pen tool directly onto the Blank Page or typing the list into a Text Box added to the Blank Page. Save the session.

- After Ss do *Brainstorm!*, divide the class into two (or more) teams.
- Display the attached Blank Page with the list of first letters.
- Books open. Have teams alternate calling out answers that start with any of the letters on the board. Fill in the answers on the board using the Pen tool or typing into the Text Box.
- Teams get a point for each correct answer.
- The team with the most points wins.

Option 1: For more challenge, ask Ss to close their books and try to remember answers.

Option 2: Give a time limit for groups to answer.

8 Highlight and say it!

Purpose: To practice pronunciation.

For use with: Any previously taught section with several examples of target pronunciation items.

Presentation Plus tools: Zoom, Highlight.

Preparation: None.

- After pronunciation practice, zoom in on the area (suggested in the teaching notes).
- Have Ss work in pairs and give them some time to identify target pronunciation items in the zoomed area, e.g., “words with stress on the first syllable” or “questions with rising intonation.”
- When the time is over, have a S from each pair (or volunteers) go to the board, highlight one target pronunciation item, and say it.
- Continue until all items have been highlighted and read out loud.

9 Label that picture

Purpose: To review vocabulary.

For use with: Any pictures including several target vocabulary items.

Presentation Plus tools: Zoom, Pen.

Preparation: If using a section with several labeled pictures (as in some Vocabulary sections), before class, hide the labels using the thick Pen tool. Save the session.

- Books closed. Zoom in on the picture or area with pictures so that no text is showing.
- Divide the class into two (or more) teams, and have them stand in straight lines facing the board.
- Have a S from one team go to the board and, using the Pen tool, label any target vocabulary item in the picture in 15 seconds. Other members of the team can suggest items to label.
- The team gets one point for each correct label.
- Continue the game, alternating between the teams, until all items are labeled.
- The team with the highest score wins.

10 Language switch

Purpose: To practice speaking and target language.

For use with: Interactions, Conversation.

Presentation Plus tools: Zoom, Highlight.

Preparation: Before class:

For the *Conversation* section, highlight all instances of the target vocabulary in the dialogue and the possible substitute words for each in the *Vocabulary* section above.

For *Interactions*, highlight all expressions in the dialogue and in the boxes. Save the session.

- Books closed. Have Ss work in pairs. Have Ss look at the board and practice the dialogue by substituting the highlighted items in the dialogue with highlighted items from the corresponding section.

Option 1: For more challenge, hide the items in the dialogue using the Hide or thick Pen tool.

Option 2: For even more challenge, hide the items in the dialogue using the Hide or thick Pen tool, and don't highlight the possible substitute items.

11 List that

Purpose: To review language.

For use with: Wrap-up, Speaking.

Presentation Plus tools: Attach Blank Page, Pen (or Text Box).

Preparation: Before class, attach a Blank Page next to the section and divide it into columns (one for each team) using the Pen tool (or Text Box). Save the session.

- After Ss do *Brainstorm!* (in the *Wrap-up*) or gather data (in *Speaking*), divide the class into two (or more) teams.
- Give the teams some time to collate their individual answers into a team list.
- When the time is over, have the teams face the board and alternate calling out answers (not given by other teams).
- Write each team's answer in their column on the Blank Page (or type them into the corresponding Text Box).
- The teams get one point for each correct answer.
- The team with the highest score wins.

Option: Instead of writing the answers on the board, have Ss go to the board and write it in their team's column.

12 Make connections

Purpose: To activate Ss prior knowledge, to preview content of unit, to review language.

For use with: Warm-up.

Presentation Plus tools: Zoom, Pen.

Preparation: None.

- Have Ss work in pairs.
- Give the pairs some time to look at the *Warm-up* page and link any items in the pictures to any words in the lesson overviews at the top of the page, e.g., the image of a dish to the word *food*. If necessary, discuss the connection between the image and the word.
- Have a S from each pair (or a volunteer) go to the board and, using the Pen tool, connect an item in a picture to a word in the overview above.
- Have the S (or the pair) explain the connection.
- Continue the activity until all possible connections have been made. (If Ss don't come up with all possible ones, elicit these from them.)

13 Preview the unit

Purpose: To activate Ss prior knowledge, to preview content of unit, to review language.

For use with: Warm-up.

Presentation Plus tools: Hide, Pen, Eraser.

Preparation: Before class, hide the bullet lists below the lesson headings at the top of the Warm-up page using the Hide tool. Save the session.

- Books closed. Have Ss focus on the pictures on the Warm-up page on the board. Ask Ss questions about the pictures to elicit words related to the theme and topics of the unit, e.g., *What do you see in the pictures? What type of things are these?*
- Using the Pen tool, write some key words mentioned by the Ss on the board, next to the pictures.
- Reveal the lesson overviews on the top of the page using the Eraser tool. Use the key words elicited to briefly explain the items on the lists.
- Tell Ss that they will learn more about these things in the unit.

14 Restoring text

Purpose: To review language.

For use with: Language in context, Conversation, Interactions.

Presentation Plus tools: Zoom, Hide, Eraser, Show.

Preparation: Before class, hide the text using the Hide tool. Then, randomly, erase parts of the hidden area with the Eraser tool until roughly half of the text is showing. Save the session.

- After Ss read and practice the text, have them close their books.
- Zoom in on the partially hidden text.
- Have Ss work in pairs, and give them some time to re-create the text on a piece of paper.
- When the time is over, either play the audio or “reverse” the hidden area using the Show tool for Ss to check their answers.
- Reveal the full text using the Eraser tool.

15 Revealing grammar

Purpose: To review grammar.

For use with: Grammar.

Presentation Plus tools: Zoom, Pen, Eraser.

Preparation: Before class, hide key parts of the grammar box using the Pen tool. Save the session.

- Books closed. Zoom in on the grammar box with hidden items.
- Have Ss work in pairs and give them some time to complete the grammar box.
- Ask a pair what the first hidden text is. As they say it, ask a question to elicit the use of the hidden text, e.g., *Why do we need did here?*
- After the S answers the question, use the Eraser tool to reveal the text. Discuss as appropriate.
- Continue the activity until the complete box is revealed.

Option: Have Ss go to the board to suggest the text, answer your question and reveal the text.

16 Right or wrong?

Purpose: To practice or review target language.

For use with: Vocabulary, Grammar.

Presentation Plus tools: Zoom, Pen.

Preparation: Before class, write some correct and some incorrect answers, or circle some of the wrong answers for the selected exercise using the black Pen tool. Save the session.

- Zoom in on the exercise. Tell Ss some of the answers are incorrect.
- Point to the first item. Have Ss raise their right hand if they think the answer is correct.
- Ask one of the Ss who identified an incorrect answer to correct it.
- If none of the Ss identified an incorrect answer, say it is incorrect and elicit the correction from the class.
- Continue the activity until all answers are revealed.

Option: If appropriate to the point being practiced and the level of the class, ask Ss to explain the correction.

17 Search and highlight

Purpose: To review vocabulary and/or grammar.

For use with: Vocabulary, Language in context, Conversation, Reading.

Presentation Plus tools: Zoom, Highlight.

Preparation: None.

- Books closed. Zoom in on the appropriate section.
- Divide the class into two (or more) teams.
- Have a S from one team go to the board.
- Say a type of word, and have the S highlight an example in the text, e.g., *Highlight a count noun*.
- The S has 15 seconds to highlight the word using the Highlight tool and can be helped by the team.
- If the S highlights a correct word, the team gets one point. If not, the other team(s) gets the point.
- Continue the game, alternating between the teams and having Ss highlight the same or a different type of word.
- The team with the most points wins.

18 Show the word!

Purpose: To practice or review target vocabulary.

For use with: Vocabulary with pictures.

Presentation Plus tools: Zoom, Hide or Pen, Eraser.

Preparation: Before class, hide the target words using the Hide or thick Pen tool so that only the pictures are visible. Save the session.

- Zoom in on the area with the pictures and hidden words.
- Divide the class into two (or more) teams, and have them stand in straight lines facing the board.
- Say one of the hidden words. Have a S from one team go to the board and reveal the word under the corresponding picture using the Eraser tool.
- If the S guesses correctly, the team gets one point. If not, the other team(s) gets the point.
- Continue the game, alternating between the teams.
- The team with the most points wins.

Option 1: Play the game as a race. The S from each team who gets to the board first has the chance to reveal the word.

Option 2: For Vocabulary sections where the words are not under the pictures, have Ss use the Pen tool to check the corresponding pictures.

19 Swipe and guess

Purpose: To review target vocabulary.

For use with: Vocabulary with labeled pictures.

Presentation Plus tools: Zoom, Hide, Text Box, Eraser.

Preparation: Before class, hide the pictures using the Hide tool, and cover the words using Text Boxes. Save the session.

- Zoom in on the area with the hidden pictures and words.
- Divide the class into two (or more) teams, and have them stand in straight lines facing the board.
- Have a S from one team go to the board and, using the Eraser tool, swipe once through one of the hidden images to reveal part of it.
- That S's team has one chance to try to guess the word. If they don't guess it correctly, the other team(s) has (have) a chance to guess. If they do, they get one point and reveal the rest of the picture using the Eraser tool.
- Continue the game, alternating between the teams.
- The team with the most points wins.

Option: Hide both the pictures and the words using the Hide tool so that swiping reveals parts of both.

20 Which word?

Purpose: To practice target vocabulary.

For use with: Language in context, Conversation.

Presentation Plus tools: Text Box (or Hide or Pen).

Preparation: Before class, cover each target item with a Text Box (or hide the items with the Hide or Pen tool, and add a Text Box to the margin of the text). Type in the covered item and another item from the Vocabulary set. Save the session.

- Books closed. Before Ss read the text, zoom in on the area with the items covered by the Text Boxes.
- Have Ss work in pairs and choose the correct word.
- Play the audio. Have Ss listen and check their answers.
- Have Ss call out the answers for each item or go to the board and reveal the original text by deleting the Text Boxes.

Introduction to the CEFR

Introduction to the Common European Framework of Reference (CEFR)

The overall aim of the Council of Europe's *Common European Framework of Reference* (CEFR) is to provide objective criteria for describing and assessing language proficiency in an internationally comparable manner.

The Council of Europe's work on the definition of appropriate learning objectives for adult language learners dates back to the seventies. Their first publication was the *Threshold* series (J. A. Van Ek and J. L. M. Trim, Cambridge University Press, 1991) which provided a detailed description in functional, notional, grammatical, and sociocultural terms, of what a language user needs to be able to do in order to communicate effectively in the sort of situations commonly encountered in everyday life. Three levels of proficiency were identified called Waystage, Threshold, and Vantage (roughly corresponding to Elementary, Intermediate, and Upper Intermediate).

This was followed in 2001 by the publication of the *Common European Framework of Reference*, which describes 6 levels of communicative ability in terms of competences or "can do" statements: A1 (Breakthrough), A2 (Waystage), B1 (Threshold), B2 (Vantage), C1 (Effective Operational Proficiency), and C2 (Mastery). In conjunction with the CEFR descriptors, the Council of Europe also developed the European Language Portfolio, a document which enables learners to assess their language ability and to keep an internationally recognized record of their language learning experience.

Four Corners Second Edition and the Common European Framework of Reference

The CEFR was used as a point of reference throughout the development of the *Four Corners Second Edition* series and informed the choice of language content and activity. The table below shows how *Four Corners Second Edition* correlates with the Council of Europe's various levels and with some major international examinations.*

<i>Four Corners Second Edition</i>	CEFR	Council of Europe	Cambridge ESOL	IELTS	TOEFL iBT	TOEIC
Level 1	A1/A2	Breakthrough				120+
Level 2	A2	Waystage	KET (Key English Test)	3.0		225+
Level 3	B1	Threshold	PET (Preliminary English Test)	3.5–4.5	57–86	550+
Level 4						

Sources:

<http://www.ielts-test-practice.com/ielts-scores.html>

http://www.ets.org/Media/Research/pdf/CEF_Mapping_Study_Interim_Report.pdf

http://www.sprachenmarkt.de/fileadmin/sprachenmarkt/ets_images/TOEIC_Can-do-table_CEFR_2008.pdf

Four Corners Second Edition Level 2

Four Corners Second Edition Level 2 completes the CEFR competences for A2, which students started in *Four Corners Second Edition* Level 1. The table below contains the general competences described in the CEFR self-assessment grid for this level.

		A2
U N D E R S T A N D I N G	Listening	I can understand phrases and the highest frequency vocabulary related to areas of most immediate personal relevance (e.g., very basic personal and family information, shopping, local area, employment). I can catch the main point in short, clear, simple messages and announcements.
	Reading	I can read very short, simple texts. I can find specific predictable information in simple everyday material, such as advertisements, prospectuses, menus, and timetables, and I can understand short simple personal letters.
S P E A K I N G	Spoken Interaction	I can communicate on simple and routine tasks requiring a simple and direct exchange of information on familiar topics and activities. I can handle very short social exchanges, even though I can't usually understand enough to keep the conversation going myself.
	Spoken Production	I can use a series of phrases and sentences to describe in simple terms my family and other people, living conditions, my educational background, and my present or most recent job.
W R I T I N G	Writing	I can write short, simple notes and messages relating to matters in areas of immediate need. I can write a very simple personal letter, for example, thanking someone for something.

A strong focus on speaking characterizes *Four Corners Second Edition*. The speaking outcomes at the end of every lesson, which allow teachers and students to assess progress against the lesson's objectives, mirror the CEFR "can do" statements for this ability. The table on pages xxxiv-xxxvii lists the detailed speaking competences for A2, and shows exactly where each CEFR "can do" statement is covered in the Student's Book. The Listening, Reading, and Writing tables contain the same type of information for these abilities, and also include information on the Workbook contents.

Further information on how *Four Corners Second Edition* correlates to the CEFR and an in-depth breakdown of Level 2 content by unit is available on the *Four Corners Second Edition* website.

Sources:

Common European Framework of Reference for Languages: Learning, teaching, assessment (2001) Council of Europe, Cambridge University Press.
 The Council of Europe European Language Portfolio, (2000) Swiss National Foundation Project, (<http://www.coe.int/T/DG4/Portfolio/documents/appendix2.pdf>).
Waystage 1990 (1991) J. A. Van Ek and J. L. M. Trim, Council of Europe, Cambridge University Press.

Speaking

A language user at A2 can:	W	1	2	3	4
Handle very short social exchanges.		SB1B			SB4B
Use simple everyday polite forms of greeting and address.		SB1B			SB4B
Can participate in short conversations in routine contexts on topics of interest.			SB2B	SB3B	
Say what he / she likes and dislikes.		SB1A		SB3C SB3D	SB4A SB4D
Express how he / she feels and express thanks.					
Can express opinions and attitudes in a simple way.		SB1D	SB2B SB2D	SB3B SB3D	
Discuss what to do, where to go, and make arrangements to meet.				SB3D	
Discuss what to do in the evening, on the weekend.				SB3C SB3Wu	
Make and respond to suggestions.					
Agree and disagree with others.					
Exchange relevant information and give his / her opinion on practical problems.				SB3B	
Communicate in simple and routine tasks and discuss what to do next.	W				
Ask and answer questions about habits and routines.		SB1C SB1D SB1Wu			SB4C
Ask for and provide personal information.		SB1A SB1B			
Can find out and pass on straightforward factual information.				SB3A	

5	6	7	8	9	10	11	12
SB5B							
SB5B							SB12B
	SB6B		SB8B	SB9B		SB11B	SB12B
	SB6A SB6D	SB7A SB7C SB7D	SB8A	SB9A	SB10A SB10C SB10D	SB11A SB11B SB11C	
SB5B							SB12B
SB5A SB5D	SB6B SB6D		SB8C SB8D	SB9B SB9D SB9Wu		SB11A SB11D	
			SB8B			SB11B	
						SB11B	
SB5D			SB8B			SB11B	
	SB6B SB6D		SB8A SB8D			SB11A	
		SB7B SB7C	SB8A SB8B SB8D		SB10D		
SB5C		SB7D SB7Wu			SB10A	SB11A	
				SB9A SB9B		SB11C	

(continued)

Speaking *(continued)*

A language user at A2 can:	W	1	2	3	4
Give simple instructions.					
Make simple transactions in shops, post offices, and banks.					
Give and receive information about quantities numbers and prices.					
Get simple information about travel.					
Order a meal.					
Ask for and provide everyday goods and services.					
Describe past activities and personal experiences.					
Describe people, places, and possessions in simple terms.			SB2A SB2B SB2C SB2D SB2Wu	SB3B SB3D SB3Wu	SB4D SB4Wu
Describe his / her family, living conditions, educational background, and job.			SB2A		SB4A
Use simple descriptive language to compare objects and possessions.					
Give short basic descriptions of events and activities.					
Describe plans and arrangements.					
Ask for clarification about key words.	W				
Ask for repetition when he / she doesn't understand.		SB1B			

W = Student's Book, Welcome unit **SB1A** = Student's Book, Unit 1, Lesson A **Wu** = Student's Book, Wrap-up section

5	6	7	8	9	10	11	12
SB5A							
		SB7B					
		SB7B					
			SB8B				
					SB10B		
					SB10B		
				SB9C SB9D	SB10C SB10D SB10Wu		SB12A SB12B SB12D
		SB7A SB7C SB7D	SB8A SB8B SB8C SB8D SB8Wu	SB9C SB9D SB9Wu	SB10Wu	SB11D	
		SB7A SB7C SB7D					
	SB6Wu						SB12B SB12C
	SB6C SB6Wu						SB12A SB12B SB12C SB12D

Listening

A language user at A2 can:	W	1	2	3	4
Understand and extract the essential information from short recorded passages dealing with everyday matters.		SB1B SB1D	SB2B SB2C SB2D	SB3B SB3C	SB4B SB4C SB4D
Identify the topic of discussion around him / her.		SB1C			
Catch the main point in short, clear, simple messages or announcements.					
Understand what is said to him / her in simple everyday conversation.	This competence is practised throughout the course.				
Can follow simple instructions.	W				

W = Student's Book, Welcome unit **SB1A** = Student's Book, Unit 1, Lesson A

Reading

A language user at A2 can:	W	1	2	3	4
Understand short simple personal letters, emails, and blogs about aspects of everyday life.		SB1D SB1Wu	SB2D	SB3D WB3D	WB4D
Identify specific information in simpler written material such as brochures, short newspaper articles, and webpages.		SB1Wu WB1D	SB2Wu WB2D	SB3D SB3Wu	SB4DSB4Wu
Identify specific information in simple advertisements, prospectuses, menus, and timetables.					
Understand simple instructions on equipment encountered in everyday life.					
Guess the meaning of unknown words from their context in short texts on everyday topics.					

W = Student's Book, Welcome unit **SB1A** = Student's Book, Unit 1, Lesson A **Wu** = Student Book's, Wrap-up section

5	6	7	8	9	10	11	12
SB5B SB5D	SB6B SB6C SB6D	SB7B SB7C SB7D	SB8B SB8C	SB9B SB9C SB9D	SB10B SB10D	SB11B SB11C SB11D	SB11B SB12C SB12D
SB5C							SB11B
					SB10C		
SB5A							

5	6	7	8	9	10	12	12
			SB8D			WB11D	
SB5D SB5Wu	SB6D SB6Wu WB6D	SB7D SB7Wu	SB8A SB8Wu WB8D	SB9A SB9D SB9Wu WB9D	SB10D WB10D	SB11D SB11Wu	SB12D SB12Wu WB12D
					SB10Wu WB10D		
SB5A WB5D		WB7D					
	SB6D	SB7D		SB9C SB9D			

WB1A = Workbook, Unit 1A

Writing


A language user at A2 can:	W	1	2	6	4
Write about aspects of his / her everyday life (people, places, family, hobbies, job, school).		SB1D SB1Wu	SB2D SB2Wu	SB3Wu	SB4D SB4Wu
Describe events, past activities, and personal experiences in simple sentences.					
Write very simple personal letters and emails using simple expressions for greeting, addressing, asking, or thanking somebody.				SB3D	
Write short simple notes and messages relating to matters of immediate need.					
Write short simple biographies.					

W = Student's Book , Welcome unit **SB1A** = Student's Book, Unit 1, Lesson A **Wu** = Student's Book , Wrap-up section

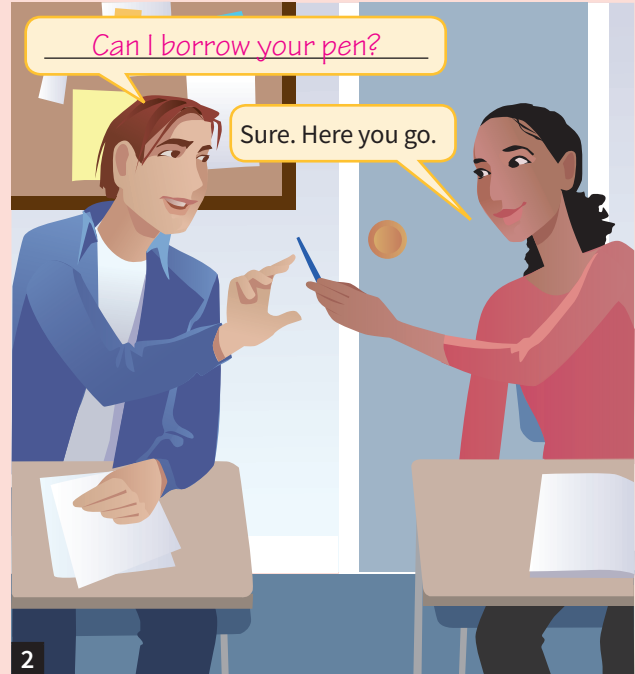
5	6	7	8	9	10	11	12
SB5D SB5Wu			SB8Wu		SB10Wu		
	SB6D SB6Wu	SB7D SB7Wu		SB9D SB9Wu	SB10D	SB11Wu	SB12D
			SB8D				
				SB9D SB9Wu		SB11D	SB12Wu

Welcome

1 Working with a partner

A  Complete the conversations with the correct sentences. Then listen and check your answers.

- Can I borrow your pen?
- Whose turn is it?
- Let's compare our answers!
- Are you ready?



B **PAIR WORK** Practice the conversations.

Welcome

1 Working with a partner

Learning objective: Use expressions for working with a partner.

A  (Level 2, Track 2)

- Direct Ss' attention to the pictures. Explain that these Ss are working with partners. Say that there are many expressions we can use when we work with a partner in class.
- Go over the instructions.
- Have Ss work individually to complete the conversations.
- **Option** Have Ss check their answers with a partner.
- Play the audio. Have Ss listen and check their answers.
- Play the audio again. Have Ss repeat the sentences to practice pronunciation.

B

- Model the first practice conversation with a S. Ask: *Are you ready?* Have the S read the response: *Not yet. Just a second.* Then change roles and model the conversation again.
- Have Ss work in pairs to practice the conversations.
- Go around the room and offer help as needed.

2 Asking for help

Learning objective: Learn and practice expressions for asking teachers or other Ss for help.

A

- Go over the instructions and the example.
- Have Ss work individually to match the questions and answers.
- **Option** Have Ss check their answers with a partner.
- Go over the answers with the class.
- Have Ss work in pairs to practice the questions and answers. Have one student ask the questions and the other read the answers. Then have them change roles.

B

- Go over the instructions and read the four questions aloud. Do the first sentence together as a class (*How do you pronounce this word?*).
- Have Ss work individually to complete the conversations.
- Have Ss compare answers with a partner.

C (Level 2, Track 3)

- Play the audio. Have Ss listen and check their answers.
- Play the audio again line by line. Have Ss listen and repeat to practice pronunciation.
- Have Ss work in pairs to practice the conversations.

3 Speaking Do you know?

Learning objective: Ask questions about English words.

- Direct Ss' attention to the "can do" statement at the bottom of the page. (When they finish the speaking activity, they will hopefully be able to check the box.)

A

- Go over the instructions. Read the example dialogue with a S, taking the role of A.
- Have Ss work individually to think of two English words they know and to write them down.
- Have Ss work in pairs to ask their partner if they know these words.

B

- Go over the instructions and the two questions. Have Ss repeat the two questions after you say them.
- Have Ss work individually to look at Unit 5 and find two words to write in the blanks.
- Have Ss work in groups and ask each other about the words they chose.
- Go around the room and give help as needed.

C

- Go over the instructions. Have two Ss read the example dialogue. Tell Ss that if they don't know the answer, they can say *I'm not sure*, or *I don't know*.
- Have Ss work in the same group to ask each other about words or expressions they want to know in English.
- Finally, tell Ss to check the "can do" statement if they can ask questions about English words.

2 Asking for help

A Match the questions and answers. Then practice with a partner.

- | | | | | |
|---|---|--------------|----------|--------------------------|
| 1 | How do you spell this word? | <u> d </u> | a | You say "welcome." |
| 2 | How do you pronounce this word? | <u> c </u> | b | It means "not common." |
| 3 | What does this word mean? | <u> b </u> | c | /ˈhabi/ (hobby). |
| 4 | How do you say <i>bienvenidos</i> in English? | <u> a </u> | d | I-N-T-E-R-A-C-T-I-O-N-S. |


B Write these four questions in the conversations. Then compare with a partner.

What does this word mean?
How do you pronounce this word?

How do you say *Boa sorte* in English?
How do you spell your first name?

- 1 **A** How do you pronounce this word?
B /ˈkantɛkst/ (context).
A Oh, that's easy!
- 2 **A** What does this word mean?
B I think it means "working together."
A Just like us!
- 3 **A** How do you spell your first name?
B E-M-I-K-O.
A That's a nice name.
- 4 **A** How do you say "Boa sorte" in English?
B You say "Good luck."
A I see. Well, good luck!



C  Listen and check your answers. Then practice the conversations with a partner.

3 Speaking Do you know?

A **PAIR WORK** Think of two English words you know. Ask your partner about them.

A: What does the word *kitten* mean?

B: It means "baby cat."

B **PAIR WORK** Look at a page in the book and find two words. Write one word in each blank. Ask about the words.

How do you spell this word?

How do you pronounce this word?

C **GROUP WORK** Think of words or expressions that *you* want to know in English. Ask your group how to say them. Can they answer?

A: How do you say _____ in English?

B: You say "_____."

Classroom language

A Write these actions below the correct picture. Then compare with a partner.

Close your books.
Listen.
Look at the board.

Look at the picture.
✓ Open your books.
Raise your hand.

Turn to page . . .
Work in groups.
Work in pairs.



1 Open your books.



2 Look at the board.



3 Listen.



4 Work in groups.



5 Raise your hand.



6 Work in pairs.



7 Look at the picture.



8 Close your books.



9 Turn to page . . .

A: What's number one?

B: It's . . .

B 🎧 Listen and check your answers.

C 🎧 Listen to seven of the actions. Do each one.

Classroom language

Learning objective: Use vocabulary for language used in the classroom.

A

- Direct Ss' attention to the words and phrases in the box and the pictures. Explain that the pictures show different classroom activities. The phrases in the box are instructions they will hear their teacher use in class.
- Go over the instructions and the example.
- Have Ss work individually to write the phrases under the pictures.
- Have two Ss read the dialogue. Have Ss compare answers with a partner.

B (Level 2, Track 4)

- Play the audio. Have Ss listen and check their answers.
- Play the audio again. Have Ss listen and repeat the sentences to practice pronunciation.

C (Level 2, Track 5)

- Go over the instructions.
- Play the audio. Pause it after each action. Have Ss listen and do each action.

1 My interests

At a glance: Unit overview	Speaking outcomes
<p>LESSON A I'm interested in fashion.</p> <p>Ss learn vocabulary to discuss their interests. They ask classmates questions using the present of <i>be</i>.</p>	<p>Ss can . . .</p> <p>ask and talk about interests.</p>
<p>LESSON B Can you repeat that, please?</p> <p>Ss ask someone to repeat and to speak more slowly.</p>	<p>Ss can . . .</p> <p>ask for repetition and ask for someone to speak more slowly.</p>
<p>LESSON C Do you play sports?</p> <p>Ss learn vocabulary for sports and exercise. They use the simple present.</p>	<p>Ss can . . .</p> <p>ask and talk about sports and exercise habits.</p>
<p>LESSON D Free time</p> <p>Ss read blog posts and comments about people's hobbies, and write a blog post about an interest they have.</p>	<p>Ss can . . .</p> <p>talk about people's free-time activities.</p>

Warm-up

Learning objective: Preview the topic and talk about interests.

A

- To introduce the topic of interests, have Ss work in pairs or groups to look at the picture and name the items on and around the desk.
- Elicit the answers from the class. Write them on the board.
- Option** Do the activity as a class.

Possible answers

camera, magazines, pencils, drawings, photos, desk, a map, a passport, books or travel guides, a guitar, a tablet, headphones, a bed, a speaker, a flashdrive, a computer and a videogame.

Presentation Plus: Make connections page xxix

After doing Part A, follow the steps for *Make connections* to activate Ss' prior knowledge, to preview content of the unit, and to review language.

B

- Explain that *similar* means "almost the same" or "like something or somebody, but not exactly the same." Give examples of things that would be similar to the items in the pictures (e.g., another musical instrument, a magazine, another camera).
- Model the activity. Ask a S: *Do you like photography? Do you like traveling?*
- Have Ss work in pairs to discuss the question. Then ask: *Do you and your partner like similar things?* Elicit answers from several pairs.
- Tell Ss that they will learn how to talk about interests in this unit. Point out the Unit 1 lesson overviews. Go over what Ss will learn in each lesson.

Extra activity: Extension

Have Ss draw their own room or list items in their room. Have Ss work in pairs and exchange pictures or lists. Encourage Ss to guess what their partner likes.

LESSON A overview

Vocabulary: Interests

Grammar: Present of *be*

Speaking: Interview about interests

1 Vocabulary Interests

Learning objective: Use common vocabulary for interests.

A 🎧 (Level 2, Track 6)

- Direct Ss' attention to the words and the pictures. Explain that the pictures show different interests.

Extra activity: Realia

Bring magazines or magazine covers to class, preferably from each interest area, you can print or present images from the internet. Use them to present language.

- Go over the instructions and the example. Model the activity. Point to the first picture. Ask: *What are these? (Books.)* Ask: *What is this interest? (Literature.)*
- Have Ss work individually or in pairs to match the words and pictures. Go around the room and give help as needed.
- **Option** Have Ss check answers with a partner.
- Play the audio. Have Ss listen and check their answers.
- Play the audio again. Have Ss repeat the words to practice pronunciation.

B

- Go over the instructions. Model the activity. Say: *I love fashion and art. I like travel. I hate politics.*
- Have Ss work in pairs to discuss the things in Part A.
- Call on Ss to tell the class about their partner's likes and dislikes.

Presentation Plus: Label that picture page xxix

After doing Part B, follow the steps for *Label that picture* to review vocabulary for interests. Consider having one team label items using the Pen tool and the other team using the highlighter in order to distinguish between teams' labels.

2 Language in context

Find new friends!

Learning objective: Use of present of *be* in context.

A 🎧 (Level 2, Track 7)

- Direct Ss' attention to the text to set the scene. Explain the meaning of a survey. Say: *A survey is a list of questions to ask people to get information.*
- Go over the instructions. Ask: *Do you have a best friend? Why are you best friends with this person?*
- Play the audio. Have Ss listen and read silently. Then have Ss work individually to complete the survey.

B


- Go over the instructions. Have Ss work in groups of four to compare their information and discuss who they are similar to.

Cultural note

In the United States and Canada, it is usually considered impolite to ask questions about age, salary, political beliefs, or religious beliefs, while in other cultures these topics may be acceptable. "Safe" topics in North America include personal interests, pop culture, the weather, and sports. An exception: in classrooms, or among people of a similar age, it is usually acceptable to ask about age.

3 Grammar Present of *be*

Learning objective: Practice questions and answers with present of *be*.

 (Level 2, Track 8)

- Direct Ss' attention to the grammar box. Read the questions and call on Ss to read the answers. Ask Ss to identify the subject and verb in each question and answer.
- Explain that the verb *be* has three forms in the present: *am*, *is*, and *are*. Elicit the correct form of *be* for each pronoun (*I am*, *he / she / it is*, *you / we / they are*).
- Direct Ss' attention to the left side of the box.
 - 1 Explain that these are information questions, or *Wh-* questions. Ask: *What words do these questions start with? (Where, How, What.)*
 - 2 Elicit more *Wh-* question words and write them on the board (*Who, What, When, Where, Why, How*).
- Focus on form in *Wh-* questions. Write on the board:
 - 1 Question word + *is* + *he / she / it*
 - 2 Question word + *are* + *you / we / they*
- Focus on form in contractions: *I'm = I am*, *isn't = is not*, *they're = they are*; *he's not / he isn't = he is not*; *they're not / they aren't = they are not*
- Direct Ss' attention to the right side of the box. Ask: *How are these questions different from Wh- questions? (They do not use Wh- question words; they can be answered with yes or no.)* Explain that these are *yes / no* questions. Point out the affirmative and negative short answers.
- Focus on form in *yes / no* questions. Write on the board:
 - 1 *Is* + *he / she / it* + information
 - 2 *Are* + *you / they* + information
- Focus on the use of the present. Explain that we use the present to talk about routines, as well as likes and dislikes. Explain that *routines* are things people do every day.
- Check comprehension. Have Ss look at the survey in Exercise 2, Language in context. Ask: *Which questions are yes / no questions? (Are you single or married? Are you interested in . . . ?) Which questions are information questions? (What's your name? Where are you and your parents from? What are they interested in?)*
- Play the grammar box audio. Have Ss repeat to practice pronunciation.

A

- Explain the activity. Have Ss work individually to complete the conversations.
- Go over the answers with the class.
- Have Ss practice the conversations in pairs, then change roles and practice again.

B

- Go over the instructions, list of answers, and example question. Point out that some answers to information questions are short (*technology*, *Taylor Swift*) and some are full sentences (*I'm 20 years old.*).
- Have Ss work individually to write possible questions for the answers.
- Have Ss compare answers with a partner.
- Go over the answers with the class.

C

- Model the conversation with a S, giving a different answer for the first question.
- Have Ss work in pairs to ask the questions in Part B and answer them with their own information. Encourage Ss to give both long (full sentence) and short answers.
- **Option** To encourage a more natural conversation (as opposed to an interview), have Ss ask their partner a similar question immediately after giving the answer. Model the conversation: *A: What are you interested in? B: Sports. How about you?*

4 Speaking What are you interested in?

Learning objective: Ask and talk about interests.

- Direct Ss' attention to the "can do" statement at the bottom of the page. (When they finish the speaking activity, they will hopefully be able to check the box.)

A

- Go over the instructions. Model the activity with a S.
- Draw Ss' attention to the questions after *yes* and *no*. Explain that asking more questions keeps a conversation going.
- Have Ss work in pairs to ask questions and take notes on their partner's answers.

B

- Have Ss work with a new partner to share information about the person they interviewed in Part A.
- **Option** Have Ss introduce their partner to another pair of Ss, as if they were at a party.
- Finally, tell Ss to check the "can do" statement if they can ask and talk about interests. NOTE: If Ss feel they need more help, suggest they do the *Additional practice* activities.

Additional practice

For more practice, use:

Workbook	pages 1–3
Online Self-study	Lesson A

LESSON B overview

Interactions: Asking for repetition; asking someone to speak more slowly

Pronunciation: Intonation in *yes / no* and *Wh-* questions

Listening: About a party

Speaking: Class contact list

1 Interactions Asking for repetition

Learning objective: Ask for repetition; ask someone to speak more slowly.

A

- Direct Ss' attention to the pictures to set the scene.
Ask: *Where are the people? What do you think they are talking about?*

B (Level 2, Track 9)

- Go over the instructions.
- Play the audio. Have Ss answer the questions as they listen and read silently. Have Ss compare answers with a partner.
- For each conversation, ask: *How many of you correctly guessed where the people are? (Model raising a hand.) How many of you correctly guessed what they are talking about?*
- If helpful, play the audio again line by line and have Ss listen and repeat.
- Have Ss practice the conversation in pairs, then change roles and practice again.

C (Level 2, Track 10)

- Point out the target expressions in the conversations in Part B (*Can you repeat that, please? / Can you say that more slowly, please?*). Explain that there are other ways to make requests in English.
- Go over the expressions in the boxes. Explain that all of these expressions are polite and can be used in formal or informal situations.
- Play the audio. Have Ss listen and read silently.

- **Option** Play the audio and have Ss listen and repeat.
- Model the activity with a S. Have the S read Fred's lines. Show how to substitute another way to ask for repetition and another way to ask someone to speak more slowly.
- Have Ss practice the substitution conversations in pairs.
- Go around the room and give help as needed.
- **Option** Have Ss work in pairs to think of other situations in which they might use these expressions (*talking at a busy shopping center; getting driving directions*). Call on pairs to share their ideas. Write the situations on the board.

Presentation Plus: Language switch page xxix

Instead of doing Part C's substitution conversation, follow the steps for *Language switch*, Option 1 to practice asking for repetition.

D

- Go over the instructions. Ask a S to read the example.
- Have Ss work individually to put the words into correct question order.
- Have Ss compare answers with a partner.
- Go over the answers with the class.

2 Pronunciation Intonation in *yes/no* and *Wh-* questions

Learning objective: Focus on intonation in *yes/no* and *Wh-* questions.

A (Level 2, Track 11)

- Draw two arrows on the board: one rising, one falling. Explain that *intonation* is how the voice rises or falls (goes up or down) in speaking. Point out that *yes/no* questions often use rising intonation, and *Wh-* questions often use falling intonation.
- Direct Ss' attention to the example questions.
- Play the audio. Have Ss listen, paying particular attention to rising or falling intonation. If necessary, play the audio and make rising and falling hand gestures as Ss listen.
- Play the audio again. Have Ss listen and repeat.

B (Level 2, Track 12)

- Go over the instructions and the questions.
- Play the audio. Have Ss listen and write rising or falling arrows over each question.
- Go over the answers with the class.
- Have Ss practice the questions in pairs.

Presentation Plus: Highlight and say it! page xxviii

After doing Part B, zoom in on the grammar box on page 7 and follow the steps for *Highlight and say it* to practice intonation in *yes/no* and *Wh-* questions.

3 Listening Could you ... ?

Learning objective: Develop skills in listening for specific information.

A (Level 2, Track 13)

- Set the scene. A woman makes three phone calls.
- Pre-teach any unfamiliar vocabulary.

Vocabulary

Directory Assistance a phone service that gives out the phone numbers for people or businesses

directory a list of people's names and phone numbers

place an informal word for home; residence

- Go over the instructions.
- Play the audio. Stop after the first conversation and elicit the answer.
- Continue playing the audio. Have Ss listen and write the number of each conversation in the correct box.

- Have Ss compare answers with a partner.
- Go over the answers with the class.

B (Level 2, Track 13)

- Go over the instructions.
- Play the audio again. Have Ss listen and check the correct question for each conversation.
- **Tip** To improve listening comprehension, have Ss read the questions before they do the exercise.
- Have Ss compare answers with a partner.
- **Option** Play the audio again if needed.
- Go over the answers with the class.

4 Speaking Class contact list

Learning objective: Ask for repetition and ask someone to speak more slowly.

- Direct Ss' attention to the "can do" statements at the bottom of the page. Tell Ss that when they finish the speaking activity, they will hopefully be able to check the boxes.

A

- Go over the instructions. Read the dialogue with a S.
- Have Ss walk around and ask classmates for the information.

Cultural note

Point out that in the United States and Canada, *full name* can mean first, middle, and last name (family name / surname).

B

- Have Ss share the information they collected and create a class contact list. Divide the class into groups. Ask each group to compile one list. Collect the information and compile it into a class list.
- Finally, tell Ss to check the "can do" statements if they can ask for repetition and ask someone to speak more slowly. NOTE: If Ss feel they need more help, suggest they do the *Additional practice* activities.

Extra activity: Extension

Have Ss test their class contact list. Ask them to send an email to four classmates. Write this format on the board and have Ss copy it: *Hi (first name), I understand your full name is _____ and your birthday is _____. Is this correct?*

Additional practice

For more practice, use:

Workbook	page 4
Online Self-study	Lesson B

LESSON C overview

Vocabulary: Sports and exercise

Grammar: Simple present

Speaking: Interview about sports and exercise

1 Vocabulary Sports and exercise

Learning objective: Use vocabulary for sports and exercise.

A 🎧 (Level 2, Track 14)

- Direct Ss' attention to the sentences in the box and the pictures. Explain that the pictures show different sports and exercises.
- Go over the instructions. Do the first item together as a class.
- Have Ss work in pairs to match the sentences and the pictures.
- **Option** Have Ss check answers with a partner.
- Play the audio. Have Ss listen and check their answers.
- Play the audio again. Have Ss listen and repeat the sentences to practice pronunciation.
- Point out the three groups of sports verbs: sport verb only (*bowl, ski, swim*); *play* + sport verb (*play baseball, golf, table tennis*) and *do* + sport verb (*do gymnastics, karate, yoga*).
- **Option** Elicit other examples of sports that Ss practice (e.g., *run, bike, play soccer, do Pilates*) and write them on the board in three columns with the headings: sport = verb, *play* _____ and *do* _____.

B

- Go over the instructions and the example.
- Have Ss work in pairs to ask and answer questions about the sports in Part A.
- **Option** Find out which Ss do the most sports. Ask: *Does anyone do more than two sports? More than three? More than four? Five?*, etc. Have Ss raise their hands.

Presentation Plus: Swipe and guess page xxxi

After doing Part B, follow the steps for *Swipe and guess* to review sports and exercise vocabulary.

Extra activity: Extension

To encourage more practice with the vocabulary in Part A, have Ss ask their partner which sports they watch. Model the activity with a S: *Which sports do you watch on TV?* (*I watch golf on TV.*)

2 Conversation A ski sale

Learning objective: Practice a conversation about sports and exercise.

A 🎧 (Level 2, Track 15)

- Direct Ss' attention to the picture to set the scene. Ask: *What kind of store is this?* (*A sporting goods store.*)
- Pre-teach any unfamiliar vocabulary. Point out that *a sale* and *on sale* are both about prices that have been lowered. *For sale* means that an item can be bought. The price may be high or low.

Vocabulary

clerk a salesclerk; someone who sells things in a store

a sale an event when items are sold for a lower price

The items at the lower price are **on sale**

- Play the audio. Have Ss listen and read silently. If helpful, play the audio line by line and have Ss repeat.
- Have Ss work in pairs to practice the conversation.
- **Option** Call on two pairs to act it out for the class.

B 🎧 (Level 2, Track 16)


- Go over the instructions. Explain that Ss are going to hear Gina and her boyfriend talking in a different situation.
- Play the audio. Have Ss listen for the answer to the question: *Where are Gina and her boyfriend now?*
- Go over the answer with the class.

Answer

Gina and her boyfriend are at a hospital.

3 Grammar Simple present

Learning objective: Practice asking and answering questions in the simple present using *do / does* and other verbs.

 (Level 2, Track 17)

Wh- questions and answers

- Direct Ss' attention to the left side of the grammar box. Read the questions and call on Ss to read the answers.
- Ask: *What verb helps us make questions or negative statements in simple present tense? (Do / does.)*
- Ask: *After which subjects does the verb have an -s ending in affirmative statements? (He, she, it.)*
- Ask: *After which subjects does the verb not have an -s ending in affirmative statements? (They, you, we.)*
- Point out that some verbs, like *do, have, and go*, are irregular. They have a different spelling in third-person singular (*does, has, goes*).

Yes / no questions and answers

- Direct Ss' attention to the right side of the grammar box. Read the questions and call on Ss to read the answers.
- Ask: *What verb is used in short answers in simple present tense? (Do / does.)* Explain that we do not repeat the main verb in short answers (incorrect: *Yes, I do sell.*).
- Focus on the use of the simple present. Remind Ss that we use the simple present to talk about routines as well as likes and dislikes.
- Refer to the conversation in Exercise 2. Have Ss underline the *Wh-* questions and answers and circle the *yes / no* questions and answers.
- Check comprehension. Call on Ss and ask questions about Gina and her boyfriend. Ask: *Does Gina want something for her boyfriend? (Yes, she does.) Is it her boyfriend's birthday tomorrow? (Yes, it is.) Do Gina and her boyfriend play table tennis? (No, they don't.) Does her boyfriend ski? (Yes, he does.) Are skis on sale today? (Yes, they are.)*
- Play the grammar box audio. Have Ss repeat to practice pronunciation.

Presentation Plus: Right or wrong? page xxx

Instead of doing Part A, follow the steps for *Right or wrong?* to practice the simple present.

A

- Direct Ss' attention to the picture. Explain this is a picture of the Ironman Triathlon in Hawaii.
- Go over the instructions. Have Ss work individually to complete the paragraph.
- Have Ss compare answers with a partner.
- Go over the answers with the class.

Extra activity: Extension

Ask Ss to imagine they are news reporters doing a story on the Ironman Triathlon. Have them work in pairs and write questions they want to ask. Tell Ss to write both *yes / no* and *Wh-* questions (*Is the Ironman Triathlon held every year? When is the Ironman Triathlon? Why do people do it? How do they prepare?*). Go around the room and help as needed. Have Ss go online, outside of class, to find answers to their questions. In the next class, follow up by asking Ss to share the information they found.

B

- Go over the instructions.
- Have Ss work individually to put the words in correct question word order.
- **Option** For each question, have Ss write down an additional question to get more information (*Where do you play soccer?*).
- Have Ss work in pairs to ask and answer the questions.

4 Speaking Do you . . . ?

Learning objective: Ask and talk about sports and exercise habits.

- Direct Ss' attention to the "can do" statement at the bottom of the page. Tell Ss that when they finish the speaking activity, they will hopefully be able to check the box.

A

- Have Ss work individually to complete all three questions. Go over the answers as a class.
- Have Ss work in pairs to ask and answer the questions in the chart and take notes.

B

- Have Ss work with a new partner and talk about their partner's answers in Part A.
- Go around the room and take notes on errors you hear, paying particular attention to question word order, *do / does*, and pronunciation of final *-s*.
- Write the errors you heard on the board. Encourage Ss to correct them.
- Finally, tell Ss to check the "can do" statement if they can ask and talk about sports and exercise habits.
NOTE: If Ss feel they need more help, suggest they do the *Additional practice* activities.

Additional practice

For more practice, use:

Workbook	pages 5–7
Online Self-study	Lesson C

LESSON D overview

Reading: “What’s your hobby?” (blog posts)

Listening: An unusual interest

Writing: Blog post about an interest

Speaking: Discussion about other people’s interests

1 Reading What’s your hobby?

Learning objective: Read and discuss social media posts about unusual hobbies; develop skills in predicting, scanning and inferring meaning from context.

A  (Level 2, Track 18)

- Direct Ss’ attention to the pictures. Ask Ss to guess each person’s hobby.
- **Tip** To improve reading comprehension, encourage Ss to look at pictures or graphics in an article to make predictions before they read.

B

- Set the scene. Ask: *Do you ever read or write blogs? How often? What kinds of blogs interest you?* Elicit some ideas from the class.
- Pre-teach any unfamiliar vocabulary.

Vocabulary

hobby a free-time activity

telescope a type of equipment that makes things far away (usually in outer space) look closer or bigger

Navajo the name of a Native American tribe

jewelry objects made from gold, silver, or stones, worn on the body for decoration

camping sleeping in a tent in an outdoor environment, such as a **campground** or forest

rate to judge the quality of something

- Go over the instructions.
- Have Ss check their guesses about the hobbies as they read the blog posts again.

- **Option** If your Ss enjoy reading aloud, have them work in pairs and take turns reading the blog posts.
- Ask Ss which hobby or blog post they think is the most interesting.

Presentation Plus: Search and highlight page xxxi

After doing Part B, follow the steps for *Search and highlight* to review vocabulary for hobbies, the simple present of *be*, and the simple present.

C

- Go over the instructions.
- Have Ss read the comments.
- Have Ss read the blog posts again and then work individually to match them with the comments.
- Go over the answers as a class.

D

- Go over the instructions. Explain that Ss should give their opinion on the posts. Ask Ss to give reasons to support their answer.
- Have Ss work individually to read the post again and decide on what to write. Point out that a comment can be a statement or a question.
- Have Ss share their comment with a partner.
- **Option** Have Ss work in pairs to rate the posts and write a comment.
- Elicit examples of comments for each post. Have Ss write them on the board. Correct any errors with vocabulary or the simple present as a class.

Extra activity: Extension

To encourage more writing practice, have Ss write as one of the social media posters and respond to one or more comments. (This works best if some of the comments are questions.)

2 Listening Is that a fish?

Learning objective: Develop skills in listening for specific information.

A (Level 2, Track 19)

- Set the scene. Point to the pictures and explain that these show steps in a process, but the steps are not in order.
- Go over the instructions.
- Play the audio. Have Ss listen and number the pictures in the correct order.
- Have Ss compare answers with a partner.
- Go over the answers with the class.

B (Level 2, Track 19)

- Go over the instructions. Have Ss read the questions.
- Play the audio again. Have Ss work individually to answer the questions.
- Have Ss compare answers with a partner.
- **Option** Play the audio again if needed.
- Go over the answers with the class.
- **Option** To review *Wh-* and *yes / no* questions, play the audio again and have Ss write down the questions they hear the friend asking.

Extra activity: Game

Have Ss work in groups and think of an activity with three or four steps, like *gyotaku*. Have them draw the steps in the process. Then have each group explain the process to another group or to the class. Encourage Ss to use words like *first*, *next*, *then*, and *finally* to order the steps. Have the audience ask questions about the process.

3 Writing An interest

Learning objective: Write a blog post about an interest.

A

- Have Ss work individually to brainstorm (list quickly) interests or hobbies. Set a time limit of two minutes.
- Go over the instructions and the questions. Have Ss work individually to choose one hobby from their list and write answers to the questions.
- **Tip** Encourage Ss to keep a journal where they can do prewriting activities. Tell them not to worry about grammar or spelling. The point is to get their ideas down on paper.

B

- Draw Ss' attention to the picture on the blog post.
- Pre-teach *autograph* ("a famous person's signature").
- Have Ss read the text. Point out that the questions in Part A are answered in the writing model. Call on Ss to find the answers to the questions.
- Explain that Ss are going to write a similar blog about a hobby or interest, using their notes in Part A.
- Have Ss write the text, in class or for homework.

C

- Go over the instructions. Have Ss share their writing with a partner. Encourage Ss to ask and answer questions for more information.
- **Option** Have Ss put their blogs on the wall around the classroom. Post a blank piece of paper beneath each blog. Alternatively, if your class has an online discussion board, have Ss post their blogs.
- Have Ss walk around, read the blogs, and write comments on the blank papers. Tell them to comment on five blogs and to write their name. Ask: *Did anyone write about the same interest as yours? Who has an unusual hobby?*
- Have Ss read the comments written on their posts. Call on Ss to share their post and respond orally to one of the comments.

4 Speaking Other people's interests

Learning objective: Talk about people's free-time activities.

- Direct Ss' attention to the "can do" statement at the bottom of the page. Tell Ss that when they finish the speaking activity, they will hopefully be able to check the box.
- Go over the instructions and the list of activities.
- Model the activity with two Ss, taking the role of Student A. Then call on three new Ss to model a different conversation.
- Have Ss work in groups of three to discuss the interests of people they know.
- Call on Ss to share examples of unusual interests.
- Finally, tell Ss to check the "can do" statement if they can talk about people's free-time activities. NOTE: If Ss feel they need more help, suggest they do the *Additional practice* activities.

Additional practice

For more practice, use:

Workbook page 8
Online Self-study Lesson D

Wrap-up

1 Quick pair review

Lesson A **Brainstorm!**

Make a list of interests. How many do you know? You have one minute. *Answers will vary. Possible answers may include:*

fashion
politics

sports pop culture travel literature
art fashion languages technology

Lesson B **Do you remember?**

Check (✓) the questions you can ask when someone is speaking too fast or you want someone to repeat something. You have one minute.

- | | |
|---|--|
| <input checked="" type="checkbox"/> Could you repeat that, please? | <input type="checkbox"/> Can I speak to Rita, please? |
| <input checked="" type="checkbox"/> Can you say that more slowly, please? | <input checked="" type="checkbox"/> Can you repeat that, please? |
| <input type="checkbox"/> What does this mean? | <input checked="" type="checkbox"/> Could you speak more slowly, please? |
| <input checked="" type="checkbox"/> Could you say that again, please? | <input type="checkbox"/> How do you spell that? |

Lesson C **Test your partner!**

Say the names of sports and exercises. Can your partner say the correct verb? You have one minute.

Student A:



A: Baseball

B: Play baseball.



do
gymnastics



play table
tennis

Student B:



play golf



do karate



do yoga

Lesson D **Guess!**

Describe or act out an interest or a sport, but don't say its name. Can your partner guess what it is? Take turns. You and your partner have two minutes.

A: I write online every day. Other people read my writing.

B: Do you write a blog?

A: Yes, I do.

2 In the real world

Who has unusual interests? Go online and find someone with one of these interests. Then write about it.

has an unusual pet collects something
makes something plays an unusual sport

Unusual pets

A woman in the U.S. has ducks
as pets . . .

1 Quick pair review

Learning objective: Review interests, ways to ask for clarification, verbs to use with sports, and questions about activities.

Lesson A Brainstorm!

- Go over the instructions. Elicit two other interests to add to the example list.
- Have Ss work in pairs to brainstorm interests. Set a time limit of one minute. Elicit the ideas and write them on the board.

Presentation Plus: List that page xxix

After brainstorming, follow the steps for *List that* to review vocabulary for interests.

Lesson B Do you remember?

- Go over the instructions and the example.
- Have Ss work in pairs to read the sentences and check the ones they can use if they need someone to repeat information or to speak more slowly. Set a time limit of one minute.
- Go over the answers with the class.

Lesson C Test your partner!

- Go over the instructions and direct Ss' attention to the pictures. Read the dialogue with a S.
- Have Ss work in pairs to test each other on the verb to use with each sport pictured. Set a time limit of one minute for both partners to be tested.
- Go over the answers with the class.

Lesson D Guess!

- Go over the instructions and the example. Model the activity by describing or acting out your own interests, sports, or hobbies and eliciting guesses.
- Have Ss work in pairs to take turns describing or acting out an activity and guessing what it is.

2 In the real world

Learning objective: Research and write about an unusual interest.

- Go over the instructions and the example.
- As an out-of-class assignment, have Ss do research online and find someone with one of the interests in the box. Tell Ss to type in the phrases in the box for their search. Remind Ss to write down the information they find. (They can write it in their prewriting journal, if they are keeping one.)
- When Ss return to class, have them work in pairs or small groups to read what they wrote.

Extra activity: Extension

To encourage self-correction of errors, elicit a checklist of things Ss should check for in their writing. Write them on the board. Include points from this unit (vocabulary for interests, the simple present tense, word order, third-person singular). You can also add two or three other writing points, such as a capital letter at the beginning of each sentence and a period at the end, or an indentation of the first line. Give Ss a few minutes to proofread their writing, looking for the points on the checklist, before they hand it in.

2 Descriptions

At a glance: Unit overview	Speaking outcomes
<p>LESSON A He's talkative and friendly. Ss learn vocabulary to describe personality. They use <i>What . . . like?</i> and <i>be + adjective (+ noun)</i>.</p>	Ss can . . . ask and talk about people's personalities.
<p>LESSON B I don't think so. Ss say if they think something is or is not true.</p>	Ss can . . . say they think something is true and not true.
<p>LESSON C What do they look like? Ss learn vocabulary for describing people's appearance. They use <i>What . . . look like?</i> and adjectives in the correct order.</p>	Ss can . . . ask and talk about people's appearance.
<p>LESSON D People's profiles Ss read online profiles describing people's appearance and personality and write their own online profile.</p>	Ss can . . . describe their personality and appearance.

Warm-up

Learning objective: Preview the topic and talk about personality.

A

- To introduce the topic of descriptions, direct Ss' attention to the pictures. Go over the directions.
- Have Ss work in pairs or groups to match the comments and the people.
- Go over the answers with the class.
- **Option** Do the activity as a class.

Presentation Plus: Preview the unit page xxx

Instead of doing Part B, follow the steps for *Preview the unit*. Say: *Describe these people. What can you say about them?*

B

- Ask: *What else can you say about the people in the pictures?* Elicit ideas from the class.
- Tell Ss that they will learn how to talk about personality in this unit. Point out the Unit 2 lesson overviews. Go over what Ss will learn in each lesson.

Extra activity: Extension

To extend the discussion, have Ss work in pairs or groups to compare themselves to the people in the pictures. Ask: *Are you similar to any of these people? Why?* Model the activity. Say: *I'm similar to the person in Picture 1. I like to travel and to be outside.*

LESSON A overview

Vocabulary: Personality adjectives

Grammar: *What . . . like?*; *be + adjective (+ noun)*

Speaking: Descriptions of family member personalities

1 Vocabulary Personality adjectives

Learning objective: Use vocabulary to describe personality.

A  (Level 2, Track 20)

- Direct Ss' attention to the pictures. Explain that the pictures show different personalities.
- Have Ss read the words in the box. Tell them that these words are called personality adjectives. Explain that *personality* means how someone is as a person, not the way he / she looks.
- Go over the instructions. Model the activity. Point to the first picture. Ask: *What word describes this person? (Serious.)*
- Have Ss work individually or in pairs to match the words and pictures. Go around the room and give help as needed.
- **Option** Have Ss check answers with a partner.
- Play the audio. Have Ss listen and check their answers.
- Play the audio again. Have Ss listen and repeat the words to practice pronunciation.

B

- Go over the instructions. Have Ss read the example. Then give another example; say a sentence(s) about yourself that is true (e.g., *I'm friendly and very talkative!*).
- Have Ss work in pairs to ask and answer questions using the words in Part A.
- Call on several Ss to tell the class about their partners. Model the activity. Say: *[A student's name] is talkative and friendly. She likes fashion and movies.*
- **Option** Have each pair join three other pairs. Ss work in groups. One S describes someone in the group. The other Ss have to guess who it is.

Presentation Plus: Choose ABC page xxvii

After doing Part B, follow the steps for *Choose ABC* to review personality adjectives.

2 Language in context

Find an e-pal!

Learning objective: See use of *What . . . like?* and *be + adjective in context*.

A  (Level 2, Track 21)

Presentation Plus: Tip

Before class, open *Language in context* and hide the headings in red (name, hometown, age, etc.). In class, books closed. Open section on board and elicit categories based on the information in the form.

- Direct Ss' attention to the picture to set the scene. Ask: *What's Nick doing? (Writing something on the computer.)* Ask: *What is an e-pal? (An electronic pen pal. / A friend you write to through email.)* Ask Ss to raise their hands if they have an e-pal.
- Go over the instructions.
- Play the audio. Have Ss listen and read Nick's answers silently.
- Have Ss work individually to complete the form with their own information.

B


- Have Ss work in pairs to compare their forms and answer the question.
- Elicit answers from the class.

Extra activity: Extension

Have Ss post the information from their form on a class discussion board or on paper taped to the wall. Have Ss read their classmates' forms and find at least three people who have similar interests and personalities. Alternatively, have them find one student who seems similar and one who seems different. Ask them to share the information with the class.

3 Grammar What ... like? be + adjective (+ noun)

Learning objective: Practice What ... like? and be + adjective (+ noun).

 (Level 2, Track 22)

- Direct Ss' attention to the grammar box. Read the questions and answers aloud.
- Focus on form in questions with adjectives. Write on the board: *what + is / are + subject + like*
- Ask Ss to identify the adjectives (*talkative, friendly, shy, hardworking*) and the nouns (*person, girl, students*).
- **Tip** Encourage Ss to identify parts of speech in sentences and to label adjectives (adj), verbs (v) and nouns (n) in their notebooks.
- Explain that adjectives appear in a sentence in three ways:
 - 1 Subject + *be* + adjective (*She is friendly.*)
 - 2 Subject + *be* + *a* + adjective + singular noun (*She is a friendly person.*)
 - 3 Subject + *are* + plural noun (*They are friendly people.*)
- Focus on use. Explain that we use adjectives to give more information about how people look or act.
- Check comprehension. Have Ss look at the online form in Exercise 2. Ask: *What is Nick like? (He's talkative, friendly, and funny.)*
- **Option** Call on individual Ss to answer questions about their own interests and personality. Ask: *What are you like?* Encourage Ss to use both *be* + adjective and *be* + *a* + adjective + singular noun in their answers.
- Play the grammar box audio. Have Ss repeat to practice pronunciation.

A

- Go over the instructions. Do the first sentence as a class. Write the answer on the board (*Mrs. Jenkins is a creative teacher.*).
- Have Ss work individually to put the words in order.
- Have Ss compare answers with a partner.
- Go over the answers with the class.

B

- Go over the instructions. Do the first sentence as a class. Write the answer on the board (*What are you like?*).
- Have Ss work individually to write the questions.
- Go over the answers with the class.
- Have Ss practice with a partner. Tell them to take turns asking and answering the questions.

Extra activity: Game

Have Ss work in pairs or groups to change the form of the sentences in Parts A and B. If the sentence uses *be* + adjective, Ss should change it to *be* + *a* + adjective + noun. Model the activity: *I'm a serious but friendly guy. I'm serious but friendly. Eva is a very funny girl. Eva is very funny.* Remind Ss to pronounce the article *a* with third person singular in *be* + adjective + noun structure. Award a point to each pair or group each time they correctly change the sentence, or ask pairs / groups to write the changes, and award a prize to the team that finishes first with correct sentences.

4 Speaking He's hardworking.

Learning objective: Ask and talk about people's personalities.

- Direct Ss' attention to the "can do" statement at the bottom of the page. (When they finish the speaking activity, they will hopefully be able to check the box.)

A

- Go over the instructions. Have two Ss read the dialogue.
- Direct Ss' attention to the two sentences Student A says after: *Well, he's very hardworking. Say: You can keep a conversation going by adding specific information or examples.*
- Have Ss work in pairs to describe three family members using the example dialogue. Encourage Ss to keep the conversation going by giving examples.

B

- Have Ss work in groups to share information about people they know. Model the activity with a S.
- **Option** Encourage Ss to jump into the conversation when they hear about a very similar or different personality, rather than simply going around in a circle.
- Finally, tell Ss to check the "can do" statement if they can ask and talk about people's personalities.
NOTE: If Ss feel they need more help, suggest they do the *Additional practice* activities.

Additional practice

For more practice, use:

Workbook	pages 9–11
Online Self-study	Lesson A

LESSON B overview

Interactions: Saying you think something is or isn't true

Pronunciation: *Is he or Is she*

Listening: People's personalities

Speaking: Discussion about people at a party

1 Interactions When you're not sure

Learning objective: Say you think something is or isn't true.

A

- Direct Ss' attention to the picture to set the scene. Ask: *Where are the people? (In a park. / On a school campus. / Probably at college.)* Ask: *What do you think these people are talking about? (A person they know.)*

B (Level 2, Track 23)

- Go over the instructions.
- Play the audio.
- Have Ss answer the question as they listen and read silently.
- Have Ss compare answers with a partner.
- Go over the answer with the class.

Answer

No, Joe and Will don't know Mike well.

- If helpful, play the audio again line by line and have Ss listen and repeat.
- Have Ss practice the conversation in pairs, then change roles and practice again.

Presentation Plus: Restoring text page xxx

After doing Part B, follow the steps for *Restoring text* to review language for when you're not sure.

C (Level 2, Track 24)

- Point out the target expressions in the conversation. (*I think so. / I don't think so.*)
- Go over the expressions in the boxes. Explain that all of these expressions are polite and can be used in formal or informal situations.
- Play the audio. Have Ss listen and read silently.
- **Option** Play the audio and have Ss listen and repeat.
- Model the activity. Read the part of Joe, and have a S read the part of Will. Read the conversation, substituting *I believe so.* for the sentence in red and *I don't believe so.* for the sentence in blue.
- Have Ss practice the substitution conversations in pairs.
- Go around the room and give help as needed.

D

- Go over the instructions. Do the first item together as a class.
- Have Ss work individually to complete each response. Encourage Ss to use different expressions from Part C. Elicit answers from the class.
- Have Ss work in pairs to take turns reading the questions and responses out loud.

Extra activity: Extension

Have Ss work in pairs to write five questions about their classmates. They can use the adjectives in Part D or other personality adjectives. Have pairs share their questions with other pairs and respond with expressions from the boxes in Part C. Encourage Ss to give a reason for their opinion. Go around the room and offer help as needed.

2 Pronunciation *Is he or Is she*

Learning objective: Focus on pronunciation of *Is he* and *Is she* in questions.

A (Level 2, Track 25)

- Direct Ss' attention to the two questions. Model the pronunciation. Explain that in order to correctly pronounce *Is he* (versus *Is she*), the *s* in *is* should sound like /z/ before the pronoun *he*.
- Play the audio. Have Ss listen, paying particular attention to the pronunciation of *Is he* and *Is she*.
- Play the audio. Have Ss listen and repeat.

B (Level 2, Track 26)

- Go over the instructions.
- Play the audio. Have Ss listen and write *he* or *she* to complete each question.
- Go over the answers with the class.
- Have Ss practice saying the questions in pairs.

3 Listening People we know

Learning objective: Develop skills in listening for specific information.

A (Level 2, Track 27)

- Set the scene. Two friends are talking about different people they know.
- Go over the instructions. Call on three Ss to list the choices of people for each conversation. Remind them to check only one box for each conversation.
- Play the audio. Stop after the first conversation and elicit the person the friends are talking about.
- Continue playing the audio. Have Ss listen and identify the people the friends are talking about.
- Have Ss compare answers with a partner.
- **Option** Play the audio again if needed.
- Go over the answers with the class.

B (Level 2, Track 27)

- Go over the instructions.
- Play the audio again. Have Ss listen and circle the adjectives they hear in each conversation.
- **Option** Play the audio again. Have Ss listen and check their answers.

- **Tip** To help Ss learn self-correction, play the audio again after the activity and give Ss a chance to check their own answers.
- Have Ss compare answers with a partner.
- Go over the answers with the class.

4 Speaking *Is he friendly?*

Learning objective: Say you think something is true or not true.

- Direct Ss' attention to the "can do" statement at the bottom of the page. (When they finish the speaking activity, they will hopefully be able to check the box.)

Presentation Plus: Tip

Before class, add two textboxes with the expressions from the Interactions. Pairs look at the board for speaking guidance. For further guidance, before speaking, have Ss draw lines from vocabulary words to people in the picture.

A

- Direct Ss' attention to the picture. Ask: *Where are these people? (At a party.)* Ask: *Is everyone having a good time?*
- Go over the instructions. Read the dialogue with a S.
- Have Ss work in pairs to discuss the picture. Encourage Ss to talk about every person at the party, and to pay attention to the pronunciation of *Is he* and *Is she*.
- Go around the room and give help as needed.

B

- Go over the Instructions. Model the activity. Say: *I want to meet Teresa. She's very creative, and I want to know where she shops.*
- Have Ss work in pairs to discuss who they want to meet and why.
- Finally, tell Ss to check the "can do" statement if they can say they think something is true and not true. NOTE: If Ss feel they need more help, suggest they do the *Additional practice* activities.

Additional practice

For more practice, use:

Workbook	page 12
Online Self-study	Lesson B

LESSON C overview

Vocabulary: Appearance

Grammar: *What . . . look like?*; order of adjectives

Speaking: Guessing game about physical appearances

1 Vocabulary Appearance

Learning objective: Use vocabulary for discussing appearance.

A (Level 2, Track 28)

- Direct Ss' attention to the words and the pictures. Explain that the pictures show three couples getting married at different ages.
- Go over the instructions.
- Have Ss work individually to complete the descriptions.
- **Option** Have Ss check answers with a partner.
- Play the audio. Have Ss listen and check their answers.
- Say the words in the box and the words in bold. Have Ss repeat the words to practice pronunciation.

Presentation Plus: Right or wrong? page xxx

Instead of doing Part A, follow the steps for *Right or wrong?* to practice vocabulary for appearance.

Cultural note

In the United States and Canada, *overweight* is a somewhat more polite term for *fat* or *heavy*. However, it is usually considered impolite to talk about other people's weight. If you think someone seems overweight – or very thin (underweight) – it is best not to make any kind of comment about his or her size.

B

- Go over the instructions and the example. Model the activity. Give a description of someone in your family.
- Have Ss work in pairs to describe at least three family members using words from Part A. Remind Ss to use words from the box and bold words from the descriptions.
- Call on Ss to describe their partner's family.

Extra activity: Realia

To encourage more practice with vocabulary, bring in magazines that Ss can cut up. Have Ss work in pairs or groups and find as many examples of the words from Part A as they can. Ask Ss to discuss the pictures, using words from Part A to describe appearances.

2 Conversation That's not my husband!

Learning objective: Practice a conversation about appearance.

A (Level 2, Track 29)

- Direct Ss' attention to the picture to set the scene. Ask: *Where are these people? (In a restaurant.) Who is the woman talking to? (A waiter.)*
- Play the audio. Have Ss listen and read silently. If helpful, play the audio line by line and have Ss repeat.
- Have Ss work in pairs to practice the conversation.
- **Option** Call on two pairs to act it out for the class.

B (Level 2, Track 30)


- Go over the instructions. Explain that Ss are going to hear Mrs. Gray talking to her husband at the table.
- Play the audio. Have Ss listen for the answer to the question: *Who is Mr. Gray with?*
- Go over the answer with the class.

Answer

Mr. Gray is with his new boss, Mr. Tanaka.

3 Grammar *What... look like?*; order of adjectives

Learning objective: Practice questions with *What... look like?* and answers with adjectives in the correct order.

 (Level 2, Track 31)

- Direct Ss' attention to the grammar box. Read the three questions at the top of the box and have a S read the answers, beginning with the first column. After reading each column, ask: *Which words are adjectives? (Short, overweight, tall, thin, middle-aged, curly, red.)*
- Say: *When we form a sentence with more than one adjective, there is an order we follow. The order of adjectives is usually size, age, shape, and color.* Call on Ss to read the four example sentences in the bottom part of the grammar box.
- Ask: *What verb is used in these four sentences? (Have.) What other verb is used with adjectives? (Be.)* Focus on the form of adjectives with *have* and *be*. Write on the board:
1 Subject + *have* + adjective(s) + noun
2 Subject + *be* + adjective(s)
- Refer to the conversation in Exercise 2. Ask Ss to underline all the adjectives (*tall, thin, black, short*) and circle the nouns (*husband, hair, glasses, mustache, hair*).
- Check comprehension. Call on Ss and ask questions about Mr. Gray. Have them use the conversation and the picture to answer the questions. Ask: *What does Mr. Gray look like? (He's tall and thin.) What does Mr. Gray's hair look like? (It's short and black. / He has short black hair.) What does the man at the table's hair look like? (It is long and black.)*
- **Option** Continue the discussion as a class. Ask: *What does Mrs. Gray look like? What does the waiter look like?* Encourage Ss to use at least two adjectives in their answers. Write their answers on the board and have the class check for the correct word order.
- Play the grammar box audio. Have Ss listen and repeat to practice pronunciation.

A

- Go over the instructions.
- Have Ss work individually to complete the sentences with the words in the box.
- Have Ss compare answers with a partner.
- Go over the answers with the class.

B

- Go over the instructions.
- Have Ss work individually to put the words in order.
- Have Ss work in pairs to ask and answer the questions. Encourage Ss to use at least two adjectives in their answers. Remind them that they can use the verbs *be* or *have*.

- **Option** Have Ss write two more questions for their partner using *What... like?* (Example: *What does your pet look like?*)
- Elicit the answers from the class.
- **Option** Write on the board: *What do you like? What are you like? What do you look like?* Ask: *What is the difference in meaning? (What do you like? asks about interests; What are you like? asks about personality; What do you look like? asks about appearance.)* To check comprehension, call on Ss and elicit answers to these three questions.

Presentation Plus: Revealing grammar page xxx

After doing Part B, follow the steps for *Revealing grammar* to review *What... like?* and order of adjectives. Hide all instances of *do / does* and *like*. Also cover first instance of *size, age, shape, and color*.

4 Speaking Who is it?

Learning objective: Ask and talk about people's appearance.

- Direct Ss' attention to the "can do" statement at the bottom of the page. (When they finish the speaking activity, they will hopefully be able to check the box.)
- Direct Ss' attention to the pictures. Set the scene. Say: *Here are three pictures from a wedding.*
- **Option** Explain that the first picture shows the bride and groom, the second picture shows bridesmaids, and the third picture shows the bride and the groom and wedding guests or the bride's parents.
- Go over the instructions and the example. Model the activity with a S. Say: *This person has long blond hair. Who is it? (Cara.)*
- Have Ss work in pairs to take turns describing a person's appearance and guessing who it is. Have Ss choose a person from any of the pictures and use two or three adjectives in their description.
- Go around the room and take notes on errors you hear, paying particular attention to adjective word order.
- Write the errors you heard on the board. Encourage Ss to correct them.
- Finally, tell Ss to check the "can do" statement if they can ask and talk about people's appearance. NOTE: If Ss feel they need more help, suggest they do the *Additional practice* activities.

Additional practice

For more practice, use:

Workbook	pages 13–15
Online Self-study	Lesson C

LESSON D overview

Reading: “Online profiles” (a webpage)

Listening: An online profile

Writing: A description of yourself

Speaking: Personal descriptions

1 Reading Online profiles

Learning objective: Read a webpage with online profiles; develop skills in inferring meaning from context.

Presentation Plus: Tip

Before class, hide the following adjectives in each section: (Adriano) *long, creative*, (Bea) *generous*, (Suchin) *short*, (Marco) *handsome*. Add the covered adjectives to a text box on the side of the reading. Pairs determine missing words from pictures / context. Reveal.

A (Level 2, Track 32)

- Set the scene. Ask: *Do you use a social networking website, like Facebook?*
- Explain that Ss will read four online profiles of people on a social networking website. Write *social networking* on the board. Ask: *What is social networking? (Connecting to or communicating with other people through a group website.)*
- Direct Ss' attention to the pictures. For each snapshot, ask: *What does this person look like? What do you think this person is like?*
- **Tip** For prereading prediction activities using photos or graphics, have Ss cover up the text with their hands or a piece of paper.
- Pre-teach unfamiliar vocabulary.

Vocabulary

profile a description of a person; it may include information about appearance, personality, and interests

volunteer work unpaid work that is done because the person wants to

traditional a custom or belief that has existed for a long time

- Have Ss read the profiles silently.
- **Option** If your Ss enjoy reading aloud, have them take turns reading the profiles as a class.

- **Tip** To encourage quieter Ss to participate more, call on them to read aloud, or encourage them to volunteer to read aloud. Explain that this is one way of participating in class.
- Ask: *Were your guesses about personality correct?*

Answers

Adriano is creative.

Bea is generous.

Suchin is friendly and hardworking.

Marco is talkative and friendly.

B

- Pre-teach the word *upload*: to transfer information to a website.
- Go over the instructions.
- Have Ss read the profiles again and work individually to write the names under the pictures.
- Go over the answers with the class.

C

- Go over the instructions.
- Have Ss read the sentences.
- Have Ss work individually to read the webpage again and write the names.
- Go over the answers as a class.

D

- Go over the instructions and model the activity. Say: *I think Adriano is interesting. He's creative and talented. I like his little paper bird. Which person do you think is interesting?*
- Have Ss work in pairs to discuss the most interesting profiles.
- Call on some Ss to share their partner's information with the class.

Extra activity: Extension

Have Ss write a short message or email to the person they found most interesting. Encourage them to respond to the profile, the uploaded photo, and the additional sentences. **Option:** Have Ss do this as a fun writing exercise in a journal or prewriting notebook if you do not want to evaluate the activity formally.

2 Listening Starting a profile

Learning objective: Develop skills in listening for specific information.

A (Level 2, Track 33)

- Set the scene. Point to the woman in each picture and ask: *Are these photos of the same person or different people? (The same person.)*
- Go over the instructions.
- Play the audio. Have Ss listen and check the picture that Linda posts on the site.
- **Option** Play the audio again if needed.
- Have Ss compare answers with a partner.
- Go over the answer with the class.

B (Level 2, Track 33)

- Go over the instructions.
- Play the audio again. Have Ss listen and check the information included in the profile.
- Have Ss compare answers with a partner.
- **Option** Play the audio again. Ss check their answers.
- Go over the answers with the class.

Extra activity: Extension

Write these questions on the board and have Ss discuss them as a class or in small groups. Alternatively, have Ss write answers in their journal or prewriting notebook.

- 1 Why do you think Brian's mother is joining a social networking site?
- 2 Do you think it's OK if parents and their kids are on the same social networking sites? Why or why not?
- 3 Are you on a social networking site? Why or why not?

3 Writing and speaking Guess who!

Learning objective: Write a paragraph about one's personality and appearance.

- Direct Ss' attention to the "can do" statement at the bottom of the page. (When they finish the speaking activity, they will hopefully be able to check the box.)

A

- Go over the instructions. Read the three questions.
- Have Ss work individually to write their answers. Set a time limit of five minutes.

Presentation Plus: Analyzing the model page xxvii

After doing Part A, follow the steps for *Analyzing the model* to prepare Ss for the writing activity.

B

- Go over the instructions.
- Direct Ss' attention to the model paragraph. Ask a S to read it aloud. Have Ss circle information about appearance and underline information about personality.
- Ask: *Which words describe appearance? (Thin, medium height, short black hair, glasses.) Which describe personality? (Friendly, talkative, shy, creative, interested in art and fashion.)*
- Have Ss write the text, either in class or for homework.

C

- Go over the instructions. Direct Ss' attention to the picture. Explain that it shows how to take someone else's paper without looking at it.
- Have Ss check to make sure their names are not on the papers. Then have Ss put their papers facedown on a table, as in the illustration.
- Read the dialogue with two Ss.
- Have Ss work in groups to take a paper from the table, read the description, and guess who it is.
- Have Ss do this at least three times, replacing their paper and choosing a new one.
- Go around the room and take notes on errors you hear in the use of personality / appearance language and word order. Write the errors you heard on the board. Encourage Ss to correct them.
- Ask the class: *Is there anyone whose description you could not guess?* If so, have groups read those descriptions and have the class work together to guess who the writer is.
- Have Ss get their own paper and put their names on it. Have them proofread for errors in adjective word order or target vocabulary.
- Finally, tell Ss to check the "can do" statement if they can talk about people's personality and appearance. NOTE: If Ss feel they need more help, suggest they do the *Additional practice* activities.

Additional practice

For more practice, use:

Workbook	page 16
Online Self-study	Lesson D

Wrap-up

1 Quick pair review

Lesson A **Brainstorm!**

Make a list of personality adjectives. How many do you know? You have two minutes.

Lesson B **Test your partner!**

Ask your partner the questions. Can your partner give the correct answers? You have one minute.

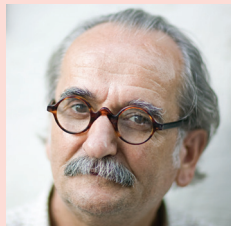
Student A: What are three ways to say you think something is true?

Student B: What are three ways to say you think something isn't true?

Lesson C **Do you remember?**

Look at the picture. Circle the correct word for each sentence. You have one minute.

- 1 This is Eduardo. He's young / elderly.
- 2 He has short / long gray hair.
- 3 His hair is straight / curly.
- 4 He has little / big glasses.
- 5 He has a mustache / beard.



Lesson D **Find out!**

Are any of your and your partner's friends similar? Take turns. You and your partner have two minutes.

A: My friend is tall and has long black hair. She's very funny.

B: My friend is tall and has long black hair. She's funny, too.

2 In the real world

Who are you like? Go online and find a musician, an actor, or an actress who is similar to you. Then write a description of him or her.

- What does he or she look like?
- What is he or she like?

Scarlett Johansson

Scarlett Johansson is similar to me.
She's medium height. She has blond
hair...



1 Quick pair review

Learning objectives: Review vocabulary and adjectives for describing personality and appearance, and expressions for saying you think something is and isn't true.

Lesson A Brainstorm!

- Go over the instructions.
- Have Ss work in pairs to brainstorm personality adjectives. Set a time limit of two minutes. Elicit the words and write them on the board.

Presentation Plus: Guided brainstorming page xxviii

After brainstorming, follow the steps for Guided brainstorming to review personality adjectives.

Lesson B Test your partner!

- Go over the instructions.
- Have Ss work in pairs to ask and answer the questions. Set a time limit of one minute.
- Go over the answers with the class.

Extra activity: Realia

Bring pictures of popular celebrities. Have Ss work in groups and discuss the celebrities' personalities. Ask: *What do you know or think about their personalities?* Encourage Ss to use expressions for saying something is or isn't true. **Option:** Use this activity as a warm-up for the *In the real world* activity. Ask Ss if any of these famous people are similar to them.

Lesson C Do you remember?

- Go over the instructions. Direct Ss' attention to the picture.
- Have Ss work in pairs to circle the correct word for each sentence. Set a time limit of one minute.
- Go over the answers with the class.

Lesson D Find out!

- Go over the instructions.
- Have two Ss read the example sentences. Point out that *too* shows similarity.
- Encourage Ss to describe both appearance and personality, and to use at least two appearance adjectives as in the example.
- Have Ss work in pairs to describe and compare their friends.

2 In the real world

Learning objective: Research a famous person and write a description.

- Go over the instructions and the example. Write on the board the questions: *Who are you like? What are you like?* Elicit the differences in meaning. Point out that the first question asks about similarities to someone else.
- Have Ss do research online as an out-of-class assignment. Remind Ss to write down the information they find. (They can write it in their prewriting journal, if they are keeping one.) Encourage Ss to note details about both personality and appearance.
- When Ss return to class, have them work in pairs or small groups to read what they wrote.

3 Rain or shine

At a glance: Unit overview	Speaking outcomes
<p>LESSON A It's extremely cold.</p> <p>Ss learn vocabulary for weather and seasons. They use adverbs of intensity and quantifiers with verbs.</p>	<p>Ss can . . .</p> <p>talk about the weather and seasons.</p>
<p>LESSON B In my opinion, . . .</p> <p>Ss express their opinions about visiting places at different times of the year.</p>	<p>Ss can . . .</p> <p>ask for and give an opinion.</p>
<p>LESSON C I'd like to play chess.</p> <p>Ss learn vocabulary for indoor activities. They use <i>would like</i> + infinitive.</p>	<p>Ss can . . .</p> <p>talk about what they would like to do.</p>
<p>LESSON D Where would you like to go?</p> <p>Ss read a tourist brochure about Canada, and write about a place they would like to go.</p>	<p>Ss can . . .</p> <p>talk about a place they would like to visit.</p>

Warm-up

Learning objective: Preview the topic and talk about activities in different seasons.

A

- Go over the instructions.
- Have Ss work in pairs or groups to describe the people and the activities.
- Elicit the answers from the class. Write them on the board.
- **Option** Do the activity as a class.

Answers

- 1 The people are outside in a yard. They are playing baseball.
- 2 The people are in a park. They are walking in the rain.
- 3 A woman is walking on a beach.
- 4 The man is skiing on a mountain.

Presentation Plus: Make connections page xxix

After doing Part A, follow the steps for *Make connections* to activate Ss prior knowledge, to preview content of the unit and to review language.

B

- Read the questions. Model a possible answer. Say: *Yes, I walk on the beach in the summer.*
- Have Ss work in pairs or groups to discuss the questions.
- **Option** Do the activity as a class.
- Tell Ss that they will learn how to talk about weather, seasons, and activities in this unit. Point out the Unit 3 lesson overviews. Go over what Ss will learn in each lesson.

Extra activity: Extension

Ask Ss to bring in a picture of an outdoor activity. It can be a photo, a picture from a magazine, or a drawing. Have Ss work in groups to share their pictures and describe them. Encourage group members to ask *yes / no* and *Wh-* questions to get more information.

LESSON A overview

Vocabulary: Weather

Grammar: Adverbs of intensity; quantifiers with verbs

Speaking: True or false information about the weather

1 Vocabulary Weather

Learning objective: Use common vocabulary for weather and seasons.

A 🎧 (Level 2, Track 34)

- Direct Ss' attention to the words in the boxes and the pictures. Explain that the pictures show different kinds of weather.
- Direct Ss' attention to the picture on the right. Write on the board: *thermometer, temperature*. Point out that a thermometer measures temperature. Ask: *What color on the thermometer shows a hot temperature? (Red.) What color on the thermometer shows a cold temperature? (Blue.)*
- Go over the instructions. Model the activity. Point to the first picture. Ask: *What is the weather like? (Sunny.)*
- Have Ss work individually or in pairs to label the pictures. Go around the room and give help as needed.
- **Option** Have Ss check answers with a partner.
- Play the audio. Have Ss listen and check their answers.
- Play the audio again. Have Ss repeat the words to practice pronunciation.

Extra activity: Realia

Bring in a weather map from the newspaper or show a video of a weather forecast on the news. Have Ss work in pairs or groups to identify different types of weather and different temperatures. Ask them to decide where to travel, based on the weather and temperature.

B

- Write on the board: *spring, summer, fall, winter*. As a whole class, identify the season in each of the pictures on page 25. Point out that some countries have two seasons instead of four. Write on the board: *rainy season, dry season*.
- Go over the instructions. Have Ss work individually to complete the chart with information about the seasons in their own country.
- Go over the answers with the class.

Presentation Plus: Label that picture page xxix

After doing Part B, follow the steps for Label that picture to review vocabulary for weather.

2 Language in context Favorite seasons

Learning objective: See use of adverbs of intensity and quantifiers in context.

Presentation Plus: Which word? page xxxi

Before doing Part A, follow the steps for Which word? to practice seasons.

A 🎧 (Level 2, Track 21)

- Direct Ss' attention to the pictures to set the scene. For each picture, ask the class: *What is the weather like? What season is it?*
- Go over the instructions.
- Play the audio. Have Ss answer the question as they listen and read silently.
- Go over the answers with the class.

Answer


Lisse, Holland, and Morelia, Mexico, are cool.

B

- Read the questions. Model the activity. Say: *My favorite season is winter. The weather is cold and snowy. I love to ski. What about you?* Call on a S to say their favorite season and weather.
- Have Ss work in pairs or groups to discuss the questions.
- **Option** Do the activity as a class.

3 Grammar Adverbs of intensity; quantifiers with verbs

Learning objective: Practice adverbs of intensity and quantifiers with verbs.

 (Level 2, Track 36)

Adverbs of intensity

- Books closed. Write on the board: *It's cold. It's windy. It's hot. It's sunny. It's cool. It's cloudy.* Ask: *Which words are adjectives?* Elicit the adjectives and underline them.
- Books open. Direct Ss' attention to the left side of the box. Read the sentences. Explain that the boldfaced words are *adverbs*. Adverbs come before adjectives. They give more information about adjectives.
- Focus on use: Write on the board: *How ____ is it?* Say: *Use adverbs of intensity to answer this question (How cold is it? It's very cold.).*
- Point out that the adverbs here are listed from strongest (most intense) to weakest.
- Option** Write the adverbs in a column on the board and draw an arrow pointing up to show increasing intensity.

Quantifiers

- Direct Ss' attention to the right side of the box. Read the sentences. Elicit the verbs (*snow, rain*).
- Ask: *How are the boldfaced words different from adverbs of intensity? (Quantifiers have more than one word; adverbs are only one word; the quantifier comes after the verb.)*
- Point out the contraction *doesn't* in the negative sentences.
- Focus on use. Write on the board: *How much does it ____?* Say: *Use quantifiers to answer this question. (How much does it rain? It rains a lot.)*
- Point out that these quantifiers are listed from strongest to weakest (largest amount to smallest).
- Refer to the text in Exercise 2. Have Ss circle the adverbs and underline the quantifiers.
- Option** Ask: *Which description does not use adverbs or quantifiers? (Picture 3, Mexico.)* Ask: *Where could you add an adverb or quantifier? (You could add an adverb before the adjectives sunny and cool.)*
- Play the grammar box audio. Have Ss listen and repeat to practice pronunciation.
- Go over the instructions for the grammar activity. Have Ss work individually to rewrite the sentences.
- Have Ss compare answers with a partner.
- Go over the answers with the class.

4 Listening Think about the weather!

Learning objective: Develop skills in listening for the gist.

A  (Level 2, Track 37)

- Set the scene. Ss will listen to conversations about weather in three different cities.
- Go over the instructions. Tell Ss they will listen to the audio twice. The first time, they should not complete the sentences but just listen for the name of the city the person is planning on visiting.
- Play the audio. Have Ss listen and circle the city.
- Have Ss compare answers with a partner.
- Elicit the answer from the class.

Answer

One person is planning to visit Beijing, China.

B  (Level 2, Track 37)

- Go over the instructions.
- Play the audio again. Have Ss work individually to listen and complete the sentences.
- Option** Play the audio again. Ss check their answers.
- Have Ss compare answers with a partner.
- Go over the answers with the class.

5 Speaking True or false?

Learning objective: Talk about the weather and seasons.

- Direct Ss' attention to the "can do" statement at the bottom of the page. (When they finish the speaking activity, they will hopefully be able to check the box.)

A

- Go over the instructions and the expressions in the box. Set a time limit of five minutes for Ss to write two true and two false sentences.

B

- Go over the instructions. Have two Ss read the example dialogue.
- Have Ss work in pairs to share their sentences.
- Finally, tell Ss to check the "can do" statement if they can talk about the weather and seasons. NOTE: If Ss feel they need more help, suggest they do the *Additional practice* activities.

Additional practice

For more practice, use:

Workbook	pages 9–11
Online Self-study	Lesson A

LESSON B overview

Interactions: Asking for an opinion; giving an opinion

Listening: Weather in different cities

Speaking: Opinions about the weather

1 Interactions Opinions

Learning objective: Ask for and give an opinion.

A

- Read the questions. Do the activity as a class. Call on Ss to share their answers.

B (Level 2, Track 38)

- Direct Ss' attention to the pictures to set the scene. Tell Ss that the people in the photos are chatting with each other over the Internet.
- Play the audio.
- Have Ss answer the question as they listen and read silently.
- Have Ss compare answers with a partner.
- Go over the answers with the class.

Answer

Cindy and Brian are in Chicago; Luk is in Bangkok, Thailand.

- Option Ask: *What's the weather like in Chicago? (Really cold.) What's the weather like in Bangkok? (Warm and sunny.) Are Cindy and Brian going to Bangkok? (No.) Is Luk going to visit Chicago? (Yes.) When is a good time to visit Chicago? (In the fall.)*
- If helpful, play the audio again line by line and have Ss listen and repeat.
- Have Ss practice the conversation in groups of three, then change roles and practice again.

Presentation Plus: Language switch page xxix

Instead of doing Part C's substitution conversations, after presenting expressions in C, follow the steps for *Language switch*, Option 2 to practice asking and giving opinions.

C (Level 2, Track 39)

- Point out the target expressions in the conversation (*What do you think? / I think . . .*). Explain that there are other ways to ask for and give opinions in English.
- Go over the expressions in the box. Explain that all of these expressions are polite and can be used in formal or informal situations.
- Play the audio. Have Ss listen and read silently.
- **Option** Play the audio and have Ss listen and repeat.
- Model the activity. Read the part of Cindy, and have two Ss read the parts of Brian and Luk. Read the first conversation, substituting *What are your thoughts?* for the sentence in red.
- Have Ss practice the substitution conversations in pairs.
- Go around the room and give help as needed.

D

- Go over the instructions. Explain that Ss need to put the sentences in the correct order to make a conversation. Point out that the example (1) begins the conversation.
- Have Ss work individually to number the sentences.
- Have Ss compare answers with a partner.
- Go over the answers with the class.
- Have Ss work in groups of three to read the correctly ordered conversation out loud.

Cultural note

Point out that in the United States and Canada, it is very common to ask people to give their opinion about a topic, especially in a classroom discussion. It is okay, and even encouraged, to express an opinion that is different from that of other students in the class, or different from that of the teacher.

2 Listening When's a good time to visit?

Learning objective: Develop skills in listening for opinions.

A (Level 2, Track 40)

- Set the scene. Point to each picture and call on Ss to describe the weather or to guess the season. Explain that Ss will hear people talking to friends about good times to visit these cities.
- Go over the instructions.
- Play the audio. Have Ss listen and circle *same* or *different*.
- Have Ss compare answers with a partner.
- **Option** Play the audio again. Have Ss listen and check their answers.
- Go over the answers with the class.

B (Level 2, Track 40)

- Go over the instructions and the example.
- Play the audio again. Have Ss listen and write *T* or *F* before each statement.
- Have Ss compare answers with a partner.
- **Option** Play the audio again if needed.
- Go over the answers with the class.

3 Speaking Good time, bad time

Learning objective: Ask for and give an opinion.

- Direct Ss' attention to the "can do" statement at the bottom of the page. (When they finish the speaking activity, they will hopefully be able to check the box.)

Presentation Plus: Tip

Before class, hide *I think*, *What do you think*, and *I'd say* in the model conversation. In class, books closed. Open the section and elicit the hidden functional language before doing the speaking activity.

A

- Direct Ss' attention to the picture. Ask: *What festival is this? Cinco de Mayo, a Mexican Festival that takes place in May 5. On this day, people celebrate with parades, pinatas, typical food, and dances.*
- Go over the instructions and the list of questions. Have two Ss read the dialogue.
- Have Ss work in pairs to discuss the questions. Encourage Ss to use different expressions to ask for and give their opinions.
- Go around the room and take notes on errors you hear in word order with adverbs and quantifiers.

B

- Go over the instructions. Have each pair join another pair to share their opinions.
- Finally, tell Ss to check the "can do" statement if they can ask for and give an opinion. NOTE: If Ss feel they need more help, suggest they do the *Additional practice* activities.

Additional practice

For more practice, use:

Workbook	page 20
Online Self-study	Lesson B

LESSON C overview

Vocabulary: Indoor activities

Grammar: *Would like* + infinitive

Pronunciation: Reduction of *would you*

Speaking: Decisions about things to do

1 Vocabulary Indoor activities

Learning objective: Use vocabulary for indoor activities.

A (Level 2, Track 41)

- Direct Ss' attention to the words and the pictures. Explain that the pictures show indoor activities.
- **Option** Point out that when *indoor* is an adjective (*indoor activities*) there is no *-s*. When we use it as an adverb, there is an *-s*. (*I'm going indoors*). The same is true for *outdoor activities* and *outdoors*. Other words we can use are *inside* and *outside* (e.g., *Where's Tom? He's outside*).
- Go over the instructions. Explain that a *phrase* is a group of words with a particular meaning. Tell Ss they will add nouns from the word box to the verbs below the pictures to make phrases. Do the first one together as a class. Point to the picture and elicit the answer: *bake cookies*.
- Have Ss work individually to complete the phrases. Encourage Ss to start with the words they know and then guess the ones they are not sure of.
- **Option** Have Ss check answers with a partner.
- Play the audio. Have Ss listen and check their answers.
- Play the audio again. Have Ss repeat the phrases to practice pronunciation.

Presentation Plus: Swipe and guess page xxxi

After doing Part A, follow the steps for *Swipe and guess* to review vocabulary for indoor activities.

B

- Go over the instructions. Explain *rank*: to put something in order of preference. Ss rank the activities by writing the numbers 1–8 in the boxes.
- Read the dialogue with a S.
- Have Ss work individually to rank the activities.
- Have Ss work in pairs to compare their answers.

Extra activity: Extension

For more vocabulary practice, have Ss informally survey their classmates about indoor activities. Set a time limit of ten minutes. Have Ss talk to as many people as possible, asking them how they ranked the activities in Part B.

2 Conversation It's raining!

Learning objective: Practice a conversation about indoor activities.

A (Level 2, Track 42)

- Direct Ss' attention to the picture to set the scene. Ask: *Are these people indoors or outdoors? (Indoors.) What's the weather like outdoors? (Rainy.) What do you think they are talking about? (The weather; what activities they can do).*
- Play the audio. Have Ss listen and read silently. If helpful, play the audio line by line and have Ss listen and repeat.
- Have Ss work in pairs to practice the conversation.
- **Option** Call on two pairs to act it out for the class.

B (Level 2, Track 43)


- Go over the instructions. Explain that Ss are going to hear Joanie and Evan talking later in the day.
- Pre-teach the expression *Are you kidding?* (It is an expression of surprise. Similar expressions are: *Are you joking? / Are you serious? / I can't believe it!*)
- Play the audio. Have Ss listen for the answer to the question: *What does Evan want to do?*
- Go over the answer with the class.

Answer

Evan wants to bake cookies.

3 Grammar *would like* + infinitive

Learning objective: Practice *would like* + infinitive.

 (Level 2, Track 44)

- Books closed. Write on the board: *What would you like to do? I'd like to play chess.*
- Ask: *What is the verb in each sentence? (Would like.)* Underline *would like* and *'d like*; point out the contraction.
- Circle *to do* and *to play* in the sentences on the board. Explain that *to* + verb = infinitive. Infinitives follow certain verbs, like *would like*.
- Books open. Direct Ss' attention to the left side of the box. Read the questions and have Ss read the answers.
 - 1 Ask: *What are the infinitives? (To do, to play.)*
 - 2 Ask: *Are these yes / no or Wh- questions? (Wh- questions.)*
- Direct Ss' attention to the right side of the box. Read the questions and call on Ss to read the answers.
 - 1 Ask: *What are the infinitives? (To do, to take.)*
 - 2 Ask: *Are these yes / no questions or Wh- questions? (Yes / no.)* Point out that we do not need to repeat the infinitive in short answers to *yes / no* questions.
- Focus on form in questions: Write on the board:
 - 1 *Wh-: (Wh- word) + would + subject + like + to + verb*
 - 2 *Yes / no: would + subject + like + to + verb*
- Focus on use: Explain that *would like* is a polite way to say *want*. *Would* and *like* work together as one verb.
- Refer to the conversation in Exercise 2. Have Ss underline the infinitives and circle *would like*.
- Play the grammar box audio. Have Ss listen and repeat to practice pronunciation.

A

- Go over the instructions. Do the first item as a class.
- Have Ss work individually to circle the correct words.
- Have Ss compare answers with a partner.
- Go over the answers as a class.
- Have Ss practice asking and answering the questions in pairs.

B

- Go over the instructions. Write on the board: *I'd like to ____ and I wouldn't like to ____*. Point out that with negative statements, *not* comes immediately after *would* (incorrect: *I would like not to play cards.*).
- Have Ss work individually to write true sentences for each situation.
- Model the activity. Say: *I'd like to stay in this weekend. What would you like to do this weekend?*

- Have Ss work in pairs to share their sentences.
- Go around the room and offer help as needed.

4 Pronunciation

Reduction of *would you*

Learning objective: Focus on reduction of *would you*.

A  (Level 2, Track 45)

- Go over the instructions.
- Play the audio. Have Ss listen, paying particular attention to the reduction of *would you*.
- Play the audio again. Have Ss listen and repeat.

Presentation Plus: Highlight and say it! page xxviii

Instead of doing Part B, follow the steps for *Highlight and say it!* to practice pronunciation. Zoom in on Exercise 3, Part A.

B

- Go over the instructions.
- Have Ss work in pairs to practice the questions. Go around the room and listen for correct reduction.

5 Speaking I'd like to . . .

Learning objective: Talk about what you would like to do.

- Direct Ss' attention to the "can do" statement at the bottom of the page. (When they finish the speaking activity, they will hopefully be able to check the box.)

A

- Direct Ss' attention to the pictures. Explain that these are views outside a window, on different days.
- Go over the instructions. Read the dialogue with a S.
- Have Ss work in pairs to describe the weather from each window and decide on an indoor activity to do.

B

- Have each pair join another pair to share their ideas and ask and answer questions. Encourage them to politely express their opinions about ideas.
- Finally, tell Ss to check the "can do" statement if they can talk about what they would like to do. NOTE: If Ss feel they need more help, suggest they do the *Additional practice* activities.

Additional practice

For more practice, use:

Workbook pages 21–23
Online Self-study Lesson C

LESSON D overview

Reading: “Canada Through the Seasons” (brochure)

Writing: An email to a friend

Speaking: Discussion about places to visit

1 Reading Canada Through the Seasons

Learning objective: Read and discuss an article from a brochure; develop skills in identifying genre and reading for specific information.

A  (Level 2, Track 46)

- Direct Ss’ attention to the article. Ask Ss to look at the title, map, and pictures. Ask: *Who do you think would read this article?* Elicit the answers (*tourists, people planning a trip to Canada*).
- **Tip** Encourage Ss to look at titles and pictures to predict the audience (or readers) of a text.
- Pre-teach any unfamiliar vocabulary.

Vocabulary

kayak a light, narrow boat for one or two people, which is moved using a paddle (a stick with a flat part)

lake a body of water (usually not salt water)

whale a very large animal that looks like a fish and lives in the sea

stampede when a large group of animals suddenly moves in an uncontrolled way, in the same direction; In the Western United States and Canada, “stampede” also means an event or celebration that includes a rodeo, contests, dancing, exhibits, etc.

drop fall; go down; become lower

northern lights natural light displays, usually seen at night near the North Pole

- Go over the instructions. Have Ss read the article and answer the question as they read silently.
- **Option** If your Ss enjoy reading aloud, have them work in groups of four and take turns reading the paragraphs.
- Go over the answer with the class.
- **Option** Ask Ss which activities in Canada sound fun.

B

- Direct Ss’ attention to the pictures. Point to each picture and ask: *What activity is this?* (*Hiking, skiing, camping, fishing.*)
- Have Ss read the article again and then work individually to write the names of the seasons under the pictures.
- Go over the answers with the class.

C

- Go over the instructions. Model the activity. Say: *I’d like to go to Canada in the fall. I’d like to hike and to visit museums.* Encourage Ss to use different infinitives.
- Have Ss work in groups to discuss their ideas and to plan a trip. Remind Ss to use expressions to ask for and to give opinions.
- **Tip** For group discussions or projects, appoint one S to be the group leader. This person can be responsible for making sure everyone participates and stays on topic. Make sure every student gets a chance at some point to be a group leader.
- Call on groups to share their ideas with the class.

Presentation Plus: Search and highlight page xxxi

After doing Part C, follow the directions for *Search and highlight*. Highlight all the seasons and adjectives that describe the weather.

Extra activity: Extension

To encourage more reading and writing practice, have Ss write three questions about the region their group planned to visit. Ask: *What else would you like to know?* Outside of class, have them go online and find the answers to their questions. Then have them share their information with their group or the class.

2 Writing An email to a friend

Learning objective: Write an email to a friend about a place they'd like to visit.

A

- Have Ss work individually to brainstorm a list of places and friends to visit. Set a time limit of two minutes.
- Go over the instructions and the questions. Have Ss work individually to choose one friend on their list and write answers to the questions.

B

- Have Ss read the email. Point out that the questions in Part A are answered in the writing model. Call on Ss to find the answers to the questions.
- Explain that Ss are going to write a similar text about a place they'd like to visit, using their notes in Part A.
- Have Ss write the text in class or for homework

C

- Go over the instructions.
- Elicit examples of questions Ss can ask to get more information (e.g., *What can I eat there? What's the weather like in the summer?*).
- Have Ss share their writing with a partner and ask and answer questions to get more information.
- Call on Ss to share an interesting fact they learned from reading and talking about their partner's place.

3 Speaking A place I'd like to visit

Learning objective: Talk about a place they'd like to visit.

- Direct Ss' attention to the "can do" statement at the bottom of the page. (When they finish the speaking activity, they will hopefully be able to check the box.)

A

- Go over the instructions. Call on Ss to read the three questions in the chart.
- Have Ss work individually to write notes about a place to visit. Remind them they do not need to use complete sentences when they write notes.
- **Option** Set a time limit of five minutes.

B

- Go over the instructions.
- Read the dialogue with two Ss, taking the role of Student A. Point out that the question *What else?* asks for more information and helps to keep the conversation going. Point out that the word *because* introduces a reason, or an answer to a *why* question.
- Have Ss work in groups of three or more to share their ideas from Part A.
- Call on Ss to share examples of unusual and interesting places to visit and activities to do.
- Finally, tell Ss to check the "can do" statement if they can talk about a place they would like to visit. NOTE: If Ss feel they need more help, suggest they do the *Additional practice* activities.

Additional practice

For more practice, use:

Workbook	page 24
Online Self-study	Lesson D

Wrap-up

1 Quick pair review

Lesson A **Brainstorm!**

Make a list of words for weather and words for temperature. How many do you know?
You have two minutes.

Lesson B **Do you remember?**

Check (✓) the questions you can ask when you want someone's opinion. You have one minute.

- What's your opinion?
- What's your teacher's name?
- What's the weather like today?
- What are your thoughts?
- What are you like?
- What do you think?

Lesson C **Find out!**

What is one thing both you and your partner would like to do outside this weekend? What is one thing you both would like to do inside? Take turns. You and your partner have two minutes.

A: I'd like to play chess inside. Would you?

B: No. I'd like to bake cookies. Would you?

A: Yes, I would.

Lesson D **Guess!**

Describe a famous place in your country, but don't say its name. Can your partner guess where it is? Take turns. You and your partner have two minutes.

A: It's hot, and it's a big city. People have parties on the beach.

B: Is it Rio de Janeiro?

A: Yes, it is.

2 In the real world

Where would you like to go? Go online and find the typical weather for that place in every season. Then write about it.

Chicago

I'd like to go to Chicago. There are four seasons. It's extremely cold in the winter. It's very windy in the spring . . .



1 Quick pair review

Learning objectives: Review vocabulary for discussing weather, temperature, indoor activities, and would like + infinitive; review expressions for asking for an opinion; ask and answer questions about a place.

Lesson A Brainstorm!

- Go over the instructions.
- Have Ss work in pairs to brainstorm weather and temperature words. Set a time limit of two minutes.
- Elicit the ideas and write them on the board.

Presentation Plus: List that page xxix

After brainstorming, follow the steps for *List that* to review words for weather and temperature.

Lesson B Do you remember?

- Go over the instructions.
- Have Ss work in pairs to read the questions and check the ones they can use to ask for someone's opinion. Set a time limit of one minute.
- Go over the answers with the class.

Lesson C Find out!

- Go over the instructions. Have two Ss read the dialogue. Point out that when Ss agree on an indoor activity they can go on to discuss an outdoor activity. Remind them to pay attention to *would like* + infinitive.
- Have Ss work in pairs to find indoor and outdoor activities to do together. Set a time limit of two minutes.
- Call on Ss to tell the class the two activities they agreed on, beginning with *We'd like to . . .*

Lesson D Guess!

- Go over the instructions. Read the dialogue with a S. Point out that the famous place they describe can be a city, a natural place (e.g., a waterfall, a mountain, or a beach), or something else.
- Have Ss work in pairs to take turns describing and asking questions about a place. Set a time limit of two minutes for each person to guess.

2 In the real world

Learning objective: Research and write about typical weather in a place during every season.

- Go over the instructions and the example.
- Have Ss do research online as an out-of-class assignment. Remind Ss to write down the information they find. (They can write it in their prewriting journal, if they are keeping one.)
- Suggest or elicit some search terms they can use to find information.
- When Ss return to class, have them work in pairs or small groups to read what they wrote.
- Encourage Ss to proofread their writing for errors with *would like* + infinitives, and other errors from the class checklist they may have started in previous units, before they hand it in.

Extra activity: Extension

To teach revision and have Ss think about audience and purpose in writing, have Ss rewrite their assignment in the style of a tourist brochure. They should make the place sound exciting and encourage people to visit. They can even add pictures. Have Ss post their tourist brochures on the wall or online (if possible), and read other Ss' brochures. Call on Ss to say which brochures made them want to visit a place and why.

Life at home

At a glance: Unit overview	Speaking outcomes
<p>LESSON A There's a lot of light.</p> <p>Ss learn vocabulary for things in a home. They use <i>how many / much</i> and quantifiers before nouns.</p>	<p>Ss can . . .</p> <p>ask and answer questions about their home.</p>
<p>LESSON B Can you turn down the music?</p> <p>Ss make requests and agree to requests.</p>	<p>Ss can . . .</p> <p>make and agree to requests.</p>
<p>LESSON C I always hang up my clothes!</p> <p>Ss learn vocabulary for household chores. They use separable two-word phrasal verbs.</p>	<p>Ss can . . .</p> <p>talk about household chores.</p>
<p>LESSON D What a home!</p> <p>Ss read an article about unusual houses, and write about their dream home.</p>	<p>Ss can . . .</p> <p>describe a home.</p>

Warm-up

Learning objective: *Preview the topic and talk about different types of homes.*

A

- Go over the instructions.
- Have Ss work in pairs or groups to match the pictures to the countries.
- Have Ss check their answers on page 44.
- **Option** Do the activity as a class.
- Ask Ss to raise their hands if they got all the answers correct.

Presentation Plus: *Preview the unit page xxx*

After doing Part A, follow the steps for *Preview the unit*.

Ask: *What things do you think are in these amazing homes?*

B

- Go over the instructions.
- Have Ss work individually to rank the homes.
- Have Ss work in pairs or groups to compare their rankings. Model the activity. Say: *I really want to visit the French president's home. I'd like to see the art. I ranked it as 1.*
- **Option** Call on Ss to share their rankings.
- Tell Ss that they will learn how to talk about homes in this unit. Point out the Unit 4 lesson overviews. Go over what Ss will learn in each lesson

Extra activity: Realia

Bring in real estate magazines or brochures. Have Ss work in pairs or groups to find three pictures of interesting homes and to rank them.

LESSON A overview

Vocabulary: Things in a home

Grammar: *How many / much*; quantifiers before nouns

Speaking: Discussion about homes

1 Vocabulary Things in a home

Learning objective: Use common vocabulary for things in a home.

A 🎧 (Level 2, Track 47)

- Direct Ss' attention to the words and the pictures. Explain that the pictures show different rooms in a home, and the words label different things in the rooms.
- Go over the instructions. Do the first item as a whole class. Point to the unlabeled item [d] in the first picture and ask: *What is this?* Have Ss choose the correct word from the box (*bath tub*) and write it on the line.
- Have Ss work individually to label the rest of the items in the pictures.
- **Option** Have Ss check answers with a partner.
- Play the audio. Have Ss listen and check their answers.
- Play the audio again. Have Ss listen and repeat the words to practice pronunciation.
- **Option** Ask the class: *What else do you see in the pictures?* Elicit more words and write them on the board

Extra activity: Realia

Bring in pictures from store catalogs or go to furniture stores online and print out pictures of room designs. Have Ss work in groups to label as many items as they can, using the words from Part A.

B

- Go over the instructions. Give an example of things in your own home. Encourage Ss to use adjectives to describe the things in their homes.
- Have Ss work in pairs to share information.
- Call on Ss to tell the class about an interesting or an unusual thing in their partner's home.

Presentation Plus: Choose ABC page xxvii

After doing Part B, follow the steps for *Choose ABC* to practice vocabulary for things in a home.

2 Language in context

A new apartment

Learning objective: See the use of *how many / much* and *quantifiers before nouns* in context.

A 🎧 (Level 2, Track 48)

- Direct Ss' attention to the pictures to set the scene. Explain that Beth has a new apartment and she is showing it to her friend, Lori.
- Go over the instructions.
- Play the audio. Have Ss answer the question as they listen and read silently.
- Go over the answer with the class.

Answer

Lori likes the kitchen.

B


- Read the questions. Have Ss work in pairs or groups to discuss the questions.
- **Option** Do the activity as a class

Cultural note

In the United States and Canada, it is common to give a visitor a tour of a home, especially if it is new. In some other countries, it is unusual to show a visitor every room in a home.

3 Grammar *How many / much*; quantifiers before nouns

Learning objective: Practice how many / much and quantifiers before nouns.

 (Level 2, Track 49)

- Books closed. Review count and noncount nouns.
 - Write on one side of the board: *light*. Write on the other side: *cupboards*. Explain that both words are nouns, but they are two different types.
 - Explain that nouns like *light* are usually noncount nouns; they cannot be counted. Nouns like *cupboards* are count nouns; they can be counted. Exception: *Light* can be a count noun if we think of light fixtures, such as lamps (example: *There are three lights in this room.* [count noun]; *The light in this room is so bright!* [noncount noun]).
- Books open. Direct Ss' attention to the left side of the box. Read the sentences. Ask: *Is cupboards a count or noncount noun? (Count.)* Say that the bold words are **quantifiers** to use before count nouns.
- Direct Ss' attention to the right side of the box. Read the sentences. Ask: *Is light a count or noncount noun in this sentence? (Noncount.)* Explain that the bold words are **quantifiers** to use with noncount nouns.
- Ask: *Which quantifiers can be used with both count and noncount nouns? (A lot of, some, not any.)*
- Write on the board: *How many ____ are there? / How much ____ is there? Are there many ____? / Is there much ____?* Explain that these are questions we can answer with quantifiers. Elicit examples.
- Focus on the use of quantifiers. Explain that we use quantifiers to ask and answer questions about the quantity (amount) of something. Point out that the examples in the grammar box go from a large amount to none.
- Refer to the conversation in Exercise 2. Have Ss underline *How much / many* and the quantifiers. Have them circle the nouns.
- Check comprehension. Ask: *How many rooms are in Lori's new place? (Four.) Are there many cupboards? (No.) Is there much space in the kitchen? (No.) Are there many windows in the living room? (Yes.) Is there much light in the living room? (Yes.) Is there a lot of noise? (Yes.)*
- Play the grammar box audio. Have Ss listen and repeat to practice pronunciation.

A

- Go over the instructions. Do the first item as a whole class (*How much space . . . ?*). Encourage Ss to find the noun first and decide if it is count or noncount. Remind

them to turn back to page 36, Exercise 1, and look at the pictures to answer the questions.

- Have Ss work individually to complete the questions and write the answers.

B

- Go over the instructions. Read the dialogue with a S. Encourage Ss to use both *How many / much* questions and *yes / no* questions with quantifiers.
- Go around the room and offer help as needed.

Answers

How many rooms are there in the apartment?

There are four rooms.

How much light is there in the living room?

There's a lot of light.

How many cupboards are there in the kitchen?

There aren't many cupboards.

How many windows are there in the living room?

There are three windows.

How much space is there in the kitchen?

There isn't much space.

How much noise is in the apartment?

There's a lot of noise.

4 Speaking My home

Learning objective: Talk about homes.

- Direct Ss' attention to the "can do" statement at the bottom of the page. (When they finish the speaking activity, they will hopefully be able to check the box.)
- Direct Ss' attention to the pictures to set the scene. Ask: *Would you like to live in an apartment or a house? Why?* Elicit answers.
- Go over the instructions and call on Ss to read the questions.
- Have Ss work individually to add three questions. Remind them to use quantifiers, and *yes / no* or *How many / much* questions. Go around the room and offer help as needed.
- Have Ss work in pairs to interview each other and to find similarities about their homes. Call on Ss to share any similarities that they found.
- Finally, tell Ss to check the "can do" statement if they can ask and answer questions about their home. NOTE: If Ss feel they need more help, suggest they do the *Additional practice* activities.

Additional practice

For more practice, use:

Workbook pages 25–27

Online Self-study Lesson A

LESSON B overview

Interactions: Making a request, agreeing to a request

Pronunciation: Intonation in requests

Listening: Friendly requests

Speaking: Problems and requests

1 Interactions Requests

Learning objective: Make and agree to a request.

A

- Read the questions. Do the activity as a class. Call on Ss to share their answers.

B (Level 2, Track 50)

- Direct Ss' attention to the pictures to set the scene. Say: *The woman and the man are neighbors. What is the woman doing? (Studying.) What is the man doing? (Turning his music down or off.)*
- Play the audio. Have Ss answer the question as they listen and read silently.
- Have Ss compare answers with a partner.
- Go over the answer with the class.

Answer

Keisha calls her neighbor to ask him to turn down the music.

- If helpful, play the audio line by line and have Ss listen and repeat.
- Have Ss practice the conversation in pairs, then change roles and practice again.

Presentation Plus: Disappearing dialogue page xxvii

After Ss have answered the question "Why does Keisha call her neighbor?" in Part B, follow the steps for *Disappearing dialogue* to practice the conversation.

C (Level 2, Track 51)

- Point out the target expressions in the conversation (*Can you turn down the music, please? / Sure*). Explain that there are other ways to make and agree to requests in English.
- Go over the expressions in the box. Explain that these expressions go from least formal (*Can you . . . ? / Sure*) to more formal.
- Play the audio. Have Ss listen and read silently.
- **Option** Play the audio and have Ss listen and repeat.
- Model the activity. Read the part of Keisha, and have a S read the part of Carlos. Read the first part of the conversation, substituting *Could you turn down the music, please?* for the sentence in red.
- Have Ss practice the substitution conversations in pairs.
- Go around the room and give help as needed.

D

- Go over the instructions. Explain that the questions on the left are requests, and the sentences on the right are responses. Do the first one together as a whole class.
- Have Ss work individually to match the requests and responses.
- Go over the answers with the class.
- Have Ss work in pairs to practice the requests and responses and then change roles and practice again.

Extra activity: Extension

Have Ss work individually to think of problems in their classroom or school (e.g., *It's hot, it's noisy, it's messy, there are books on the floor*). Alternatively, elicit problems from the class and write them on the board. Then have Ss work in pairs to make and agree to requests to solve the problems.

2 Pronunciation

Intonation in requests

Learning objective: Focus on falling intonation with requests.

A  (Level 2, Track 52)

- Go over the instructions.
- Have Ss read the sentences. Remind Ss that an arrow pointing down shows falling intonation.
- Play the audio. Have Ss listen, paying particular attention to falling intonation.
- Play the audio again. Have Ss listen and repeat.

Presentation Plus: Highlight and say it! page xxviii

Instead of doing Part B, zoom in on the requests in Exercise 1, Parts A, B, and C and follow the steps for *Highlight and say it!* to practice intonation in requests.

B

- Go over the instructions. Have Ss work in pairs to practice the questions in Exercise 1, Part D. (They do not need to read the responses this time.)

3 Listening Friendly requests

Learning objective: Develop skills in listening for friendly requests and specific information.

A  (Level 2, Track 53)

- Set the scene. Explain that Ss will hear three people calling their neighbors.
- Go over the instructions.
- Play the audio. Have Ss listen and circle where each caller lives.
- Have Ss compare answers with a partner.
- Go over the answers with the class.

B  (Level 2, Track 53)

- Go over the instructions.
- Play the audio again. Have Ss listen and check what each caller wants the neighbor to do.
- Have Ss compare answers with a partner.
- **Option** Play the audio again. Have Ss listen and check their answers.
- Go over the answers with the class.

4 Speaking Neighbor to neighbor

Learning objective: Make and agree to requests.

- Direct Ss' attention to the "can do" statement at the bottom of the page. (When they finish the speaking activity, they will hopefully be able to check the box.)

A

- Direct Ss' attention to the pictures to set the scene. Explain that they all show problems people have with their neighbors. Call on Ss to read the problem below each picture.
- Go over the instructions. Have a S read the list of requests.
- Have Ss work individually to match the requests and problems.
- Go over the answers with the class.

B

- Put Ss in pairs, and assign one S to be Student A and one S to be Student B.
- Go over the instructions and the descriptions of roles A and B. Have two Ss read the dialogue. Remind them to take turns discussing each of the four problems, and to use different expressions for making and agreeing to requests.
- Have Ss work in pairs to role-play the situations.
- Go around the room and offer help as needed.

C

- Go over the instructions. Elicit examples of other problems people have with their neighbors (e.g., *Your neighbor's dog is barking at night.*).
- Have Ss work with their partner to role-play two additional situations.
- **Option** Call on two student pairs to perform their role plays for the class.
- Finally, tell Ss to check the "can do" statement if they can make and agree to requests. NOTE: If Ss feel they need more help, suggest they do the *Additional practice* activities.

Additional practice

For more practice, use:

Workbook	page 28
Online Self-study	Lesson B

LESSON C overview

Vocabulary: Household chores

Grammar: Separable two-word phrasal verbs

Speaking: Interview about chores

1 Vocabulary Household chores

Learning objective: Use vocabulary for household chores.

A 🎧 (Level 2, Track 54)

- Direct Ss' attention to the phrases in the box and the pictures. Explain that the pictures show common *chores*, or small jobs around the house.
- Go over the instructions. Do the first item together as a class. Point to the picture and ask: *What chore does this picture show? (Pick up the magazines.)*
- Have Ss work individually to label the pictures. Encourage Ss to start with the words they know and make guesses if they are not sure.
- **Option** Have Ss check answers with a partner.
- Play the audio. Have Ss listen and check their answers.
- Play the audio again. Have Ss listen and repeat the phrases to practice pronunciation.

B

- Go over the instructions. Have a S read the examples. Give an example of your own chores.
- Have Ss work in pairs to talk about the chores they do.
- Call on Ss to tell the class about their partners' chores.
- **Option** Encourage Ss to say when or how often their partners do these chores.
- **Option** Write on the board: *clean out, clean up, pick up, put away, take out*. Elicit more examples of chores that use these verbs (e.g., *take out recycling, clean out the car*).

Extra activity: Extension

To encourage more vocabulary practice, have Ss informally survey their classmates about household chores. Set a time limit of five minutes. Have Ss talk to as many people as possible, asking their classmates about chores they like and chores they don't like. Encourage Ss to take notes in two columns: "Like" and "Dislike." Ask Ss to share their information with the class.

2 Conversation Let's clean it up!

Learning objective: Practice a conversation about chores.

Presentation Plus: Fill in the text page xxvii

Before doing Part A, follow the steps for *Fill in the text* to practice vocabulary for household chores. Suggested items to hide are: *away, off, out, up* (The word *up* appears three times.).

A 🎧 (Level 2, Track 55)

- Direct Ss' attention to the picture to set the scene. Ask: *What room is this? (The kitchen.) Is it clean or messy? (Messy.) What do you think these people are talking about? (How to clean up the mess.)*
- Play the audio. Have Ss listen and read silently. If helpful, play the audio line by line and have Ss listen and repeat.
- Have Ss work in pairs to practice the conversation.
- **Option** Call on two pairs to act it out for the class.

B 🎧 (Level 2, Track 56)


- Go over the instructions. Explain that Ss are going to hear the rest of the conversation.
- Play the audio. Have Ss listen for the answer to the question: "Which chore is Ken going to do?"
- Go over the answer with the class.

Answer

Ken is going to take out the newspapers.

3 Grammar Separable two-word phrasal verbs

Learning objective: Practice making statements and requests using separable two-word phrasal verbs.

 (Level 2, Track 57)

- Direct Ss' attention to the left side of the grammar box.
 - 1 Read the first sentence. Ask: *What is the verb in this sentence?* (Take out.)
 - 2 Say: *Some verbs have two words. These are called phrasal verbs; a verb followed by a particle.* Explain that a particle is a small word like *out* or *up*.
 - 3 Read the second sentence. Ask: *What words come between take and out?* (*The garbage.*) Explain that some phrasal verbs are separable: They can be separated by other words (*here*, a noun).
 - 4 Read the third sentence. Ask: *What word separates take and out?* (*It.*) Explain that a pronoun can also separate the verb and the particle.
 - 5 Read the third sentence. Point out that a pronoun cannot come at the end of a phrasal verb, but a noun can. Compare with the first sentence.
- Direct Ss' attention to the right side of the box.
 - 1 Read the first question. Ask Ss to identify the phrasal verb (*hang up*) and the noun (*your clothes*).
 - 2 Read the second question. Ask: *Is this phrasal verb separated by a noun or a pronoun?* (*Noun.*)
 - 3 Read the third question. Ask: *Is the phrasal verb separated by a noun or a pronoun?* (*Pronoun.*)
 - 4 Read the fourth question. Ask: *Why is this incorrect?* (*A pronoun cannot come at the end of a phrasal verb.*)
- Refer to the conversation in Exercise 2. Have Ss underline all the phrasal verbs.
- Check comprehension. Call on Ss and ask questions about Ken and Paul. Have them answer with phrasal verbs. Ask: *What will Paul put away?* (*He'll put away the dishes.*) *What will Paul take out?* (*He'll take the garbage out.*) *What will Paul wipe off?* (*He'll wipe off the counter.*)
- Play the grammar box audio. Have Ss listen and repeat to practice pronunciation.

A

- Go over the instructions and the example. Encourage Ss to use only nouns to separate the phrasal verbs for now. Have Ss work individually to complete the sentences.
- Have Ss compare answers with a partner.

- **Option** Have Ss rewrite the sentences one more time, using pronouns instead of nouns. Go over the answers as a class.

Presentation Plus: Fix it! page xxviii

Instead of doing Part B, follow the steps for *Fix it!* to practice separable two-word phrasal verbs.

B

- Go over the instructions and the example.
- Have Ss work individually to complete the sentences, using pronouns to separate the phrasal verbs.
- Go around the room and give help as needed.
- Have Ss compare answers with a partner. Have them take turns reading the sentences aloud.

4 Speaking What a chore!

Learning objective: Talk about household chores.

- Direct Ss' attention to the "can do" statement at the bottom of the page. (When they finish the speaking activity, they will hopefully be able to check the box.)

A

- Direct Ss' attention to the chart. Go over the instructions. Model the activity. Ask a S the first question and demonstrate checking one of the boxes.
- Have Ss work in pairs to interview each other.

B

- Go over the instructions.
- Have each pair join another pair and share their partner's information.
- Go around the room and take notes on errors you hear with phrasal verbs, paying particular attention to word order and the pronunciation particles.
- Write the errors you heard on the board. Encourage Ss to correct them.
- Finally, tell Ss to check the "can do" statement if they can talk about household chores. NOTE: If Ss feel they need more help, suggest they do the *Additional practice* activities.

Additional practice

For more practice, use:

Workbook	pages 29–31
Online Self-study	Lesson C

LESSON D overview

Reading: “Unusual Houses from Around the World”
(an article)

Listening: A tour of Graceland

Writing and Speaking: A description of a dream home

1 Reading Unusual Houses from Around the World

Learning objective: Read and discuss an article; develop skills in identifying the main idea and reading for specific information.

Presentation Plus: Tip

Instead of doing Part A, before class, hide all the reading text using the Hide tool, leaving only the pictures showing. In class, books closed. Zoom in on pictures and elicit information about them to preview the reading. Say: *What do you see in each picture? Describe the homes.*

A (Level 2, Track 58)

- Direct Ss’ attention to the pictures in the article. Have Ss work in pairs or groups to describe the houses they see.
- **Option** Do the activity as a class.

B

- Go over the instructions.
- Call on Ss to read the choices of titles.
- Pre-teach any unfamiliar vocabulary.

Vocabulary

classic a classic book, story, etc., is a book that has been around for a long time, and with which many people are familiar.

inspire to give the idea for something

by hand made with hand tools; without machinery

crazy very strange

twists and turns a path or structure that does not go in a straight line

tourist attraction an interesting place for tourists to visit

- Have Ss read the article silently and check the best title.
- **Option** If your Ss enjoy reading aloud, have them work in groups of four and take turns reading the descriptions.
- **Tip** Having Ss think of possible titles for reading materials encourages them to think about the main idea and improves reading comprehension.

C

- Have Ss read the article again.
- Have Ss work individually to answer the questions.
- Go over the answers with the class.

D

- Go over the instructions. Model the activity. Say: *I’d like to stay in the Storybook House because I really love fireplaces.*
- Have Ss work in pairs to discuss the house they would like to stay in.
- Call on Ss to share their partner’s preference with the class.

Extra activity: Extension

To encourage more reading and writing practice, have Ss work individually or in pairs to design their own unusual house. Have Ss draw a house and write a brief description as in the article. Post the pictures and descriptions on the wall. Have Ss go around and read them. Have Ss vote on the most interesting or unusual design.

2 Listening A tour of Graceland

Learning objective: Develop skills in listening for sequence of information and listening for specific information.

A

- Direct Ss' attention to the pictures to set the scene. If possible, bring a picture of Elvis Presley to class or play a video or a CD of Elvis Presley for Ss to see. Ask: *Who was Elvis Presley? (An American singer who was very popular in the 1950s and 1960s. He was sometimes referred to as "The King of Rock and Roll" or "The King.")* Explain that these are pictures from Graceland, the home of Elvis Presley, which is now a tourist attraction. Ss are going to hear people taking a tour of this home.
- Go over the instructions.
- Have Ss work in groups or pairs to discuss the questions.
- **Option** Do the activity as a class.

B (Level 2, Track 59)

- Go over the instructions.
- Play the audio. Have Ss listen and number the rooms from 1 to 4.
- Have Ss compare answers with a partner.
- Go over the answers with the class.

C (Level 2, Track 59)

- Go over the instructions.
- Play the audio again. Have Ss listen and complete the sentences.
- Have Ss compare answers with a partner.
- **Option** Play the audio again. Have Ss listen and check their answers.
- Go over the answers with the class.

Extra activity: Extension

To give more opportunity for discussion, ask: *What other famous person's house would you like to tour? Why? What do you think it looks like?* Have Ss work in pairs or groups to discuss these questions.

3 Writing and speaking Dream home

Learning objective: Describe a home.

A

- Direct Ss' attention to the "can do" statement at the bottom of the page. (When they finish the speaking activity, they will hopefully be able to check the box.)
- Go over the instructions and the question. Elicit the meaning of a "dream home" (*the kind of home they wish they had or dream of having someday*).
- Have Ss work individually to free-write about their dream home in response to the questions. Remind Ss that free-writing means Ss should write as much as they can. They should not worry about grammar or spelling. Set a time limit of five minutes.

Presentation Plus: Analyzing the model page xxvii

After doing Part A, follow the steps for *Analyzing the model* to prepare Ss for the writing activity.

B

- Draw Ss' attention to the example of student writing.
- Have Ss read the text. Point out that the questions in Part A are answered in the writing model. Call on Ss to find the answers to the questions.
- Have Ss write the text in class or for homework.

C

- Go over the instructions. Have two Ss read the dialogue.
- Have Ss work in pairs to share their writing. Tell Ss to ask and answer questions for more information.
- Call on Ss to describe their partner's dream house and say what they like best about it.
- **Option** Have Ss proofread their own writing for errors with quantifiers and phrasal verbs before they hand it in. Alternatively, have them proofread their partner's writing for these errors.
- Finally, tell Ss to check the "can do" statement if they can describe a home. NOTE: If Ss feel they need more help, suggest they do the *Additional practice* activities.

Additional practice

For more practice, use:

Workbook page 32
Online Self-study Lesson D

Wrap-up

1 Quick pair review

Lesson A **Brainstorm!**

Make a list of the rooms in a house and the things that go in each room. How many do you know?
You have two minutes.

Lesson B **Do you remember?**

Complete the conversations with the correct words. You have two minutes.

- A *could* _____ you turn down the music, please?
B No *problem* _____.
- A *Would* _____ you answer the phone, please?
B I'd be *happy* _____ to.
- A Could you buy some milk, *please* _____?
B *Sure* _____.

Lesson C **Test your partner!**

Act out a chore. Can your partner guess what it is? Take turns. You and your partner have two minutes.

Lesson D **Guess!**

Describe a room in your house, but don't say its name. Can your partner guess what room it is? Take turns.

You and your partner have two minutes.

A: This is my favorite room. There are three posters on the wall.

B: Is it your bedroom?

A: Yes, it is.

2 In the real world

Go online and find information in English about an unusual house.

Then write about it.

- Why is it unusual?
- What are the rooms like?
- Find a picture of the home, if possible.

An Unusual Home

Fallingwater is a famous house at the top of a waterfall. It has rooms that look like ...



a. Japan b. Iceland c. Brazil d. France

Answers to Warm-up Part A (page 35)

1 Quick pair review

Learning objectives: Review vocabulary for discussing rooms, things in a home, and household chores; review expressions for making and agreeing to requests; describe a room.

Lesson A Brainstorm!

- Go over the instructions.
- Have Ss work in pairs to brainstorm rooms and things for each room. Set a time limit of two minutes. Elicit the ideas and write them on the board.
- **Option** Turn the brainstorming activity into a game. Award a prize to the pair who lists the most items.

Presentation Plus: Guided brainstorming page xxviii

After brainstorming, follow the steps for *Guided brainstorming* to review vocabulary for things in a house and things that go in each room.

Lesson B Do you remember?

- Go over the instructions and the example.
- Have Ss work in pairs to complete the conversations with words for making and agreeing to requests. Set a time limit of two minutes.
- Go over the answers with the class.
- Have Ss practice the conversations in pairs.

Lesson C Test your partner!

- Go over the instructions. Model the activity with a S. Act out a simple chore such as *put away the dishes* and have a S guess what you are doing. Remind Ss to use a phrasal verb when they guess the chore.
- Have Ss work in pairs to act out and guess chores. Set a time limit of two minutes.

Lesson D Guess!

- Go over the instructions.
- Have Ss work individually to think of a room (it does not have to be their favorite room) and write down three facts about it.
- Read the dialogue with a S. Explain that if their partner cannot guess the room after the first one or two facts, Ss can give another fact about the room.
- Have Ss work in pairs to take turns describing and asking questions about a room. Set a time limit of two minutes for each person to guess.

2 In the real world

Learning objective: Research and write about an unusual home.

- Go over the instructions, the questions, and the example.
- Have Ss do research online as an out-of-class assignment. Remind Ss to write down the information they find. (This could be done in their pre-writing journal, if they are keeping one.)
- When Ss return to class, have them work in pairs or small groups to read what they wrote. Encourage Ss to ask questions to get more information.
- Encourage Ss to proofread their writing for errors with quantifiers and phrasal verbs, and other errors, before they hand it in.

5 Health

At a glance: Unit overview	Speaking outcomes
<p>LESSON A Breathe deeply.</p> <p>Ss learn vocabulary to discuss parts of the body. They use imperatives and adverbs of manner.</p>	<p>Ss can . . .</p> <p>give and follow instructions.</p>
<p>LESSON B I'm not feeling well.</p> <p>Ss say how they feel.</p>	<p>Ss can . . .</p> <p>say how they feel and wish someone well.</p>
<p>LESSON C How healthy are you?</p> <p>Ss learn vocabulary for describing healthy habits. They use <i>How</i> questions.</p>	<p>Ss can . . .</p> <p>ask and talk about healthy habits.</p>
<p>LESSON D Don't stress out!</p> <p>Ss read a magazine article about stress management tips and write their own paragraph about stress management.</p>	<p>Ss can . . .</p> <p>discuss ways to manage stress.</p>

Warm-up

Learning objective: Preview the topic and talk about healthy and unhealthy activities.

A

- To introduce the topic of health, direct Ss' attention to the picture. Go over the directions. Point out that people may have different opinions about which activities are good or bad.
- Have Ss work in pairs or groups to discuss the activities.
- Go over the answers with the class.
- **Option** Do the activity as a class.

Possible answers

Good for you: doing yoga, listening to music, riding a bicycle, eating a salad, jogging

Bad for you: driving while eating, drinking too much coffee or soda, eating pizza, playing too much video games

Presentation Plus: Make connections page xxix

After doing Part A, follow the steps for *Make connections* to activate Ss' prior knowledge, preview content of the unit, and review language.

B

- Read the questions.
- Have Ss work in pairs or groups to discuss the questions.
- **Option** Do the activity as a class.
- Tell Ss that they will learn how to talk about health in this unit. Point out the Unit 5 lesson overviews. Go over what Ss will learn in each lesson.

Extra activity: Extension

To extend the discussion, have Ss go to a public place such as a park or a shopping mall outside of class. Have them observe activities that are good and bad for a person's health, and take notes on what they see. Then have them report their observations to the class.

LESSON A overview

Vocabulary: Parts of the body

Grammar: Imperatives; adverbs of manner

Pronunciation: Reduction of *and*

Speaking: Instructions

1 Vocabulary Parts of the body

Learning objective: Use vocabulary for parts of the body.

A  (Level 2, Track 61)

- Direct Ss' attention to the words in the box and the pictures. Explain that the pictures show someone doing different yoga poses, or positions. The words identify different parts of the body.
- Go over the instructions and the examples.
- Have Ss work individually or in pairs to label the pictures. Go around the room and give help as needed.
- **Option** Have Ss check answers with a partner.
- Play the audio. Have Ss listen and check their answers.
- Play the audio again. Have Ss repeat the words to practice pronunciation.

B

- Go over the instructions. Point to your arm and then your ears while a S reads the example. Then give another example; point to another body part (on yourself) and have Ss name it.
- Remind Ss to say *that is* or *that's* for a singular body part and *those are* for plural.
- Have Ss work in pairs and take turns pointing to and naming body parts, using the words in Part A. If Ss are uncomfortable with this, they can point to the woman doing yoga in Part A.
- Go around the room and take notes on errors you hear in the pronunciation of body parts.
- Say the words that you heard mispronounced. Have Ss listen and repeat.

Presentation Plus: Show the word! page xxxi

After doing Part B, follow the steps for *Show the word!* to practice vocabulary for parts of the body.

Extra activity: Game

Books closed. To review vocabulary for parts of the body, ask the class to stand up. Give instructions to point to various body parts (e.g., Point to your eyes. *Point to your throat. Point to your wrist.*). If Ss point to the wrong body part, they must sit down. The last S standing wins. Alternatively, have Ss play this game in small groups, and appoint one person from each group to lead the game.

2 Language in context Yoga for beginners

Learning objective: See use of imperatives and adverbs of manner in context.

Presentation Plus: Fill in the text xxvii

Before doing Part A, follow the steps for *Fill in the text* to practice vocabulary for parts of the body. Hide (from picture A): *arm, foot*; (from picture B) *leg, head*; (from picture C) *stomach, back*.

A  (Level 2, Track 62)


- Direct Ss' attention to the text to set the scene. Explain that these three descriptions of yoga exercises match the three pictures in Exercise 1.
- Go over the instructions.
- Have Ss work individually to match the descriptions of exercises to the pictures.
- Play the audio. Have Ss listen and check their answers.
- Go over the answers with the class.

B

- Read the questions.
- Have Ss work in pairs to discuss the questions.

3 Grammar Imperatives and adverbs of manner

Learning objective: Practice imperatives and adverbs of manner.

 (Level 2, Track 63)

Imperatives

- Write on the board: Breathe slowly. Ask: *Who am I telling to breathe slowly? (You.)* Explain that in this sentence, the subject, *you*, is implied; it is not directly stated. Sentences like this are called *imperatives*. They can be affirmative or negative.
- Focus on the use of imperatives. Explain that we use imperatives to give instructions or directions.
- Direct Ss' attention to the left side of the grammar box. Have one S read the affirmative statements and another S read the negative statements.
- Ask: *What are the verbs in these sentences? (Breathe, stretch, hold, repeat, relax.)* Ask: *What is the subject in these sentences? (You.)* Ask: *Is there a noun or a subject pronoun? (No.)*

Adverbs of manner

- Focus on the use of adverbs. Remind Ss that adjectives describe nouns and verbs. Explain that adverbs describe verbs. The adverbs on this list describe manner, or *how* something is done.
- Direct Ss' attention to the right side of the grammar box. Read the lists of adjectives and adverbs aloud.
- Ask: *What letters do we add to the adjective to form an adverb? (We add -ly or -ily.)*
- Direct Ss' attention back to the left side of the box. Ask: *What adverbs do you see? (Slowly, deeply, quickly.)* Ask: *Where do you see them in the sentence, before or after the verbs? (After the verbs.)*
- Refer to the exercise instructions in Exercise 2. Have Ss underline the imperatives and circle the adverbs of manner.
- Check comprehension. Play the audio from Exercise 2 again or read the descriptions aloud. Have Ss stand and try to follow the instructions without looking at the pictures in Exercise 1.
- Play the grammar box audio. Have Ss listen and repeat to practice pronunciation.

A


- Go over the instructions and the example. Say that some imperative answers will be negative and some affirmative.
- Have Ss work individually to complete the tips.
- Have Ss compare answers with a partner.
- Go over the answers with the class.

B

- Go over the instructions. Do the first sentence as a class. Write the answer on the board (*quickly*).
- Have Ss work individually to circle the correct adverbs.
- Have Ss compare answers with a partner.
- Go over the answers with the class.

4 Pronunciation Reduction of *and*

Learning objective: Focus on reduction of *and*.

 (Level 2, Track 64)

- Explain that sometimes we pronounce *and* fully. However, we reduce the vowel sound when *and* comes before a word beginning with a consonant (example: *eyes and ears*; *and* is pronounced fully. *Nose and mouth*: *and* is reduced).
- Play the audio. Have Ss listen, paying particular attention to the reduction of *and*.
- Play the audio again. Have Ss listen and repeat.

5 Speaking Lower your arms slowly.

Learning objective: Give and follow instructions.

- Direct Ss' attention to the "can do" statement at the bottom of the page. (When they finish the speaking activity, they will hopefully be able to check the box.)
- Go over the instructions. Direct Ss' attention to the chart. Point out the verbs, nouns, and adverbs of manner in the columns. Point out that the phrases *to the right / left* and *up and down* are included with adverbs of manner because they describe how something is done.
- Model the activity with a S. Point to your nose slowly while a S reads the example sentence.
- Have Ss work in pairs to take turns making sentences and performing the actions.
- Go around the room and take notes on errors you hear, paying particular attention to word order with imperatives and adverbs and the pronunciation of *-ly* with adverbs.
- Write the errors you heard on the board. Encourage Ss to correct them.
- Finally, tell Ss to check the "can do" statement if they can give and follow instructions. NOTE: If Ss feel they need more help, suggest they do the *Additional practice* activities.

Additional practice

For more practice, use:

Workbook	pages 33–35
Online Self-study	Lesson A

LESSON B overview


Interactions: Saying how you feel; wishing someone well

Listening: What's wrong?

Speaking: Role play about health problems and not feeling well

1 Health problems

Learning objective: Learn vocabulary for discussing health problems.

 (Level 2, Track 65)

- Direct Ss' attention to the pictures to set the scene. Explain that these are pictures of common health problems.
- Play the audio. Have Ss listen and read the captions below the pictures silently.
- Go over the instructions. Model the activity with a S. Act out having a cold, and have the S guess the problem. If the S cannot guess correctly, have other Ss try to guess. Encourage Ss to use the pictures to help them guess.
- Have Ss work in pairs to act out and guess the health problems.
- Play the audio again. Have Ss listen and repeat to practice pronunciation.

Presentation Plus: Label that picture page xxix

After doing Exercise 1, follow the steps for *Label that picture* to review vocabulary for health problems.

2 Interactions When you're not feeling well

Learning objective: Express how you feel; wish someone well.

A  (Level 2, Track 66)

- Direct Ss' attention to the pictures to set the scene. Explain that one woman is a teacher and the other is her student.
- Play the audio. Have Ss answer the question as they listen and read silently.

- Have Ss compare answers with a partner.
- Go over the answer with the class.

Answer

She has a headache.

- **Option** Ask: *What does she want to do? (Go home and rest.)*
- If helpful, play the audio again line by line and have Ss listen and repeat.
- Have Ss practice the conversation in pairs, then change roles and practice again.

Presentation Plus: Language switch page xxix

Instead of doing Part B's substitution conversation, follow the steps for *Language switch Option 2* to practice expressions for when you're not feeling well.

A  (Level 2, Track 67)

- Point out the target expressions in the conversation (*I'm not feeling well. / Take it easy.*). Explain that there are other ways to say how you feel and wish someone well.
- Go over the expressions in the box. Direct Ss' attention to the expressions for saying how you feel, and explain that *I feel awful.* is the strongest expression.
- Play the audio. Have Ss listen and read silently.
- **Option** Play the audio. Have Ss listen and repeat.
- Model the activity with a S. Read the part of Margaret, and have a S read the part of Debbie. Read the first conversation, substituting *I don't feel so good.* for the sentence in red.
- Have Ss practice the substitution conversations in pairs.
- Go around the room and give help as needed.

3 Listening What's wrong?

Learning objective: Develop skills in listening for specific information and expressions.

A (Level 2, Track 68)

- Direct Ss' attention to the pictures to set the scene. Explain that these four people are sick. Ss will hear them talking to their friends on the phone.
- Point to each picture and have Ss make predictions. Ask: *What's wrong with this person?*
- Go over the instructions.
- Play the audio. Have Ss listen and number the pictures.
- **Option** Play the audio again if needed.
- Have Ss compare answers with a partner.
- Go over the answers with the class.

B (Level 2, Track 68)

- Go over the instructions. Tell Ss they should listen for the specific expressions from the box in Exercise 2, Part B. Have them turn back to page 48 to review the expressions for wishing someone well.
- Play the audio again. Have Ss listen and write the expressions for wishing someone well.
- Have Ss compare answers with a partner.
- **Option** Play the audio again. Have Ss listen and check their answers.
- Go over the answers with the class.

4 Speaking We're not feeling well.

Learning objective: Say how they feel and wish someone well.

- Direct Ss' attention to the "can do" statements at the bottom of the page. (When they finish the speaking activity, they will hopefully be able to check the boxes.)
- Direct Ss' attention to the picture. Ask: *Where are these people? (At a hospital, in the waiting room.)* Ask: *What health problems do they have? What's wrong? (headache, toothache, runny nose, backache)*
- Divide the class into two groups. One group is A, the other is B.
- Go over the instructions and the descriptions of roles for A and B. Explain that all the B Ss will pretend to be sick. Each B student has to pick a health problem and walk around pretending to be sick. Then the group A students walk around asking the sick B Ss how they feel and wishing them well. Encourage A Ss to talk to as many B Ss as they can. Set a time limit of seven minutes.
- Model the activity. Take the role of A and have three students each take the role of B. Tell them they each have a different health problem. Ask each S how they feel and wish them well. Explain that Ss should keep switching partners.
- Have Ss role-play the situations. Set a time limit of seven minutes, then have Ss switch roles.
- Go around the room and offer help as needed.
- Finally, tell Ss to check the "can do" statements if they can say how they feel and wish someone well. NOTE: If Ss feel they need more help, suggest they do the *Additional practice* activities.

Additional practice

For more practice, use:

Workbook	page 36
Online Self-study	Lesson B

LESSON C overview

Vocabulary: Healthy habits

Grammar: How questions

Speaking: Questions about healthy habits

1 Vocabulary Healthy habits

Learning objective: Use vocabulary for healthy habits.

A 🎧 (Level 2, Track 69)

- Direct Ss' attention to the words in the box and the pictures. Explain that the pictures show healthy habits, or activities, to do regularly.
- Go over the instructions. Do the first item together as a class. Point to the first picture and ask: *What verb goes with a balanced diet? (Eat.)* Have Ss write *eat* on the first line.
- Have Ss work individually to complete the phrases.
- **Option** Have Ss check answers with a partner.
- Play the audio. Have Ss listen and check their answers.
- Play the audio again. Have Ss listen and repeat the phrases to practice pronunciation.

B

- Go over the instructions. Have two Ss read the dialogue. Point out that *every day* and *daily* mean the same thing. Also point out that if we don't do something every day, we could say *regularly*, *frequently*, *weekly*, or *often*. Then give your own example of a healthy habit you do regularly and have another S respond.
- Have Ss work in pairs to discuss their healthy habits using the phrases from Part A.
- **Option** Have Ss also discuss any healthy habits they *don't* have (their bad habits). Model the activity. Say: *I don't protect my skin in the sun.*
- Call on Ss to describe their partner's healthy habits.

Extra activity: Extension

For more practice using vocabulary for healthy habits, write these questions on the board: *What is a balanced diet? How can you protect your skin? What is a good night's sleep? What is a good breakfast?* Have Ss work in pairs or groups to discuss the questions. Alternatively, divide the class into four groups. Have each group discuss one question and then share their ideas with the class.

2 Conversation I don't have much energy.

Learning objective: Practice a conversation to see how questions in context.

Presentation Plus: Find the match page xxviii

Before doing Part A, follow the steps for *Find the match*. Hide exercise, lift, go, and get.

A 🎧 (Level 2, Track 70)

- Direct Ss' attention to the picture to set the scene. Explain that the two people are friends. Ask: *How does the man feel? (Tired.)*
- Play the audio. Have Ss listen and read silently. If helpful, play the audio line by line and have Ss repeat.
- Have Ss work in pairs to practice the conversation.
- **Option** Call on two pairs to act it out for the class.

B 🎧 (Level 2, Track 71)


- Go over the instructions.
- Play the audio. Have Ss listen for the answer to the question: *What else does Laura ask about?*
- Go over the answer with the class.

Answer

Laura asks Hal how he protects his skin.

3 Grammar *How* questions

Learning objective: Practice *How* questions.

 (Level 2, Track 72)

- Direct Ss' attention to the grammar box. Read the questions and call on Ss to read the answers.
- Focus on form. Write on the board: *how* + adverb, adjective, or quantifier.
- Ask: *In these questions, which words are adverbs? (Often, long, well.)* Ask: *Which words are adjectives? (Healthy.)* Ask: *Which words are quantifiers? (Many, much.)* Point out that the question with the adjective (*healthy*) uses the verb *be*, not *do*.
- Ask: *In these questions, which How questions are followed by a noun? (How many and how much.)* Explain that using a noun after the other types of words in *how* questions is incorrect (incorrect: *How long time . . . ?*).
- Refer to the conversation in Exercise 2. Ask Ss to underline the *How* questions.
- Check comprehension. Call on Ss and ask questions about Laura and Hal. Ask: *How often does Hal lift weights? (Three or four days a week.)* *How much time does Hal spend at the gym? (About an hour a day.)* *How long does Hal sleep at night? (About ten hours a night.)* *How well does Hal sleep? (Very well, but maybe too much.)*
- **Option** Have Ss work in pairs or groups to write three of their own *How* questions about the conversations, and then give them to another pair or group to answer. Have Ss make sure the answer can be found in the conversation (they may include the part of the conversation that is not on the page).
- Play the grammar box audio. Have Ss repeat to practice pronunciation.

A

- Go over the instructions and do the first item as a class (*How well.*). Explain that Ss should not answer the questions or circle any letters until Part B.
- Have Ss work individually to complete the questions.
- Have Ss compare answers with a partner.
- Go over the answers with the class.

B

- Go over the instructions.
- Have S work individually to answer the questions.
- Have two Ss read the dialogue. Point out the two adverbs in the example dialogue (*sometimes* and *rarely*). Remind Ss these are adverbs of frequency (not manner) and that Ss may use them in their answers. Elicit other examples (*always, never*).

- Have Ss work in pairs to take turns asking and answering the questions in Part A.
- Go around the room and offer help as needed.
- Call on Ss to share an interesting fact about their partner's healthy habits.

4 Speaking Good question!

Learning objective: Ask and talk about healthy habits.

- Direct Ss' attention to the "can do" statement at the bottom of the page. (When they finish the speaking activity, they will hopefully be able to check the box.)

A

- Direct Ss' attention to the pictures to set the scene. Ask: *What do you see? (Someone exercising, a shopping cart with groceries, soft drinks, a vending machine.)*
- Go over the instructions and the example. Have three Ss read the dialogue.
- Have Ss work in groups to ask and answer *How* questions about each picture. Encourage Ss to rotate roles A, B, and C for each picture.
- **Tip** To encourage Ss to take more active roles in group discussions, appoint a S to watch the time and make sure the discussion moves along. Be sure Ss don't get stuck on one part of the task or complete the task too quickly.
- Go around the room and take notes on errors you hear, paying particular attention to errors with *How* questions and answers (the answers should match the questions) and *how many / much* + noun.
- Write the errors you heard on the board. Encourage Ss to correct them.

Presentation Plus: List that page xxix

After doing Part A, follow the steps for *List that* to review *How* questions.

B

- Go over the question.
- Have Ss work in pairs and talk about how healthy they think they are.
- Elicit ideas from the Ss.
- Finally, tell Ss to check the "can do" statement if they can ask and talk about healthy habits. NOTE: If Ss feel they need more help, suggest they do the *Additional practice* activities.

Additional practice

For more practice, use:

Workbook	pages 37–39
Online Self-study	Lesson C

LESSON D overview

Reading: “Feeling Stressed?” (an article)

Listening: Creative ways to manage stress

Writing: Managing stress

Speaking: Tips for living with stress

1 Reading Feeling Stressed?

Learning objective: Read an article on stress management; develop skills in identifying main ideas and specific examples.

Presentation Plus: Tip

Before class, hide the entire reading (including title) leaving only the headings showing. In class, books closed. As a preview to the reading, elicit possible ideas on what the text is about based on the headings.

A (Level 2, Track 73)

- Pre-teach stress and related word forms.
 - 1 Write on the board: *stress, stressed, stressed out,* and *stressful*.
 - 2 Elicit the meaning of *stress* (*feelings of worry or pressure, caused by a difficult situation*).
 - 3 Explain that this word can be a noncount noun (*a little stress*) or an adjective (*a person can be / feel stressed, or be / feel stressed out; a situation can be stressful*).
 - 4 Ask: *What are some things that cause stress? What else makes you feel stressed out?*
- Direct Ss’ attention to the article. Explain that Ss will read tips for managing, or controlling, stress.
- Go over the instructions and the words in the box.
- **Tip** Having Ss think of a heading for a paragraph helps them to identify the main idea of a paragraph and improves reading comprehension.
- Pre-teach unfamiliar vocabulary.

Vocabulary

push you to do well encourage you to succeed

take a break leave a situation for a little while; stop doing something for a period of time

disappear go away

- Have Ss read the article silently.
- **Option** If your Ss enjoy reading aloud, have them take turns reading the tips as a class.

- Have Ss work individually to match the headings and the paragraphs.
- Go over the answers with the class.

B

- Go over the instructions. Explain that the sentences give specific examples of the tips in the article.
- Have Ss read the article again.
- Have Ss work individually to write the tip numbers next to the examples of stress management.
- Have Ss compare answers with a partner.
- Go over the answers with the class.

C

- Go over the instructions.
- Model the activity. Say: *I think tip 1 works well. I always breathe deeply before I teach or talk in public. What about you?*
- **Option** Have Ss work in pairs to write two more tips and to share them with the class.

Extra activity: Extension

To extend the class discussion, write on the board a quote from the article: “Laughter is often the best medicine.” Explain that this is a proverb, or popular saying, in English. Ask: *Do you agree or disagree? Why? What things do you think are funny?* Have Ss work in pairs or groups to discuss the questions, or discuss them as a class.

Cultural note

In the United States and Canada, many schools and companies are becoming more interested in something called “life / work balance.” A life / work balance is when a person works at a job or school, but also finds time for healthy activities, fun, and time with family and friends. They are trying to find ways to encourage students and employees to take breaks, to exercise, and to start healthy habits. Some offices, for example, provide places for their employees to nap, and many schools now offer a variety of healthy foods in their cafeterias.

2 Listening It works for me!

Learning objective: Develop skills in listening for specific examples and taking notes.

Presentation Plus: Tip

Before listening, have pairs look at the pictures on the board and try to guess how the people in Part A manage stress. Elicit some answers and write them on the board. Then do Part A. Did anyone guess correctly?

A (Level 2, Track 74)

- Direct Ss' attention to the pictures to set the scene. Explain that these are pictures of things people do to manage stress.
- Pre-teach any unfamiliar vocabulary.

Vocabulary

presentation a talk or speech (usually formal) given in public, to an audience

presenter a speaker; the person who gives a presentation

pottery plates, bowls, cups, etc. made from clay

deal with (something) to manage or cope with a situation or problem

- Go over the instructions. Ss should write a number in each box from 1–4.
- Play the audio. Have Ss listen and number the pictures.
- Have Ss compare answers with a partner.
- **Option** Play the audio again if needed.
- Go over the answers with the class.

B (Level 2, Track 74)

- Go over the instructions. Explain that Ss will listen for another example of how each person manages stress and take notes beneath the pictures.
- Play the audio again. Have Ss listen and write additional examples under the pictures.
- Have Ss compare answers with a partner.
- **Option** Play the audio again. Ss check their answers.
- Go over the answers with the class.

3 Writing Managing stress

Learning objective: Write a paragraph about how to manage stress.

A

- Go over the instructions and the questions.
- Have Ss work individually to think of answers. Have Ss free write their answers in a journal.

B

- Go over the instructions.
- Draw Ss' attention to the model paragraph. Ask a S to read it aloud. Have Ss circle two words or phrases that introduce the examples of stress management (*Here are a few ways; Then*).
- **Tip** To encourage coherence in writing, have Ss take notice of transition words or phrases and encourage them to use them in their own writing.
- Have Ss write the text in class or for homework.

C

- Go over the instructions and the question.
- Have Ss work in pairs to share and discuss their writing and the question.
- **Option** Encourage Ss to use **How** questions to ask for more information.
- **Ask:** *Do the same things stress you out? Do you use the same activities to manage stress?* Call on pairs to answer the questions.
- **Option** Before collecting the assignment, have Ss proofread for errors with adverbs and target vocabulary.

4 Speaking Living with stress

Learning objective: Discuss ways to manage stress.

- Direct Ss' attention to the “can do” statement at the bottom of the page. (When they finish the speaking activity, they will hopefully be able to check the box.)
- Go over the instructions. Have a S read the four situations. Have two other Ss read the dialogue.
- Have Ss work in pairs to role-play one situation.
- **Option** If you have time, have Ss choose another situation and change roles.
- Finally, tell Ss to check the “can do” statement if they can discuss ways to manage stress. **NOTE:** If Ss feel they need more help, suggest they do the *Additional practice* activities.

Additional practice

For more practice, use:

Workbook	page 40
Online Self-study	Lesson D

Wrap-up

1 Quick pair review

Lesson A Test your partner!

Say the name of a sport. Can your partner say what parts of the body you use for the sport? Take turns. You have one minute.

A: Soccer.

B: Legs, feet, head, ...

Lesson B Brainstorm!

Make a list of ways to say how you feel and ways to wish someone well. You have two minutes.

Lesson C Do you remember?

Complete the questions with *much*, *well*, *healthy*, *many*, and *long*. You have one minute.

- 1 How many apples do you eat a week?
- 2 How much stress do you have at work?
- 3 How long do you work on Saturdays?
- 4 How healthy is your lifestyle?
- 5 How well do you manage stress?

Lesson D Guess!

Act out a way to manage stress. Can your partner guess what it is? Take turns. You have one minute.

A: Are you exercising?

B: Yes, I am.

2 In the real world

What other ways can you manage stress? Go online and find three ideas in English. Then write about them.

Three Ways to Manage Stress

Turn off your computer and your phone for an hour. Then turn on some relaxing music. Open a good book ...



1 Quick pair review

Learning objectives: Review vocabulary for parts of the body, healthy habits, and stress management; review expressions for how you feel and wishing someone well; review How questions for discussing healthy habits.

Lesson A Test your partner!

- Go over the instructions.
- **Option** Bring in pictures of sports, or turn back to Unit 1 for ideas.
- Have two Ss read the example dialogue.
- Have Ss work in pairs to name the body parts used for a sport. Set a time limit of one minute.
- Have Ss change roles and repeat the activity.

Lesson B Brainstorm!

- Go over the instructions.
- Have Ss work in pairs to brainstorm expressions. Set a time limit of two minutes.
- Elicit the expressions and write them on the board exactly as you hear them.
- Encourage Ss to correct any errors with the expressions (for example, word order or missing words)

Presentation Plus: Guided brainstorming page xxviii

After brainstorming, follow the steps for *Guided brainstorming* to review ways to say how you feel and ways to wish someone well.

Lesson C Do you remember?

- Go over the instructions.
- Have Ss work in pairs to complete the questions. Set a time limit of one minute.
- Go over the answers as a class.

Extra activity: Extension

For additional speaking practice and review of adverbs, have Ss “interview” someone in the class – or outside of class – with these five questions. Call on Ss to share their interview responses with the class.

Lesson D Guess!

- Go over the instructions.
- Model the activity. Act out a stress management tip (such as jogging). Have Ss guess what it is.
- Have Ss work in pairs to take turns acting out and guessing ways to manage stress. Set a time limit of one minute for each partner.

2 In the real world

Learning objective: Research stress management tips and write an instructive paragraph.

- Go over the instructions and the example.
- Have Ss do research online as an out-of-class assignment. Remind Ss to write down the information they find. (This could be done in their prewriting journal, if they are keeping one). Encourage Ss to find ideas that were not mentioned or discussed in this unit. Also remind them to use imperatives.
- **Option** Have Ss write their paragraph for an imagined audience of fellow Ss or co-workers.
- **Tip** Encourage Ss to think about an audience, or possible readers other than the teacher, when they write. Thinking about an audience encourages Ss to write in different styles and to come up with fresh ideas.
- When Ss return to class, have them work in pairs or small groups to read what they wrote.

6 What's on TV?

At a glance: Unit overview	Speaking outcomes
<p>LESSON A I love watching game shows. Ss learn vocabulary for types of TV shows. They use verb + infinitive or gerund.</p>	Ss can . . . talk about types of TV shows they like.
<p>LESSON B I don't really agree. Ss say if they agree or disagree about TV shows.</p>	Ss can . . . agree and disagree with an opinion.
<p>LESSON C I'm recording a documentary. Ss learn vocabulary for talking about television. They use present continuous for future plans.</p>	Ss can . . . describe future plans.
<p>LESSON D Popular TV Ss read an online article about reality TV shows and write a paragraph about their favorite show.</p>	Ss can . . . give their opinions about popular TV shows.

Warm-up

Learning objective: Preview the topic and talk about TV.

Presentation Plus: Preview the unit page xxx

Before doing Part A, follow the steps for *Preview the unit*.

Ask: *What do you see? Do you know any of these TV shows? What kind of TV shows are they?*

A

- To introduce the topic of TV, direct Ss' attention to the pictures. Explain that the pictures show different types of TV shows.
- Go over the instructions.
- Have Ss work in pairs or groups to label the TV shows with the adjectives. Have Ss check their answers on page 64.
- Option** Do the activity as a class.

B

- Read the questions. Have Ss work in pairs or groups to discuss the questions.
- Option** Do the activity as a class.
- Call on Ss to share an example of a popular show from their country.
- Tell Ss that they will learn how to talk about TV in this unit. Point out the Unit 6 lesson overviews. Go over what Ss will learn in each lesson.

Extra activity: Extension

To extend the discussion, have Ss work in pairs or groups to discuss the TV shows pictured. Ask: *What do you think these shows are about? What do you think these shows could be called?* Alternatively, have the discussion as a class.

LESSON A overview

Vocabulary: Types of TV shows

Grammar: Verb + infinitive or gerund

Speaking: “Find someone who” activity about TV preferences

1 Vocabulary Types of TV shows

Learning objective: Use vocabulary for types of TV shows.

A 🎧 (Level 2, Track 75)

- Direct Ss’ attention to the words in the box and the pictures. Explain that the pictures show different types of TV shows.
- Go over the instructions. Do the first item as a class. Point to the first picture. Ask: *What type of TV show is this? (A drama)* Point out that with *drama*, we use the indefinite article *a*.
- **Option** Point out that all of the words in the box, except *the news*, are count nouns. The singular form must use the indefinite article *a* (unless we are referring to a specific example); a plural form needs *-s* at the end. It is important to pronounce the *a* and the *-s* in speaking.
- Have Ss work individually or in pairs to match the words and pictures. Go around the room and give help as needed.
- **Option** Have Ss check answers with a partner.
- Play the audio. Have Ss listen and check their answers.
- Play the audio again. Have Ss repeat the words to practice pronunciation.

B

- Go over the instructions.
- Model the activity. Complete the example sentence with an adjective (*It was funny / great.*). Then give another example: Say another sentence about the last show you watched on TV.
- **Option** Elicit common adjectives to describe TV shows and write them on the board (*funny, great, serious, boring, amazing, interesting*).
- Have Ss work in pairs to discuss the last show they watched on TV, using the words in Part A.
- Call on Ss to tell the class about the last show their partner watched.

Presentation Plus: Swipe and guess page xxxi

After doing Part B, follow the steps for *Swipe and guess* to review vocabulary for types of TV shows.

Extra activity: Extension

To extend the discussion and provide more practice with the words in Part A, have Ss work in pairs or groups to discuss their favorite types of TV shows. Ask: *What is your favorite type of TV show? Why? What do you like to watch every week?* Alternatively, have the discussion as a class.

2 Language in context TV preferences

Learning objective: See verb + infinitive or gerund in context.

A 🎧 (Level 2, Track 76)

- Direct Ss’ attention to the four comments to set the scene. Explain that Ss will hear four people talking about TV preferences.
- Go over the instructions. Play the audio. Have Ss answer the question as they listen and read silently.
- Go over the answer with the class.

Answer


Min-hwa doesn’t watch TV very much.

B

- Read the question.
- Have Ss work in pairs to discuss the question.
- Call on Ss to say which person in Part A they are similar to.

3 Grammar Verb + infinitive or gerund

Learning objective: Practice verb + infinitive or gerund.

 (Level 2, Track 77)

- Books closed. Write on the board: *I hope to get a big TV.* Ask: *What is the verb? (Hope.) What is the infinitive? (To get.)* Underline *hope* and circle *to get*.
- Explain that some verbs, like *hope*, are followed by an infinitive (*to get*).
- Write on the board: *I enjoy watching football games.* Ask: *What is the verb? (Enjoy.) Is there an infinitive? (No.) What word comes after the verb? (Watching.)*
- Explain that *watching* is a gerund. Explain that some verbs, like *enjoy*, are followed by a gerund (*watching*). Underline *enjoy* and circle *watching*.
- Focus on form. Write on the board: infinitive = *to + verb*; gerund = *verb + -ing*
- Explain that some verbs can be followed by a gerund or an infinitive but some can only be followed by an infinitive and some only by a gerund (incorrect: *I enjoy to watch; I hope getting a big TV.*).
- **Tip** Have Ss memorize verbs that are commonly followed by infinitives or gerunds, like the ones in this grammar box. Show them how a good ESL dictionary will say if a verb is followed by a gerund or an infinitive.
- Books open. Direct Ss' attention to the left side of the box. Read the examples and elicit the verb and the infinitive or gerund in each sentence.
- Direct Ss' attention to the right side of the box. Call on Ss to read the examples. Explain that these verbs can be followed by either gerunds or infinitives, with no difference in meaning.
- Focus on use of verb + infinitive or gerund. Explain that infinitives and gerunds may look like verbs, but they work like nouns (they are the object of the verb). Gerunds and infinitives describe activities.
- Refer to the comments about TV preferences in Exercise 2. Have Ss underline the verbs and circle the infinitives or gerunds that follow.
- Check comprehension. Ask: *What does Jessica hope to get? (A big new TV.) What does Gustavo love watching? (Documentaries and game shows.) What does Lucas like to see? (His favorite actors.) What does Min-Hwa prefer listening to? (The radio.) What does Min-Hwa hate missing? (The news.)*
- Play the grammar box audio. Have Ss listen and repeat to practice pronunciation.

A

- Go over the instructions. Do the first sentence as a class (*to watch / watching* are both correct). Have Ss work individually to circle the correct forms.
- Have Ss compare answers with a partner.
- Go over the answers with the class.
- Have Ss work in pairs to practice the conversations.

B

- Go over the instructions.
- Have Ss work individually to complete the questions.
- Go over the answers with the class.

C

- Go over the instructions. Encourage Ss to ask a *Wh-* question to get more information. Model the activity. Ask a S: *Do you enjoy watching cartoons on TV? (Yes.) Which cartoons do you like to watch?*
- Have Ss work in pairs to take turns asking and answering the questions in Part B.
- Call on Ss to share one of their partner's TV preferences with the class.

4 Speaking TV talk

Learning objective: Talk about types of TV shows you like.

- Direct Ss' attention to the "can do" statement at the bottom of the page. (When they finish the speaking activity, they will hopefully be able to check the box.)

A

- Go over the instructions. Direct Ss' attention to the chart. Read the items in the left-hand column.
- Have Ss work individually to add one more thing to the chart. Remind them to use a verb + infinitive or gerund. Go around the room and give help as needed.

B

- Go over the instructions. Have two Ss read the dialogue. Encourage Ss to find at least one classmate for each item and to complete the chart with different names in the second column. (They should not ask one student all five questions.)
- Have Ss walk around and ask their classmates questions to complete their charts. Set a time limit of five minutes.
- Finally, tell Ss to check the "can do" statement if they can talk about types of TV shows they like. NOTE: if Ss feel they need more help, suggest they do the *Additional practice* activities.

Additional practice

For more practice, use:

Workbook	pages 41–43
Online Self-study	Lesson A

LESSON B overview

Interactions: Agreeing and disagreeing with an opinion

Listening: What to watch on TV

Speaking: Opinions about television

1 Interactions Agreeing and disagreeing

Learning objective: Agree and disagree with an opinion.

A

- Direct Ss' attention to the picture to set the scene. Ask: *What are the people doing? (Watching TV.)* Ask: *Do you think they like the TV show? (Answers may vary; accept all answers.)*

B (Level 2, Track 78)

- Play the audio. Have Ss answer the question as they listen and read silently. If helpful, play the audio line by line and have Ss repeat.
- Have Ss compare answers with a partner.
- Go over the answers with the class.

Answers

Vasco doesn't like talk shows because they are boring; they aren't interesting.

- Have Ss practice the conversation in pairs, then change roles and practice again.

Presentation Plus: Disappearing dialogue page xxvii

After the Ss have answered the question *Why doesn't Vasco like talk shows?* in Part B, follow the steps for *Disappearing dialogue* to practice the conversation.

C (Level 2, Track 79)

- Point out the target expressions in the conversation. (*I agree / I disagree*). Explain that there are other ways of agreeing and disagreeing.
- Go over the expressions in the box. Explain that all of these expressions are polite and can be used in formal or informal situations.
- Play the audio. Have Ss listen and read silently.
- **Option** Play the audio. Have Ss listen and repeat.
- Have Ss practice the substitution conversations in pairs.
- Go around the room and give help as needed.

D

- Go over the instructions. Do the first item together as a class (*I disagree.*).
- Have Ss work individually or in pairs to complete each response. Encourage Ss to use different expressions from Part C. Elicit answers from the class.
- Have Ss work in pairs to take turns reading the comments and responses out loud.

Extra activity: Extension

Have Ss work in pairs to write three more opinions about TV shows. Then have them share their opinions with another pair, and take turns agreeing or disagreeing with the opinions. Encourage them to use different expressions in Part C and to add a follow-up comment as in the responses in Exercise D. Go around the room and give help as needed.

2 Listening What else is on?

Learning objective: Develop skills in listening for sequence and listening for opinion.

A 🎧 (Level 2, Track 80)

- Set the scene. Two friends are talking about TV shows. The pictures show images from the shows.
- Go over the instructions. Explain that Ss will hear Dan and Amy talking about shows that match these pictures from the shows. There is one extra picture.
- Play the audio. Have Ss listen and identify the sequence of the shows Dan and Amy discuss.
- **Option** Play the audio again if needed.
- Have Ss compare answers with a partner.
- Go over the answers with the class.

B 🎧 (Level 2, Track 80)

- Go over the instructions. Call on a S to read the list of Amy's opinions. Point out that she has an opinion about each show.
- **Option** Point out that *boring*, *interesting*, and *exciting* are not gerunds, even though they have *-ing* endings. These words are adjectives, which follow the verb *be*. Tell Ss that gerunds do not come after *be*.
- Play the audio again. Have Ss listen and write down Dan's opinion about each show.
- Have Ss compare answers with a partner.
- Go over the answers with the class.

Extra activity: Realia

Bring in actual TV listings from a newspaper, TV guide, or online schedule. Have Ss work in pairs or groups, and distribute one schedule to each pair or group. Have Ss discuss their TV show preferences and try to agree on one show to watch together.

3 Speaking My opinion

Learning objective: Agree and disagree with an opinion.

- Direct Ss' attention to the "can do" statement at the bottom of the page. (When they finish the speaking activity, they will hopefully be able to check the box.)

A

- Go over the instructions and the example. Point out that not everyone in the class will have the same answers. The purpose is to make all the statements into opinion statements that are true for each S.
- Have Ss work individually to check the statements they agree with and to change the other statements.

B

- Go over the instructions. Have three Ss read the dialogue.
- Have Ss work in groups of three to discuss their opinions about TV shows. Encourage them to use expressions for agreeing and disagreeing as well as adjectives to explain their reasons.
- Finally, tell Ss to check the "can do" statement if they can agree and disagree with an opinion. NOTE: If Ss feel they need more help, suggest they do the *Additional practice* activities.

Additional practice

For more practice, use:

Workbook	page 44
Online Self-study	Lesson B

LESSON C overview

Vocabulary: Television

Grammar: Present continuous for future plans

Pronunciation: Sentence stress

Speaking: List of shows to record

1 Vocabulary Television

Learning objective: Use television vocabulary.

Presentation Plus: Which word? page xxxi

Before doing Part A, follow the steps for *Which word?* to practice vocabulary for television. Pairs of words to use: *remote / record*, *commercial / fast-forward*, and *skip / reruns*.

A (Level 2, Track 81)

- Direct Ss' attention to the words in bold. Explain that the second column (lettered items) gives definitions of these words.
- Go over the instructions and the example.
- Have Ss work individually to match the words and the definitions.
- **Option** Have Ss check answers with a partner.
- Play the audio. Have Ss listen and check their answers.
- Play the audio again. Have Ss repeat the words to practice pronunciation.
- **Option** Have Ss identify the part of speech, or word form, for each boldfaced vocabulary word. Have Ss label the words *v* (verb) or *n* (noun). Point out that the last two words, *public TV* and *satellite TV*, are called *two-word nouns* or *compound nouns*.
- **Tip** To help build vocabulary, have Ss keep a vocabulary log and list new words with their definitions and forms (noun, verb, adjective, adverb). Encourage Ss to write sentences using the new words.

B

- Go over the instructions. Have two Ss read the dialogue. Give an extra example of your own TV opinion or habit and call on a S to respond (for example, *I always skip the commercials.*).
- Write on the board: *always, usually, often, frequently,*

sometimes, rarely, never. Remind Ss that they can use these adverbs of frequency in their responses.

- Have Ss work in pairs to take turns responding to the statements in Part A.
- Call on Ss to describe their partner's most interesting TV habit and opinion.

2 Conversation I'm going away this weekend.

Learning objective: Practice a conversation to see television vocabulary and present continuous for future plans in context.

A (Level 2, Track 82)

- Direct Ss' attention to the picture to set the scene. Ask: *What is the man doing?* (*Setting his DVR; recording a TV show; talking to his friend.*)
- Play the audio. Have Ss listen and read silently. If helpful, play the audio line by line and have Ss repeat.
- Have Ss practice the conversation in pairs.
- **Option** Call on two pairs to act it out for the class.

B (Level 2, Track 83)


- Go over the instructions.
- Play the audio. Have Ss listen for the answer to the question: *What is Nora watching on TV this weekend?*
- Go over the answer with the class.

Answer

This weekend, Nora is watching a documentary about soccer.

3 Grammar Present continuous for future plans

Learning objective: Practice present continuous for future plans.

 (Level 2, Track 84)

- Direct Ss' attention to the left side of the grammar box. Read the first three sentences aloud. Ask: *What is the verb? (Record.)* Ask: *How do we form the present continuous? (Be + verb + -ing.)*
- Focus on form. Write on the board:
 - 1 Affirmative: *be + verb + -ing*
 - 2 Negative: *be + (not) + verb + -ing*
- Read the rest of the sentences on the left side of the box. Point out the contractions.
- Direct Ss' attention to the right side of the box. Read the questions and the answers. Point out that for *yes / no* questions, we use *be* in the short answer (incorrect: *Yes, he watches.*).
- **Option** Explain that with the present continuous, *be* is a “helping” verb because it “helps” the main verb. Elicit main verbs in the examples (*record, have, visit, play, watch*).
- Read the examples in the box again and have Ss circle the time words or phrases. Elicit the examples (*on Friday, this week, this weekend, on Sunday*).
- Focus on use: Explain that we use present continuous to describe actions in progress right now and also actions we plan or schedule in the future.
- Refer to the conversation in Exercise 2. Have Ss underline the examples of present continuous and circle the time expressions.
- Check comprehension. Ask: *What is Zach recording on Friday night? (The soccer game.) Where is Nora watching the soccer game? (At Lisa's party.) When is Zach watching the soccer game? (Sunday night.)*
- Play the grammar box audio. Have Ss listen and repeat to practice pronunciation.

Presentation Plus: Right or wrong? page xxx
Instead of doing Part A, follow the steps for *Right or wrong?* to practice present continuous for future plans.

A

- Go over the instructions. Do the first sentence as a class (*What are you doing this weekend? / Are you going anywhere?*).
- Have Ss work individually to complete the sentences.
- Go over the answers with the class.
- Have Ss work in pairs to practice the conversations.

B


- Go over the instructions. Model the activity by giving your own example (*I'm meeting a friend for coffee.*).
- Have Ss work individually to write four sentences.
- Have Ss work in pairs to share their plans. Call on Ss to share their partner's plans.

Extra activity: Game

Have Ss work with a new partner and take turns acting out one of their weekend plans. The partner guesses the activity using *yes / no* sentences in present continuous. The person acting gives only short answers, and keeps acting until the partner correctly guesses. Example: A: *Are you cleaning your house this weekend?* B: *No, I'm not.* A: *Are you painting your house?* B: *Yes, I am.*

4 Pronunciation Sentence stress

Learning objective: Focus on stressing important words.

 (Level 2, Track 85)

- Play the audio. Have Ss listen, paying particular attention to the stressed words.
- Play the audio again. Have Ss listen and repeat.
- Point out that we usually stress verbs and nouns.

5 Speaking What are you recording?

Learning objective: Describe future plans.

- Direct Ss' attention to the “can do” statement at the bottom of the page. (When they finish the speaking activity, they will hopefully be able to check the box.)

A

- Go over the instructions.
- Have Ss work individually to list shows.

B

- Go over the instructions. Read the dialogue with a S.
- Have Ss walk around the room and compare lists with as many classmates as possible for five minutes.
- Call on Ss to share the names of their classmates with similar lists.
- Finally, tell Ss to check the “can do” statement if they can describe future plans. NOTE: If Ss feel they need more help, suggest they do the *Additional practice* activities.

Additional practice

For more practice, use:

Workbook	pages 45–47
Online Self-study	Lesson C

LESSON D overview

Reading: “Reality Shows” (an online article)

Listening: Favorite TV shows

Writing: My favorite TV show

Speaking: Discussion about reality TV shows

1 Reading Reality Shows

Learning objective: Read an online article; develop skills in classification and reading for specific information.

A  (Level 2, Track 86)

- Elicit or explain *reality show* (a show with no planned script; regular people, not actors, are put in situations, then filmed). Ask: *Do you watch any reality shows? If so, which ones?* Explain that Ss will read an online article about three types of reality shows.
- Pre-teach unfamiliar vocabulary.

Vocabulary

vote to give an opinion about a decision

chef a professional cook

on the job at work

- Have Ss read the descriptions of reality shows silently.
- Go over the instructions.
- Have Ss write the letter of each heading next to the correct description.
- **Option** If your Ss enjoy reading aloud, have them work in groups of three and take turns reading the descriptions.
- Go over the answers with the class.

B

- Go over the instructions.
- Direct Ss' attention to the chart. Do the first item together (Master Chef *give money*).
- Have Ss work individually to read the article again and complete the chart.
- Go over the answers with the class.

C

- Go over the instructions.
- Have Ss work individually to match the definitions with the words in the article.
- Go over the answers with the class.

Presentation Plus: Search and highlight page xxxi

After doing Part C, follow the steps for *Search and highlight*. Have Ss highlight types of TV shows. To extend the activity, have Ss highlight present simple tense (as a review).

D

- Go over the instructions.
- Model the activity. Say: *I'd like to be on a reality game show. I'd like to have the chance to win a lot of money.* (Or give another example that is true for you.)
- **Option** Have Ss also discuss which type of show they would not want to be on.
- Call on several Ss to share their partner's information with the class.

Extra activity: Extension

Have Ss work in pairs or groups to design their own reality show. Have them decide which type it will be and write a list of rules. Call on pairs or groups to present their reality TV show idea to the class (they can imagine they are trying to sell the idea to a TV network). Have the class vote on the best idea for a reality show. Alternatively, have the class vote on the best idea for each category (improvement, game show, and documentary).

Cultural note

As reality shows become increasingly popular, more and more people are trying to get cast on them, either by sending in videos of themselves or showing up to perform at an audition. Very popular shows like *American Idol* have huge, open casting calls in major cities in the United States. Hundreds of people may line up to sing for a few minutes with the hope of getting on the show. What happens to reality show contestants or stars after the show is over? Some do go on to have successful careers in television (hosting a show, acting, or appearing in other reality shows). However, the reality for most is that they enjoy their “fifteen minutes of fame” and then return to their regular lives.

2 Listening Favorite shows back home

Learning objective: *Develop skills in listening for specific information.*

A 🎧 (Level 2, Track 87)

- Set the scene. Explain that Ss will hear three people from different countries talking about their favorite shows.
- Go over the instructions. Explain that, right now, Ss should only fill in the type of show.
- Pre-teach any unfamiliar vocabulary.

Vocabulary

model someone who works in the fashion business, showing new clothing designs on runway shows or in ads

costumes clothes that actors and actresses wear to play a part in a show or to look different

- Play the audio. Have Ss listen and write down the type of show each person likes.
- Have Ss compare answers with a partner.
- Go over the answers with the class.

B 🎧 (Level 2, Track 87)

- Go over the instructions.
- Play the audio again. Have Ss listen and circle each person's favorite thing about the show.
- **Option** Play the audio again if needed.
- Have Ss compare answers with a partner.
- Go over the answers with the class.

3 Writing My favorite TV show

Learning objective: *Describe a favorite TV show.*

A

- Go over the instructions. Read the four questions.
- Have Ss work individually to answer the questions. Set a time limit of five minutes.
- **Option** Have Ss free-write answers in their journal.

Presentation Plus: Analyzing the model page xxvii

After doing Part A, follow the steps for *Analyzing the model* to prepare Ss for the writing activity.

B

- Go over the instructions.
- Draw Ss' attention to the model paragraph. Ask a S to read it aloud. Call on individual Ss to identify the answers to the four questions from Part A.
- Have Ss write the text in class or for homework

C

- Go over the instructions.
- Have Ss work in groups to read their paragraph aloud. Tell Ss to discuss whether they agree or disagree with each other's opinions.
- **Option** Before collecting the assignment, have Ss proofread for errors with verb + gerund or infinitive, present continuous, and target vocabulary.

4 Speaking Reality shows

Learning objective: *Give opinions about popular TV shows.*

- Direct Ss' attention to the "can do" statement at the bottom of the page. (When they finish the speaking activity, they will hopefully be able to check the box.)

A

- Direct Ss' attention to the pictures to set the scene. Ask: *Do you know these reality shows? Do you watch them? What do you think they are about?*
- Go over the instructions. Have Ss work in groups to read the descriptions and discuss the reality shows. Encourage Ss to take turns reading the descriptions aloud. Remind them to use expressions to agree or disagree with each other's opinions.

B

- Read the questions. Have a S read the example.
- Have Ss work in the same groups from Part A to discuss similar shows they watch in their country.
- Finally, tell Ss to check the "can do" statement if they can give opinions about popular TV shows. NOTE: If Ss feel they need more help, suggest they do the *Additional practice* activities.

Additional practice

For more practice, use:

Workbook	page 48
Online Self-study	Lesson D

Wrap-up

1 Quick pair review

Lesson A **Brainstorm!**

Make a list of types of TV shows. How many do you remember? You have one minute.

Lesson B **Do you remember?**

Write *A* for expressions that show you agree with an opinion. Write *D* for expressions that show you disagree. You have one minute.

- | | |
|---------------------------------|---------------------------------------|
| 1 I disagree. <u> D </u> | 4 I don't really agree. <u> D </u> |
| 2 I think so, too. <u> A </u> | 5 I'm afraid I disagree. <u> D </u> |
| 3 I agree. <u> A </u> | 6 I agree with you. <u> A </u> |

Lesson C **Find out!**

What are three things both you and your partner are doing next week? Take turns. You and your partner have two minutes.

A: I'm watching a baseball game next week. Are you?

B: Yes, I am.

Lesson D **Guess!**

Describe your favorite TV show, but don't say its name. Can your partner guess the name and type of show it is? Take turns. You and your partner have two minutes.

A: In this TV show, celebrities dance with professional dancers.

B: Is it a reality show?

A: Yes, it is.

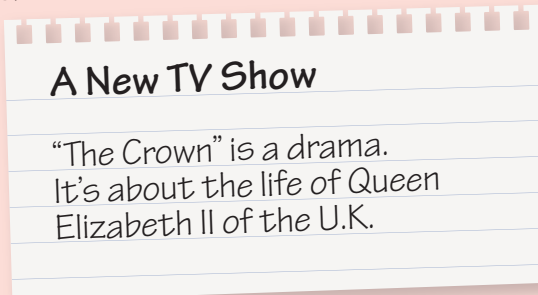
B: Is it *Dancing with the Stars*?

A: Yes, it is.

2 In the real world

What new shows are on TV this year? Look at a TV schedule or go online and find information about a new TV show in English. Then write about it.

- What's the name of the TV show?
- What type of TV show is it?
- What's it about?
- When is it on?



1 Quick pair review

Learning objectives: Review vocabulary for TV shows, expressions for agreeing and disagreeing, and present continuous with future meaning.

Lesson A Brainstorm!

- Go over the instructions.
- Have Ss work in pairs to brainstorm types of TV shows. Set a time limit of one minute.
- Elicit the words and write them on the board.

Presentation Plus: Guided brainstorming page xxviii

After brainstorming, follow the steps for *Guided brainstorming* to review types of TV shows.

Lesson B Do you remember?

- Go over the instructions.
- Have Ss work in pairs to label the expressions for agreeing and disagreeing. Set a time limit of one minute.
- Go over the answers with the class.

Lesson C Find out!

- Go over the instructions and have two Ss read the dialogue.
- Have Ss work in pairs to ask and answer questions about future plans using the present continuous. Set a time limit of two minutes.
- Call on pairs to share the three activities both people are doing this weekend.
- **Option** Repeat the activity but have Ss use negative statements, and share things they aren't doing this weekend. Model the activity. Say: *The weather is cold. I'm not camping this weekend.*

Lesson D Guess!

- Go over the instructions. Have two Ss read the dialogue.
- Have Ss work in pairs to take turns describing and guessing each show. Set a time limit of two minutes for each person.

2 In the real world

Learning objective: Research a new TV show in English and write about it.

- Go over the instructions, the research questions, and the example.
- Have Ss do research online as an out-of-class assignment. Remind Ss to write down the information they find. (This could be done in their prewriting journal, if they are keeping one.)
- When Ss return to class, have them work in pairs or small groups to read what they wrote. Have groups decide if they would like to watch that show.

Extra activity: Extension

For more writing practice, have Ss write a one-paragraph review of a TV show. If possible, have Ss watch the new show they researched, or watch a different new show. Have them describe the show, the type of show, and state their opinion. If they want to describe what happens in the show, they can use the simple present tense or the past tense. Have Ss post their reviews or distribute them to the class to discuss. Alternatively, have Ss discuss their reviews with people who watched the same show, and compare opinions.

7 Shopping

At a glance: Unit overview	Speaking outcomes
<p>LESSON A It's lighter and thinner.</p> <p>Ss learn vocabulary to discuss opposites. They use comparative adjectives.</p>	Ss can . . . describe and compare products.
<p>LESSON B Would you take \$10?</p> <p>Ss bargain for lower prices.</p>	Ss can . . . bargain.
<p>LESSON C This hat is too small.</p> <p>Ss learn adjectives to describe clothing. They use <i>enough</i> and <i>too</i>.</p>	Ss can . . . describe how clothing looks and fits.
<p>LESSON D A shopper's paradise</p> <p>Ss read a webpage about a weekend market and write a description of an interesting market.</p>	Ss can . . . discuss good places to shop.

Warm-up

Learning objective: Preview the topic and talk about shopping.

A

- To introduce the topic of shopping, direct Ss' attention to the pictures. Explain that the pictures show different places where people can shop. Point to each picture and ask: *Where is this person shopping? (A fruit and vegetable market / farmers' market, clothing shop / boutique, online, a department store / furniture store, an art museum gift shop, a grocery store.)* Go over the instructions.
- Have Ss work in pairs or groups to name as many things as they can in each picture.
- Elicit the answers from the class.
- Option** Do the activity as a class.

Possible answers

- Market: fruit and vegetables
- Boutique: clothes
- Online shopping: laptop, shopping cart, credit card
- Department store: furniture
- Art museum gift shop: postcards, books
- Supermarket: groceries

Presentation Plus: Make connections page xxix

After doing Part A, follow the steps for *Make connections* to activate Ss' prior knowledge, preview content of the unit, and review language. Possible ideas: Highlight *interesting* (Lesson D heading) and ask students which places look interesting to them. Highlight *clothing* (Lesson C heading) and ask students where they think they would (or would not) be able to buy clothing. Highlight *market* (Lesson D heading) and ask students which places look like markets.

B

- Read the questions. Have Ss work in pairs or groups to discuss the questions.
- Option** Do the activity as a class.
- Call on Ss to share an example of a place where they like to shop or what they like to buy.
- Tell Ss that they will learn how to talk about shopping in this unit. Point out the Unit 7 lesson overviews. Go over what Ss will learn in each lesson.

LESSON A overview

Vocabulary: Opposites

Grammar: Comparative adjectives

Speaking: Comparison of products

1 Vocabulary Opposites

Learning objective: Use common adjectives for opposites.

A  (Level 2, Track 88)

- Direct Ss' attention to the words and the pictures. Explain that the pictures show common products (things we can buy). Explain that the words below the pictures are adjectives, and the words in the box are their opposites.
- Go over the instructions. Do the first item as a whole class. Point to the first picture. Say: Here is a small car. Point to the second picture. Ask: *What word from the word box describes this car? (Big.)* Point out that *big* and *small* are opposites.
- Have Ss work individually or in pairs to write a word from the box under the second picture in each pair. Go around the room and give help as needed.
- **Option** Have Ss check answers with a partner.
- Play the audio. Have Ss listen and check their answers.
- Play the audio again. Have Ss listen and repeat the words to practice pronunciation.

B

- Go over the instructions and read the example. Give another example with information about your own cell phone or another product from Part A.
- Have Ss work in pairs to describe things they own, using the words in Part A.
- Call on Ss to tell the class about something their partner owns.

Presentation Plus: Choose ABC page xxvii

After doing Part B, follow steps for *Choose ABC* to practice opposites.

Extra activity: Realia

To extend the discussion and provide more practice with the words in Part A, bring in pictures of other cars, fans, phones, computers, printers, and cameras, ideally from advertising circulars or ads in newspapers and magazines. Distribute the pictures / ads and have Ss work in pairs or groups to describe them. Encourage Ss to look for opposite features.

2 Language in context

Which is better?

Learning objective: See use of comparative adjectives in context.

A  (Level 2, Track 89)


- Direct Ss' attention to the pictures to set the scene. Explain that Ss will read a webpage with message board comments comparing two cell phones.
- Go over the instructions.
- Play the audio. Have Ss focus on the two phones' features as they listen and read silently.
- Have Ss work individually to label the pictures.
- Go over the answers with the class.

B

- Read the question. Have Ss work in pairs to discuss which of the two phones they like.
- Call on Ss to say which phone they like.

3 Grammar Comparative adjectives

Learning objective: Practice comparative adjectives.

 (Level 2, Track 90)

- Books closed. Write on the board, side by side: *The Star X07: 3 ounces, \$199.00. The MyPhone: 4.8 ounces, \$59.00.*
- Ask: *Which cell phone is light? (The Star X07.)* Write on the board: *The Star X07 is lighter than the MyPhone.* Underline lighter.
- Ask: *Which cell phone is expensive? (The Star X07.)* Write on the board: *The Star X07 is more expensive than the MyPhone.* Underline more expensive.
- Draw lines between the syllables of *ex-pen-sive* to show where the syllables are and explain that *expensive* is a three-syllable word.
- Focus on form. Write on the board:
 - Adjective with one or two syllables: adjective + *-er* or *-ier*
 - Adjective with more than two syllables: *more / less* + adjective
 - Write *expensiver* on the board and draw a line through it to show it is incorrect.
- Books open. Direct Ss' attention to the left side of the box.
 - Read the first set of sentences. Explain that adjectives ending in *-y* change to *-ier* (*heavy / heavier*).
 - Read the second set of sentences. Point out that *which* is often used to make questions with comparatives, and we don't use *than* in the question.
 - Read the third set of sentences. Explain that *good* and *bad* are irregular adjectives. We do not form the comparative by adding *-er*.
 - Point out that we use *than* when we mention both things being compared. We can use the comparative adjective alone when the speaker and listener both understand what is being compared.
- Direct Ss' attention to the right side of the box. Read the adjectives and have a S read the comparatives. Explain that one or two-syllable adjectives ending in *-e* only need an *-r* to form the comparative (*nice / nicer*). Explain that for adjectives ending with a vowel and a consonant, we double the consonant before adding *-er* (*thin / thinner*).
- Focus on use. Explain that we use comparative adjectives to compare or contrast two things.
- Refer to the message boards in Exercise 2. Have Ss underline the comparatives.
- Check comprehension. Ask: *Which phone is thinner? (The Star X07.) Which phone has a faster Internet connection? (The MyPhone.) Which phone is more expensive? (The Star X07.)*

Which phone does johnnyjay think is better? (The Star X07.)

Which phone does cybergal think is worse? (The Star X07.)

- Play the grammar box audio. Have Ss listen and repeat to practice pronunciation.
- Go over the instructions for the grammar practice activity. Do the first sentence as a class (*less expensive*).
- Have Ss work individually to complete the sentences.
- Have Ss compare answers with a partner.
- Go over the answers as a class.

4 Speaking Let's compare!

Learning objective: Describe and compare products.

- Direct Ss' attention to the "can do" statement at the bottom of the page. (When they finish the speaking activity, they will hopefully be able to check the box.)

A

- Go over the instructions. Direct Ss' attention to the three products and pictures.
- Have two Ss read the dialogue. Encourage Student A to continue the dialogue by answering Student B's question.
- Ask: *What comparative adjectives do you see in the example dialogue? (Older, slower, quieter.)* Ask: *What is the opposite of older? (Newer.)* *What is the opposite of slower? (Faster.)* Write on the board: *older, slower, newer, faster.* Ask: *What is the opposite of quieter? (Noisier / louder.)* Encourage Ss to use the adjectives in their discussion as well as the ones in the grammar box and grammar activity.
- Have Ss work in pairs to make comparisons. Go around the room and give help as needed.

B

- Read the question.
- Model the activity. Say: *I like Car A because it's older and slower than Car B. I really like old cars.*
- Have Ss work in pairs to discuss which products they like.
- Go around the room and take notes on errors you hear in the form of comparative adjectives, paying particular attention to the use of *more / less* with three syllable words and irregular adjectives (incorrect: *more heavier; more heavy; gooder*).
- Write the errors on the board. Encourage Ss to correct them.
- Finally, tell Ss to check the "can do" statement if they can describe and compare products. NOTE: If Ss feel they need more help, suggest they do the *Additional practice* activities.

Additional practice

For more practice, use:

Workbook pages 49–51

Online Self-study Lesson A

LESSON B overview

Interactions: Bargaining for a lower price; suggesting a different price

Listening: Bargaining at a yard sale

Speaking: Role play of a bargaining situation

1 Interactions Bargaining

Learning objective: Bargain for a lower price; suggest a different price.

A

- Direct Ss' attention to the pictures to set the scene. Ask: *Where are these people? (At a yard sale, a garage sale, or a flea market [a place where people can sell used items for low prices].)* Ask: *Is the woman buying or selling the lamp? (Buying.)*
- Read the questions. Elicit a definition of the word *bargain* (*to agree on a price with someone; to try to get something for a lower price*).
- **Option** Point out that *bargain* can also be used as a noun (*I just got a bargain!*) or a gerund (*I enjoy bargaining.*).
- Have Ss work in pairs or groups to discuss the questions.
- **Option** Do the activity as a class.

B (Level 2, Track 91)

- Go over the instructions.
- Play the audio. Have Ss answer the question as they listen and read silently.
- Have Ss compare answers with a partner.
- Go over the answer with the class.

Answer

Yes, she does.

- If helpful, play the audio line by line and have the Ss listen and repeat.
- Have Ss practice the conversation in pairs, then change roles and practice again.

C (Level 2, Track 92)

- Point out the target expressions in the conversation (*How about . . . ? / You can have it for . . .*). Explain that there are other ways to bargain for another price and to suggest a different price.
- Go over the expressions in the box. Explain that all of these expressions are equally polite.
- Play the audio. Have Ss listen and read silently.

- **Option** Play the audio. Have Ss listen and repeat.
- Model the activity with a S. Have the S read Rob's lines. Show how to substitute another way to bargain for a price and another way to suggest a different price.
- Have Ss practice the substitution conversation in pairs.
- Go around the room and give help as needed.

D

- Go over the instructions. Explain that the sentences should be in order to form a conversation between two people, A and B. Do the first item together as a class (*1 = A: Excuse me. How much are these earrings?*).
- Have Ss work individually to put the sentences in the correct order.
- Go over the answers with the class.
- Have Ss practice the conversation in pairs.

Presentation Plus: Tip

After Part D, practice the conversation with new substitutions. Make the substitutions as follows: in Part D use the Pen tool to circle *Would you take*. Use the Highlight tool to highlight *I'll give them to you*. Then in Part C, use the Pen tool to circle the expressions for bargaining for a lower price and highlight the expressions for suggesting a different price. Have Ss work in pairs to create and practice new dialogues by substituting in circled and highlighted information from Part C for corresponding expressions in Part D.

Cultural note

In the United States and Canada, it is not common to bargain for a price in a retail store. However, bargaining may take place at open markets, flea markets, yard or garage sales, or on websites. A yard or garage sale is a sale held by one or more families where they sell items they no longer need, such as clothing, toys, books, or kitchen items. A flea market is a market where you can buy old or used things at inexpensive prices.

2 Pronunciation Linked sounds

Learning objective: Focus on linking final consonant sounds to vowel sounds.

A (Level 2, Track 93)

- Play the audio. Have Ss listen, paying particular attention to the way the words in each pair are connected.
- Play the audio again. Have Ss listen and repeat.
- Remind Ss that vowels are the letters *a, e, i, o, u*. Consonants are all the other letters.
- Read the sentences aloud without the linked sounds and then read them with linked sounds so that Ss can hear the difference.

B (Level 2, Track 94)

- Go over the instructions.
- Play the audio. Have Ss listen and mark the linked sounds.
- Have Ss work in pairs to practice saying the sentences.

Presentation Plus: Tip

After doing Part B, to give Ss additional pronunciation practice, refer back to *Lesson A, Exercise 2: Language in context*. Highlight the following words on the board: (from michael 12) *need, Which*; (from johhnyjay) *lighter*; (from cybergal) *MyPhone, less, connection, has, choice, comes*. Have Ss listen and pay attention to the highlighted words and then practice the conversation.

Extra activity: Extension

Have Ss go back to the conversation in Part A and mark linked sounds. Elicit examples from the class (*How much is . . . ; that's expensive!; . . . \$20 is a . . . ; thanks, anyway; have it*).

3 Listening How much is it?

Learning objective: Develop skills in inference and listening for numbers.

A (Level 2, Track 95)

- Set the scene. Four people are shopping at a yard sale. Elicit the definition of *yard sale* (*an event in which people sell items outside of their house / in their yard*).
- Go over the instructions. Explain that Ss will hear people discussing four different items, shown in the pictures. The items are not named in the conversations. Explain that there is one extra picture, showing an item that is not discussed.

- Play the audio. Have Ss listen and number the pictures to identify the items.
- **Option** Play the audio again if needed.
- Have Ss compare answers with a partner.
- Go over the answers with the class.

B (Level 2, Track 96)

- Go over the instructions.
- Play the audio again. Have Ss listen and write down the price agreed on for each item.
- Have Ss compare answers with a partner.
- **Option** Play the audio again. Have Ss listen and check their answers.
- Go over the answers with the class.

4 Speaking What a bargain!

Learning objective: Bargain.

- Direct Ss' attention to the "can do" statement at the bottom of the page. (When they finish the speaking activity, they will hopefully be able to check the box.)

A

- Go over the instructions. Explain that *What a bargain!* is an expression meaning "What a good price!"
- Have Ss work individually to write prices on the tags. Tell Ss they can write any price they want; there is no right or wrong answer, and the prices don't have to be accurate.

B

- Put Ss in pairs, and assign one S to be Student A and one S to be Student B.
- Go over the instructions and the descriptions of roles A and B. Have two Ss read the dialogue.
- Have Ss work in pairs to role-play the situation. Encourage them to use a variety of expressions for bargaining.
- Have Ss change roles and use the other Ss' picture and prices.
- Go around the room and give help as needed.
- Finally, tell Ss to check the "can do" statement if they can bargain. NOTE: If Ss feel they need more help, suggest they do the *Additional practice* activities.

Additional practice

For more practice, use:

Workbook	page 52
Online Self-study	Lesson B

LESSON C overview

Vocabulary: Adjectives to describe clothing

Grammar: *Enough* and *too*

Speaking: Discussion about clothes

1 Vocabulary Adjectives to describe clothing

Learning objective: Use adjectives for describing clothing.

A 🎧 (Level 2, Track 96)

- Direct Ss' attention to the words and the pictures. Explain that the pictures show adjectives that can describe clothing.
- Go over the instructions. Explain that the adjectives in the box can be combined with the nouns (clothing types) beneath the pictures to make phrases. Do the first item together as a class (*a tight T-shirt*).
- Have Ss work individually to complete the phrases.
- **Option** Have Ss check answers with a partner.
- Play the audio. Have Ss listen and check their answers.
- Play the audio again. Have Ss listen and repeat the phrases to practice pronunciation.
- **Option** Elicit the comparative form of the words in the word box and write them on the board (*baggier, brighter, more / less comfortable, plainer, prettier, tighter, uglier, more / less uncomfortable*).

B

- Go over the instructions and have a S read the example sentences. Give an extra example of your own about what you are wearing today.
- Remind Ss they can use an adjective before a noun (*I'm wearing a plain shirt.*) or after the verb *be* (*My shirt is plain.*).
- Have Ss work in pairs to take turns talking about their clothing.
- Call on Ss to say how their partner described their clothing.

Extra activity: Realia

Bring in catalogs from popular clothing stores and distribute them to the Ss. Have Ss work in pairs or groups to discuss the clothes. Encourage Ss to use all of the adjectives in Part A and to say as many sentences as they can.

2 Conversation Try it on!

Learning objective: Practice a conversation about a jacket; see clothing adjectives and *enough* and *too* in context.

A 🎧 (Level 2, Track 97)

- Direct Ss' attention to the title. Explain that *try it on* means "to put a garment on in the store before you buy it to see how it looks and if it fits."
- Direct Ss' attention to the picture to set the scene. Ask: *What are the man and the woman doing? (Shopping; trying on clothes.)*
- Play the audio. Have Ss listen and read silently. If helpful, play the audio line by line and have Ss repeat.
- Have Ss practice the conversation in pairs. Remind Ss to pay attention to the pronunciation of linked consonant and vowel sounds.
- **Option** Call on two pairs to act it out for the class.

B 🎧 (Level 2, Track 98)

- Go over the instructions. Explain that Ss will hear the rest of Allie and Paul's conversation.
- Play the audio. Have Ss listen for the answer to the question while they listen and read silently.
- Go over the answer with the class.

Answer


Allie also tries on pants.

Presentation Plus: Disappearing dialogue page xxvii

After doing Part B, follow the steps for Disappearing dialogue to practice the conversation.

3 Grammar Enough and too

Learning objective: Practice enough and too with adjectives and nouns.

 (Level 2, Track 99)

- Direct Ss' attention to the first column of the grammar box. Read the heading "Enough before nouns" and the example sentences. Ask: *Are time and money count or noncount nouns? (Noncount.)* Point out that *enough* can also come before count nouns (*enough shirts* = count noun). We can use *enough* with the verb *have* and a noun.
- Direct Ss' attention to the second column. Have a S read the heading "Enough after adjectives" and the example sentences. Ask: *What verb is used here? (Be.)* Ask: *What are the adjectives? (Big, long.)*
- Direct Ss' attention to the third column. Have a S read the heading "Too before adjectives" and the example sentences. Ask: *What verb is used here? (Be.)* Ask: *What are the adjectives? (Small, long.)*
- Explain that we can use *enough* and *too* in both affirmative and negative sentences. Point out the negative statements in each column.
- Focus on use. Explain that *enough* means "the right amount of something" and *too* means "more than necessary or possible."
- Refer to the conversation in Exercise 2. Have Ss underline the examples of *enough* + noun; adjective + *enough*; and *too* + adjective.
- Check comprehension. Ask: *Is the black jacket big enough for Allie? (No, it's too small.) Is the red jacket big enough for her? (Yes, it's big enough.) Is the jacket too expensive for Allie? (Yes, it is.)*
- Play the grammar box audio. Have Ss listen and repeat to practice pronunciation.

A

- Go over the instructions. Do the first sentence as a class (*These boots aren't big enough.*). Point out that Ss should think of opposite adjectives as they rewrite the sentences.
- Have Ss work individually to rewrite the sentences.
- Have Ss compare answers with a partner.
- Go over the answers with the class.

B

- Go over the instructions and the example.
- Have Ss work individually to complete the sentences.
- Have Ss compare answers with a partner.
- Go over the answers with the class.

Presentation Plus: Revealing grammar page xxx

After doing Part B, follow the steps for *Revealing grammar* to review *enough* and *too*. In the grammar box, hide the nouns *time* and *money* and the adjectives, *big*, *long* (appears twice), and *small*.

4 Speaking Things I never wear

Learning objective: Describe how clothing looks and fits.

- Direct Ss' attention to the "can do" statement at the bottom of the page. (When they finish the speaking activity, they will hopefully be able to check the box.)

A

- Go over the instructions. Model the activity by sharing examples from your own closet and showing how to write them in the chart.
- **Option** Bring in some actual clothing from your closet or, to add humor, some strange clothing (very out of date or unusual) from a thrift store or a yard sale.
- Have Ss work individually to complete the chart. Encourage Ss to use *too* or *enough* with every item.

B

- Go over the instructions. Model the activity. Say: *I never wear fancy shoes – they're too uncomfortable. What about you? What do you never wear?*
- Have Ss work in groups to discuss things they don't wear from their closets.
- Go around the room and take notes on errors you hear with *enough* and *too*, paying particular attention to word order with *enough* + noun; adjective + *enough*; and *too* + adjective, as well as pronunciation of linked consonant and vowel sounds.
- Write the errors you heard on the board. Encourage Ss to correct them. For pronunciation errors, say the words and have Ss repeat.
- Finally, tell Ss to check the "can do" statement if they can describe how clothing looks and fits. NOTE: If Ss feel they need more help, suggest they do the *Additional practice* activities.

Additional practice

For more practice, use:

Workbook	pages 53–55
Online Self-study	Lesson C

LESSON D overview

Reading: “Chatuchak Weekend Market” (a webpage)

Listening: A weekend market in London

Writing: An interesting market

Speaking: Discussion about good places to shop

1 Reading Chatuchak Weekend Market

Learning objective: Read a webpage; develop skills in identifying paragraph topics and inferring a writer’s opinion.

Presentation Plus: Reading tip

Before class, hide the text, leaving the title and pictures showing. In class, books closed. While looking at the title and pictures on the board, have Ss predict what the reading will be about. Then reveal the text and have Ss read to check their predictions.

A (Level 2, Track 100)

- Ask: *Do you go to any outdoor or weekend markets? Where? Do you like them? Why or why not?* Explain that Ss will read a webpage about a famous weekend market in Bangkok, Thailand.
- Pre-teach unfamiliar vocabulary.

Vocabulary

cash money in the form of paper or coins

famous well-known

scorpion a small, insect-like creature with a curved, poisonous tail

- Go over the instructions.
- Have Ss read the webpage silently.
- **Option** If your Ss enjoy reading aloud, have them work in groups of four and take turns reading the paragraphs.

- **Tip** Explain that a *topic* is a subject that you write or talk about. In writing, each paragraph usually has a different topic. Often, the paragraph topic is expressed in a *topic sentence*, usually the first sentence of the paragraph.
- Have Ss work individually to match the topics to the paragraphs
- Go over the answers with the class.

B

- Go over the instructions. Do the first item together (*generally = usually*).
- Have Ss read the webpage again, then match the words to the definitions.
- Go over the answers with the class.

C

- Go over the instructions.
- Have Ss work individually to check the tips the writer would agree with.
- Go over the answers with the class.

D

- Go over the instructions and model the activity. Say: *I’d like the great bargains, but I wouldn’t like all the crowds. What about you?* (or give another example that is true for you).
- Have Ss work in pairs to discuss the market.
- Call on Ss to share their partner’s opinions about the market.

2 Listening Portobello Road Market

Learning objective: Develop skills in listening for specific information.

A 🎧 (Level 2, Track 101)

- Set the scene. Draw Ss' attention to the picture. Explain that Ss will hear two friends talking about a popular market in London.
- Go over the instructions.
- Pre-teach any unfamiliar vocabulary.

Vocabulary

croissant a crescent-shaped roll, originally from France
a full English breakfast eggs, bacon or ham, toast, and possibly baked beans

- Play the audio. Have Ss listen and write down the answers to the questions.
- **Option** Play the audio again if needed.
- Have Ss compare answers with a partner.
- Go over the answers with the class.

B 🎧 (Level 2, Track 101)

- Go over the instructions.
- Play the audio again. Have Ss listen and circle the things you can buy at the market on Saturday.
- Have Ss compare answers with a partner.
- **Option** Play the audio again. Have Ss listen and check their answers.
- Go over the answers with the class.

3 Writing An interesting market

Learning objective: Describe a market.

A

- Go over the instructions. Read the five questions. Have Ss work individually to think of answers. Set a time limit of five minutes.
- **Option** Have Ss free-write answers in a journal.

Presentation Plus: Analyzing the model page xxvii

After doing Part A, follow the steps for *Analyzing the model* to prepare Ss for the writing activity.

B

- Go over the instructions.
- Draw Ss' attention to the model paragraph. Ask a S to read it aloud. Call on individual Ss to identify the answers to the five questions from Part A.
- Have Ss write the text in class or for homework

C

- Go over the instructions.
- Have Ss work in pairs to read their paragraph aloud and compare the markets they wrote about.
- Call on Ss to share the names and locations of the markets they wrote about, and to share one similarity and one difference they found.
- **Option** If two Ss wrote about the same market, have them compare it to Portobello Road or Chatuchak.
- **Option** Before collecting the assignment, have Ss proofread for errors with target vocabulary, comparative adjectives, and *enough* and *too*.

4 Speaking A good place to shop

Learning objective: Discuss good places to shop.

- Direct Ss' attention to the "can do" statement at the bottom of the page. (When they finish the speaking activity, they will hopefully be able to check the box.)

A

- Go over the instructions. Direct Ss' attention to the chart. Have Ss add two more things to buy.
- Have Ss work individually to complete the chart.

B

- Go over the instructions. Have a S read the example.
- Have Ss work in groups to discuss their shopping habits. Encourage them to ask questions to get more information and to make comparisons between different places they discuss.
- Finally, tell Ss to check the "can do" statement if they feel they can discuss good places to shop. NOTE: If Ss feel they need more help, suggest they do the *Additional practice* activities.

Additional practice

For more practice, use:

Workbook	page 56
Online Self-study	Lesson D

Wrap-up

1 Quick pair review

Lesson A **Test your partner!**

Say an adjective. Can your partner say its opposite? Take turns. You have one minute.

A: Small.

B: Big.

Lesson B **Do you remember?**

Complete the conversation with the correct word. You have two minutes.

A How much is this TV?

B \$50

A Will you ¹ *take* it for \$30?

B You can ² *have* it for \$45.

A How ³ *about* \$35?

B I'll ⁴ *give* it to you for \$40.

A OK.

Lesson C **Brainstorm!**

Make a list of adjectives to describe clothing. Take turns. You and your partner have two minutes.

Lesson D **Find out!**

What are two things both you and your partner buy at a market? Take turns. You and your partner have two minutes.

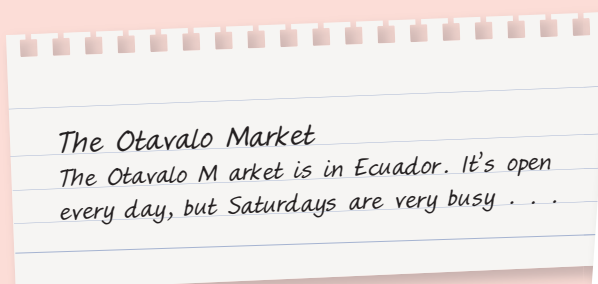
A: I buy music at a market. Do you?

B: No, I don't. I buy music online.

2 In the real world

What outdoor markets are famous? Go online and find information in English about an outdoor market. Then write about it.

- What's the name of the market?
- When is it open?
- Where is it?
- What do they sell at the market?



1 Quick pair review

Learning objectives: Review opposite adjectives, expressions for bargaining, and vocabulary for describing clothing; review places to shop; review *too* and *enough*.

Lesson A Test your partner!

- Go over the instructions.
- Have two Ss read the example.
- Have Ss work in pairs to state adjectives from the unit and their opposites. Set a time limit of one minute.
- **Option** To review comparatives, have Ss take turns stating an adjective and its comparative form (A: *Small*. B: *Smaller*).

Lesson B Do you remember?

- Go over the instructions.
- Have Ss work in pairs to complete the sentences. Set a time limit of two minutes.
- Go over the answers with the class.
- Have Ss practice the conversation in pairs.

Lesson C Brainstorm!

- Go over the instructions.
- Have Ss work in pairs to brainstorm adjectives to describe clothing. Set a time limit of two minutes.
- Elicit the words and write them on the board.

Presentation Plus: List that page xxix

After brainstorming, follow the steps for *List that* to review adjectives to describe clothing.

Extra activity: Game

Bring in pictures from fashion magazines or clothing catalogs. Have Ss work in pairs or groups to write down as many adjectives paired with clothing items as they can about each picture. Set a time limit of two minutes for each picture. Award a prize to the group with the most phrases.

Lesson D Find out!

- Go over the instructions and have two Ss read the dialogue.
- **Option** Encourage Ss to use *too* and *enough* when they respond. Model the activity. Say: *I buy music online. There aren't enough choices at the market.*
- Have Ss work in pairs to ask and answer questions and find two things they both buy in a market. Set a time limit of two minutes.
- Call on pairs to share the items they both buy.

2 In the real world

Learning objective: Research a famous outdoor market and write about it.

- Go over the instructions, the research questions, and the example.
- Have Ss do research online as an out-of-class assignment. Remind Ss to write down the information they find. (This could be done in their prewriting journal, if they are keeping one.)
- When Ss return to class, have them work in pairs or small groups to read what they wrote. Have groups decide if they would like to visit that market.

Extra activity: Extension

For more writing practice, have Ss visit a market nearby and write a one-paragraph description of it. Have Ss post their descriptions or distribute them to the class to discuss.

8 Fun in the city

At a glance: Unit overview	Speaking outcomes
LESSON A It's extremely cold. Ss learn vocabulary to discuss places to see. They use <i>should</i> and <i>can</i> .	Ss can . . . say what people should do in a city.
LESSON B I'd recommend going . . . Ss ask for and give recommendations about visiting another city.	Ss can . . . ask for and give a recommendation.
LESSON C The best and the worst Ss learn adjectives to describe cities. They use superlative adjectives.	Ss can . . . make comparisons about their city.
LESSON D The best place to go Ss read a message board comparing two cities; they write and respond to message board topics about suggested places to visit.	Ss can . . . discuss aspects of a city.

Warm-up

Learning objective: Preview the topic and talk about city life.

Presentation Plus: Tip

Before class, make a textbox to cover the word *Fun* and another to cover the word *city* in the unit title. In class, books closed. Zoom in on the photos one at a time, and have Ss predict what they think the unit will be about based on the photos. Then have Ss guess the missing words in the title of the unit (based on the topics that came up while discussing the photos). Minimize the textboxes to reveal the actual unit title. Discuss as appropriate.

A

- To introduce the topic of things to do in the city, direct Ss' attention to the pictures. Explain that the pictures show different things to do in a city.
- Go over the instructions.
- Have Ss work in pairs or groups to describe the activities in each picture.
- Elicit the answers from the class.
- Option** Do the activity as a class.

Possible answers

- looking at art in an art gallery / museum
- driving through traffic in a city
- riding the subway
- hanging out at a café
- watching entertainment / a street festival
- dancing in a club

B

- Read the questions. Have Ss work in pairs or groups to discuss the questions.
- Option** Do the activity as a class.
- Call on Ss to share an example of something they like about city life and something they don't like.
- Tell Ss that they will learn how to talk about having fun in the city in this unit. Point out the Unit 8 lesson overviews. Go over what Ss will learn in each lesson.

LESSON A overview

Vocabulary: Places to see

Grammar: *Should* for recommendations; *can* for possibility

Speaking: Discussion about things to do in one day

1 Vocabulary Places to see

Learning objective: Use common nouns for places to see in a city.

A (Level 2, Track 102)

- Direct Ss' attention to the title. Explain that *You shouldn't miss it!* is used when a speaker wants to strongly recommend that someone try something or go somewhere.
- Direct Ss' attention to the words in the box and the pictures. Explain that the pictures show attractions (places to visit) in cities.
- Go over the instructions. Do the first item as a whole class. Point to the first picture. Ask: *What type of attraction is this? (A square.)*
- Have Ss work individually or in pairs to match the words and pictures.
- **Option** Have Ss check answers with a partner.
- Play the audio. Have Ss listen and check their answers.
- Play the audio again. Have Ss listen and repeat the words to practice pronunciation.

B

- Go over the instructions and read the example. Give another example with information about your own city.
- Have Ss work in pairs to discuss attractions where they currently live, using the words in Part A. Explain that if some of these attractions are not in their city, or if they're not sure, they can use a negative statement (*There isn't a palace here. / I don't think there's a palace here.*).
- **Option** Have Ss describe these places in their hometown, rather than the city in which they currently live.
- Elicit an example of each type of attraction in the city where they are living now.

Presentation Plus: Label that picture page xxix

After doing Part B, follow the steps for *Label that picture* to review vocabulary for places to see.

2 Language in context Attractions in the city

Learning objective: See use of *should* and *can* in context.

A (Level 2, Track 103)

- Direct Ss' attention to the pictures to set the scene. Explain that they will read and listen to guidebook entries for three cities.
- Explain the meaning of *teahouse* (*a teahouse is similar to an American café, but centered around tea rather than coffee; people gather at tea houses to socialize, and enjoy tea*), *treasure* (*a treasure is something of value, usually hidden away*), and *mummy* (*a mummy is a dead body covered in cloth, especially from ancient Egypt*).
- Go over the instructions.
- Play the audio. Have Ss answer the question as they listen and read silently.
- Go over the answers with the class.

Answers


Guayaquil and Seoul are good cities for shopping.

B

- Read the question. Have Ss work in pairs to discuss which city they would like to visit.
- Call on Ss to say which city their partner wants to visit and why.

3 Grammar *Should; can*

Learning objective: Practice *should* for recommendations and *can* for possibility.

 (Level 2, Track 104)

Should for recommendations

- Direct Ss' attention to the left side of the box. Read the questions and have a S read the answers.
- Ask: *What main verbs do you see in these sentences? (Go, visit, miss.)* Explain that *should* is a special type of verb called a modal. We use a modal with a main verb.
- Explain that we do not use third-person singular -s on modals or main verbs. The main verb is in the base form.
- Focus on form in questions with *should*. Write on the board:
 - 1 *Wh-* word + *should* + subject + main verb
 - 2 *Should* + subject + main verb
- In both types of questions, the subject comes between *should* and the main verb. In short answers to *yes / no* questions, the main verb is not repeated.
- Point out the negative contracted form *shouldn't*.
- Focus on the use of *should*. Explain that we use *should* to express advice or recommendations.


Can for possibility

- Direct Ss' attention to the right side of the box. Read the questions and have a S read the answers.
- Ask: *What are the main verbs in these sentences? (Do, enjoy, see, take.)* Explain that *can*, like *should*, is a modal verb.
- Focus on form in questions with *can*. Write on the board:
 - 1 *Wh-* word + *can* + subject + main verb
 - 2 *Can* + subject + main verb
- In both types of questions, the subject comes between *can* and the main verb. In short answers to *yes / no* questions, the main verb is not repeated.
- Point out the negative contracted form *can't*.
- Focus on the use of *can*. Explain that we use *can* to express things that are possible or not possible.
- Refer to the guidebook entries in Exercise 2. Have Ss circle the modals *should* and *can* and underline the main verbs.
- Check comprehension. Ask: *Where can you walk around outside? (Guayaquil, Seoul.) What shouldn't you miss in Seoul? (Insadong.) What can't you see in one day? (The Egyptian Museum.)*
- Play the grammar box audio. Have Ss listen and repeat to practice pronunciation.


- Go over the instructions for the grammar practice activity. Do the first sentence as a class (*Should*). Have Ss work individually to complete the sentences.
- Go over the answers with the class.
- Have Ss practice the conversation in pairs.

4 Listening My city

Learning objective: Develop skills in listening for details.

A  (Level 2, Track 105)

- Set the scene. Tell Ss they are going to hear three people describe their cities.
- Go over the instructions. Explain that Ss should write numbers in the boxes. The lines are for Part B.
- Play the audio. Have Ss listen and number the pictures in the order they are described.
- Have Ss compare answers with a partner.
- Go over the answers with the class.

B  (Level 2, Track 105)

- Go over the instructions.
- Play the audio again. Have Ss listen and write the two things people say visitors should do in each city.
- Go over the answers with the class.

5 Speaking Only one day

Learning objective: Discuss what people should do in a city.

- Direct Ss' attention to the "can do" statement at the bottom of the page. (When they finish the speaking activity, they will hopefully be able to check the box.)

A

- Go over the instructions and read the example.
- Have Ss work in pairs to discuss places to visit. Go around the room and offer help as needed.

B

- Have Ss join another pair and compare their answers.
- Finally, tell Ss to check the "can do" statement if they can say what people should do in a city. NOTE: If Ss feel they need more help, suggest they do the *Additional practice* activities.

Additional practice

For more practice, use:

Workbook	pages 57–59
Online Self-study	Lesson A

LESSON B overview

Interactions: Asking for and giving a recommendation

Listening: At a tourist information desk

Speaking: Role play at a tourist information desk

1 Interactions

Recommendations

Learning objective: Ask for and give a recommendation.

A

- Direct Ss' attention to the pictures to set the scene.
Ask: *What is the woman reading about? (Brazil.) What do you see in the picture on the right? (Musicians in a club.)*
- Have Ss work in pairs or groups to look at the pictures and discuss the question.
- **Option** Do the activity as a class.

B (Level 2, Track 106)

- Go over the instructions.
- Play the audio. Have Ss answer the question as they listen and read silently.
- Have Ss compare answers with a partner.
- Go over the answer with the class.

Answer

The woman is going to travel to Brazil soon.

- Have Ss practice the conversation in pairs, then change roles and practice again.

Presentation Plus: Language switch page xxix

Instead of doing Part C with books open, follow the steps for *Language switch* Option 1, to practice saying the expressions. Hide *What would you recommend doing there?* and *I'd recommend going* in Part B.

C (Level 2, Track 107)

- Point out the target expressions in the conversation (*What would you recommend doing there? / I'd recommend going . . .*). Explain that there are other ways to ask for and give recommendations.

- Go over the expressions in the box. Point out that the verbs *recommend* and *suggest* are usually followed by a gerund (-ing word) (incorrect: *What would you recommend to do there? / I'd suggest to go . . .*).
- Play the audio. Have Ss listen and read silently.
- **Option** Play the audio and have Ss listen and repeat.
- Model the activity with a S. Take the part of Lucy and show Ss how to substitute the expressions for asking for and giving a recommendation.
- Have Ss practice the substitution conversation in pairs.
- Go around the room and give help as needed.

D

- Go over the instructions.
- Have Ss work individually to put the words in the correct order.
- Have Ss compare answers with a partner.
- Go over the answers with the class.
- Have Ss work in pairs to practice reading the sentences and questions out loud.

Extra activity: Game

Make sets of cards with scrambled sentences to distribute to groups. Write the sentences from Exercise D on index cards; put one word on each card. Write the number of each sentence on the back of the cards. Divide the class into four or five groups (depending on how many card sets you made) and give them the cards with scrambled sentences. Have Ss work in groups to race to put the cards in the correct order. Alternatively, write new sentences for the cards, using the expressions for asking for and giving recommendations.

2 Listening One day in Taipei

Learning objective: Develop skills in listening for specific information and expressions.

A (Level 2, Track 108)

- Set the scene. Explain that two people are talking to someone at a tourist information desk.
- Go over the instructions. Explain that for each item, Ss should check the box with the recommendation they hear.
- Play the audio. Have Ss listen and check the recommendations.
- **Option** Play the audio again if needed.
- Have Ss compare answers with a partner.
- Go over the answers with the class.

B (Level 2, Track 108)

- Go over the instructions.
- Play the audio again. Have Ss listen and circle the recommendations that Carrie and David follow.
- Have Ss compare answers with a partner.
- **Option** Play the audio again. Have Ss listen and check their answers.
- Go over the answers with the class.

3 Speaking Role play

Learning objective: Ask for and give a recommendation.

Presentation Plus: Tip

Before class, highlight *What would you suggest doing here?* and *I think you should definitely visit* in the model conversation. Create two text boxes with language from Exercise 1, Part C. Draw a line connecting each text box to the corresponding line in the model conversation. Have Ss use this as guidance for speaking.

- Direct Ss' attention to the "can do" statement at the bottom of the page. (When they finish the speaking activity, they will hopefully be able to check the box.)
- Direct Ss' attention to the pictures to set the scene. Explain that this is a page from a tourist brochure about London.
- Put Ss in pairs, and assign one S to be Student A and one to be Student B.
- Go over the instructions and the descriptions of roles A and B. Have two Ss read the dialogue.
- Have Ss work in pairs to role-play the situation. Encourage them to use three different expressions for asking for and giving recommendations.
- Have Ss change roles.
- Go around the room and take notes on any errors you hear in expressions for recommendations, paying particular attention to errors with word order and with the use of *recommend* and *suggest* (incorrect: *I suggest to go / I suggest go*).
- Write the errors you heard on the board and encourage Ss to correct them.
- Finally, tell Ss to check the "can do" statement if they can ask for and give a recommendation. NOTE: If Ss feel they need more help, suggest they do the *Additional practice* activities.

Extra activity: Realia

Bring in brochures, leaflets, or other information from a tourist information desk in the city or cities where your Ss live. Have Ss work in pairs to role-play conversations similar to those in Part C, using local attractions.

Additional practice

For more practice, use:

Workbook	page 60
Online Self-study	Lesson B

LESSON C overview

Vocabulary: Adjectives to describe cities

Grammar: Superlative adjectives

Pronunciation: Word stress

Speaking: Comparison of places in a town or a city

1 Vocabulary Adjectives to describe cities

Learning objective: Use vocabulary for describing cities.

A (Level 2, Track 109)

- Direct Ss' attention to the pictures. Explain that the pictures show different qualities of cities. Ask: *Which of these pictures show positive qualities? (Picture 3.)* Ask: *Which show negative qualities? (Pictures 2, 4, 5.)*
- Go over the instructions. Do the first item together as a class (*d. modern*).
- Have Ss work individually to match the words and the pictures.
- **Option** Have Ss check answers with a partner.
- Play the audio. Have Ss listen and check their answers.
- Play the audio again. Have Ss listen and repeat the words to practice pronunciation.

B (Level 2, Track 110)

- Go over the instructions and the example.
- Have Ss work individually to write the opposites.
- Play the audio again. Have Ss listen and check their answers.
- Go over the answers with the class.

C

- Go over the instructions and the examples.
- Have the Ss discuss where they live and encourage them to use the words from Parts A and B.
- Elicit ideas from the class

Presentation Plus: Show the word! page xxxi

After doing Part C, follow the steps for *Show the word!*

Option 2, to practice vocabulary for adjectives to describe cities.

Extra activity: Extension

Have Ss work in pairs or groups to discuss different neighborhoods or areas of the city in which they live. Encourage Ss to use all the words in Part A and Part B.

2 Conversation Life in Sydney

Learning objective: Practice a conversation to see adjectives to describe cities and superlative adjectives in context.

A (Level 2, Track 111)

- Direct Ss' attention to the picture to set the scene. Ask: *What is the building behind the man and woman? (The famous opera house in Sydney, Australia.)*
- Go over the instructions.
- Play the audio. Have Ss listen and read silently. If helpful, play the audio line by line and have Ss repeat.
- Have Ss practice the conversation in pairs.
- **Option** Call on two pairs to act it out for the class.

B (Level 2, Track 112)

- Go over the instructions. Explain that Ss are going to hear Peter and Akemi talking in a café later.
- Play the audio. Have Ss listen for the answers to the questions: "How does Akemi describe the café?" "How does Peter describe the food?"
- Go over the answers with the class

Answers


Akemi describes the café as loud but beautiful. Peter describes the food as great and traditional (traditional Greek food).

Presentation Plus: Restoring text page xxx

After doing Part B, follow the steps for Restoring text to review language.

3 Grammar Superlative adjectives

Learning objective: Practice superlative adjectives.

 (Level 2, Track 113)

- Books closed. Write on the board: *Canberra: 345,000 people. Armidale: 25,000 people.*
- Ask: *Which city in Australia is bigger? (Canberra is bigger than Armidale.)* Write on the board: *Sydney: 4.2 million people.* Ask: *Which city in Australia is the biggest? (Sydney.)* Write on the board: *Sydney is the biggest city in Australia.* Underline *biggest*.
- Focus on form. Write on the board:
 - 1 Adjective with one syllable: *the + adjective + -est*
 - 2 Adjective with two or more syllables: *the most + adjective*
- Books open. Direct Ss' attention to the left side of the grammar box.
 - 1 Write on the board: *clean, stressful, exciting.* Elicit the superlatives (*the cleanest, the most stressful, the most exciting*).
 - 2 Write on the board: *big, biggest.* Circle *i* and *g* in *big*. Explain that for adjectives ending with a vowel + consonant, we double the consonant and add *-est*.
 - 3 Ask: *Which superlatives do not fit the two spelling rules on the board? (The best, the worst.)* Point out that, as with comparatives, *good* and *bad* are irregular adjectives. Write on the board: *good / better / the best; bad / worse / the worst.*
- Direct Ss' attention to the right side of the box.
 - 1 Have one S read the adjectives and another read the superlatives.
 - 2 Direct Ss' attention to *ugly*. Ask: *How is this adjective different from the others? (It ends with -y.)* Ask: *How many syllables are in ugly? (Two.)* Write on the board: two-syllable adjectives ending in *-y*: *the + adjective + -iest* (remove the *-y*)
- **Tip** Encourage Ss to take notes. Point out that anything on the board should be in their notes.
- Focus on use. Explain that when we compare three or more things, we use the superlative to show the most of something.
- Refer to the conversation in Exercise 2. Have Ss underline the superlatives.
- Check comprehension. Ask: *What does Akemi think about Sydney? (It's one of the most beautiful and most exciting cities.)* *What does Peter think about restaurants in Sydney? (They are the best in the country.)*
- Play the grammar box audio. Have Ss listen and repeat to practice pronunciation.

A


- Go over the instructions for the grammar practice activity. Have Ss work individually to complete the sentences.
- Have Ss compare answers with a partner.
- Go over the answers as a class.

B


- Go over the instructions.
- Have Ss ask and answer the questions in pairs.

4 Pronunciation Word Stress

Learning objective: Focus on word stress with city names.

A  (Level 2, Track 114)

- Play the audio. Have Ss listen, paying particular attention to word stress.
- Play the audio again. Have Ss listen and repeat.
- Point out that for cities, we can listen for and memorize patterns of which syllable to stress.
- **Tip** Encourage Ss to keep a log of stress patterns.

B  (Level 2, Track 115)

- Go over the instructions. Explain that Ss will listen for cities with the same stress patterns as the cities in Part A.
- Play the audio. Have Ss listen and write the cities.
- Have Ss work in pairs to practice saying the words.

5 Speaking What's the ... ?

Learning objective: Make comparisons about their city.

- Direct Ss' attention to the "can do" statement at the bottom of the page. (When they finish the speaking activity, they will hopefully be able to check the box.)
- Go over the instructions. Read the dialogue with a S.
- Have Ss work in pairs to ask and answer questions about their town or city using the words in the box. Go around the room and give help as needed.
- Finally, tell Ss to check the "can do" statement if they can make comparisons about their city. NOTE: If Ss feel they need more help, suggest they do the *Additional practice* activities.

Additional practice

For more practice, use:

Workbook	pages 61–63
Online Self-study	Lesson C

LESSON D overview

Reading: “Austin or San Antonio?” (a message board)

Writing: A message board

Speaking: Discussion about aspects of a city

1 Reading Austin or San Antonio?

Learning objective: Read a message board; develop skills in scanning for specific information.

A 🎧 (Level 2, Track 116)

- Direct Ss’ attention to the message board to set the scene. Explain that some people like to use message boards to get or to give travel recommendations. Point out that the first item (or post) introduces a topic, and the rest of the items are responses.
- Explain that Ss will read a message board with questions and answers comparing two cities in Texas: Austin and San Antonio.
- Pre-teach unfamiliar vocabulary.

Vocabulary

appreciated When we appreciate something, we are grateful or thankful for it.

capital where the state or federal government is located

definitely without any doubt

by the way used when you say something that doesn’t relate to what is being talked about

Tex-Mex food food that combines traditions from Mexico and the state of Texas in the United States

- Go over the instructions.
- Have Ss read the message board silently and answer the question.
- **Option** If your Ss enjoy reading aloud, have them take turns reading the messages as a class.

Answer

Richard answers Miguel’s question about safety.

B

- Go over the instructions. Do the first item together (*Richard lives in Houston.*).
- Have Ss read the message board again and check the boxes.
- Go over the answers with the class.
- **Tip** Encourage Ss to reread a text quickly with keywords from a question in mind. This skill is called *scanning for information*.

Presentation Plus: Tip

After going over the answers, zoom in on the reading text and have volunteers come to the board to highlight the place in the text that gives each answer. You may opt to do the first one for the students as a model. To do this, highlight (in Richard’s post in the reading) *I live in Houston*. Explain this is the answer to the question “Who lives in Houston?” from Part B. Have volunteers follow this model for the remaining questions.

C

- Read the questions. Elicit examples of other ways (besides message boards) to get advice or recommendations (*talk to a friend, look for articles or links on the Internet, read a book or magazine about the topic*).
- Have Ss work in pairs to discuss the questions.
- Call on Ss to share what their partner does to get advice or a recommendation.

Cultural note

The state of Texas shares a border with Mexico. Combinations of Texan and Mexican culture are called *Tex-Mex*. Tex-Mex style can be found in food, language (dialect), literature, and music.

2 Writing A message board

Learning objective: Write and respond to a message board topic.

A

- Go over the instructions and the topics.
- Direct Ss' attention to the model student message board. Ask a S to read it aloud. Ask: *What sentence uses a modal to give advice? (You should go to Mickey's.) Ask: What superlatives do you see? (The best food; the most popular restaurant.)*
- Explain that Ss are going to write a similar question on a topic that interests them. They will also respond to other people's topics with opinions.
- Have Ss work individually to choose a topic and write a question. Encourage them to start with *Can you suggest . . . or Can you recommend . . . ?*

B

- Go over the instructions. Encourage Ss to use *should*, *can* and superlatives in their responses.
- Have Ss work in groups of at least four people. Have Ss continue passing the questions until Ss have their original question back.

C

- Go over the instructions.
- Call on Ss to share the best recommendation they received.

3 Speaking The best of the city

Learning objective: Discuss aspects of a city.

A

- Direct Ss' attention to the "can do" statement at the bottom of the page. (When they finish the speaking activity, they will hopefully be able to check the box.)
- Go over the instructions. Have two Ss read the dialogue. Point out that they should write ideas about the city in which they are living right now (not their hometown).
- Have Ss work in pairs to complete the chart.

B

- Go over the instructions.
- Have each pair join another pair to compare the ideas from their charts.
- **Option** Encourage groups to compare their charts and then come up with one chart of five things and reasons they can all agree on.
- **Tip** Consensus-building activities encourage Ss to voice their opinion and to give reasons to support their opinion.

Presentation Plus: List that page xxix

Instead of doing Part C, follow the steps for *List that* to review the best things about your city or town.

C

- Go over the instructions.
- Have groups write their ideas on the board, or on large pieces of paper that they post around the room. Alternatively, have groups read their ideas and ask the rest of the class to write what they hear.
- Have the class read all the ideas and ask: *Which is the most popular thing to do in this city?*
- Finally, tell Ss to check the "can do" statement if they can discuss aspects of a city. NOTE: If Ss feel they need more help, suggest they do the *Additional practice* activities.

Additional practice

For more practice, use:

Workbook	page 64
Online Self-study	Lesson D

Wrap-up

1 Quick pair review

Lesson A **Brainstorm!**

Make a list of fun places to see in a city. How many do you know? You have one minute.

Lesson B **Do you remember?**

Check (✓) the questions you can ask when you want a recommendation. You have one minute.

- What would you recommend doing there?
- Which place is more expensive?
- When are you going to China?
- What would you suggest doing there?
- What are you going to do in Brazil?
- What do you think I should do there?

Lesson C **Test your partner!**

Say an adjective to describe a city. Can your partner say the superlative? Take turns. You have one minute.

A: Modern.

B: The most modern.

Lesson D **Guess!**

Describe a city, but don't say its name. Can your partner guess what it is? Take turns. You and your partner have two minutes.

A: It's an old city in Europe. It's beautiful. It has a lot of squares and fountains.

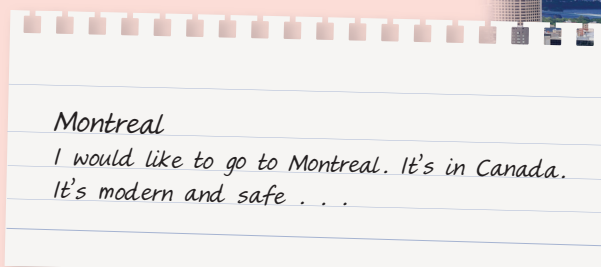
B: Is it Florence?

A: Yes, it is.

2 In the real world

What city would you like to visit? Go to a travel website and find information about the city in English. Then write about it.

- What country is it in?
- What's it like?
- What is there to do in the city?
- What's it famous for?



Montreal
I would like to go to Montreal. It's in Canada.
It's modern and safe . . .



1 Quick pair review

Learning objectives: Review vocabulary for places to visit and describing cities; review expressions for asking for recommendations; review adjectives and superlatives.

Lesson A Brainstorm!

- Go over the instructions.
- Have Ss work in pairs to brainstorm places to visit. Set a time limit of one minute.
- Elicit the words and write them on the board.

Presentation Plus: Guided brainstorming page xxviii

After brainstorming, follow the steps for *Guided brainstorming* to review places to visit.

Lesson B Do you remember?

- Go over the instructions.
- Have Ss work in pairs to check the questions. Set a time limit of one minute.
- Go over the answers with the class.
- **Option** Have Ss work in pairs to write down four expressions you can use to give recommendations. Set a time limit of one minute. Elicit the expressions and write them on the board. Have Ss check the answers on page 78 and make any corrections to word order or word form.

Lesson C Test your partner!

- Go over the instructions. Read the example with a S, taking the role of A.
- Have Ss work in pairs to state adjectives and superlatives. Set a time limit of one minute.
- **Option** Give pairs some pictures of cities to look at, from magazines or print-outs from the Internet, to help prompt descriptive adjectives they learned in the unit.

Lesson D Guess!

- Go over the instructions. Have two Ss read the dialogue.
- **Option** Encourage Ss to use descriptive adjectives and superlatives when they give clues to the city.
- Have Ss work in pairs to take turns describing and guessing. Set a time limit of two minutes for each partner.

2 In the real world

Learning objective: Research a city, use a travel website, and write about it.

- Go over the instructions, the research questions, and the example.
- Have Ss do research online as an out-of-class assignment. Remind Ss to write down the information they find. (This could be done in their prewriting journal, if they are keeping one).
- When Ss return to class, have them work in pairs or small groups to read what they wrote. Have groups decide if they would like to visit each city described.
- **Option** If you are collecting the writing assignment, have Ss proofread for errors with *should*, *can*, descriptive adjectives, and superlatives (as well as other errors) before they hand it in.

9 People

At a glance: Unit overview	Speaking outcomes
<p>LESSON A Where was he born?</p> <p>Ss learn vocabulary to discuss careers. They use <i>was</i> and <i>were born</i>, and past of <i>be</i>.</p>	<p>Ss can . . .</p> <p>ask and talk about people from the past.</p>
<p>LESSON B I'm not sure, but I think . . .</p> <p>Ss express certainty and uncertainty about information.</p>	<p>Ss can . . .</p> <p>express certainty and uncertainty.</p>
<p>LESSON C People I admire</p> <p>Ss learn adjectives to describe personality. They use the simple past and <i>ago</i>.</p>	<p>Ss can . . .</p> <p>describe people they admire.</p>
<p>LESSON D Making a difference</p> <p>Ss read a biography of a different kind of banker; they write a biography of a famous person who made a difference.</p>	<p>Ss can . . .</p> <p>describe people who made a difference.</p>

Warm-up

Learning objective: Preview the topic and talk about famous people and their accomplishments.

Presentation Plus: Tip

Before class, hide the pictures of the famous people on the left and zoom in on the pictures on the right. Point to the pictures and ask for examples of famous people for each category (e.g., elicit awards and then ask: *Can you give me some examples of people who won an award?*)

A

- Direct Ss' attention to the pictures. Explain that the pictures show famous people and things that show what they are famous for.

- Go over the instructions.
- Have Ss work in pairs or groups to match the people and the things.
- Have Ss check their answers on page 94.
- **Option** Do the activity as a class.

B

- Read the questions. Have Ss work in pairs or groups to discuss the questions.
- **Option** Do the activity as a class.
- Call on Ss to share the people they would like to meet and why.
- Tell Ss that they will learn how to talk about people in this unit. Point out the Unit 9 lesson overviews. Go over what Ss will learn in each lesson.

LESSON A overview

Vocabulary: Careers

Grammar: *Was / Were* born; past of *be*

Speaking: Guessing game about famous people

1 Vocabulary Careers

Learning objective: Use career vocabulary.

A 🎧 (Level 2, Track 118)

- Direct Ss' attention to the words and the pictures. Explain that the pictures show different careers.
- Go over the instructions. Do the first item as a whole class. Point to the first picture. Ask: *What is this person? (A director.)*
- Have Ss work individually or in pairs to match the words and pictures. Go around the room and give help as needed.
- **Option** Have Ss check answers with a partner.
- Play the audio. Have Ss listen and check their answers.
- Play the audio again. Have Ss repeat the words to practice pronunciation.

B

- Go over the instructions and read the example. Give another example of a famous person in one of the careers listed in Part A (or use someone pictured in the Warm-up on page 85). Point out that the famous people can be from any country, and the person can be living today or from the past.
- Have Ss work in pairs to discuss examples of famous people in different careers, using the words in Part A. Encourage Ss to give more information about the person if their partner does not know of this person.
- Call on pairs to share their examples of famous people.

Presentation Plus: Swipe and guess page xxxi

After doing Part B, follow the steps for *Swipe and guess* to review vocabulary for careers.

2 Language in context Famous firsts

Learning objective: See use of career vocabulary, *was / were* born, and *past of be* in context.

A 🎧 (Level 2, Track 119)

- Direct Ss' attention to the pictures to set the scene. Explain that Ss will read and listen to descriptions of people who are famous for being the first to do something.
- Go over the instructions.
- Play the audio. Have Ss answer the question as they listen and read silently.
- Go over the answer with the class.

Answer


Neil Armstrong landing on the moon happened first.

B

- Read the question. Have Ss work in pairs to discuss which famous people from Part A they would like to meet.
- Call on Ss to say the person their partner wants to meet and why.

3 Grammar *Was / Were born*; past of *be*

Learning objective: Practice the past tense with *be*.

 (Level 2, Track 120)

Was / Were born

- Direct Ss' attention to the left side of the box. Read the questions and have a S read the answers. Focus on form with statements. Write on the board:
 - 1 *I / he / she / it + was + born*
 - 2 *You / we / they + were + born*
- Explain that *born* is a past participle.
- Focus on form with questions. Write on the board:
 - 1 Information questions: question word + *was / were* + subject + *born*
 - 2 *Yes / no* questions: *Was / Were* + subject + *born*
- Focus on form with negatives. Write on the board:
 - 1 *He / she / it + wasn't / was not + born*
 - 2 *You / we / they + weren't / were not + born*
- Point out the contractions.
- Focus on the use of *was / were born*. Explain that *be + born* is passive; we use this structure for this topic because people cannot give birth to themselves (incorrect: *Emilio Palma borned in Antarctica.*).

Past of *be*

- Direct Ss' attention to the right side of the box. Read the questions and have a S read the answers.
- Focus on form with statements. Write on the board: *I / he / she / it + was; you / we / they + were*
- Focus on form with questions. Write on the board:
 - 1 Information questions: question word + *was / were* + subject
 - 2 *Yes / no* questions: *was / were* + subject
- Focus on form with negatives. Write on the board: subject + *wasn't / was not; weren't / were not*
- Focus on use. Explain that we use the past of *be* for actions that were completed in the past or for states of being in the past (such as where people lived, or what their jobs were).
- Refer to the descriptions of people in Exercise 2. Have Ss circle examples of *was / were born* and underline other examples of *was / were*.
- Check comprehension Ask: *Who was born in 1978? (Emilio Palma.) When was Neil Armstrong on the moon? (1969.) How long was he on the moon? (Two and a half hours.) Who were the first sisters to win Wimbledon? (Venus and Serena Williams.)*
- Play the grammar box audio. Have Ss listen and repeat to practice pronunciation.

A

- Go over the instructions. Do the first sentence as a class (*Coco Chanel was . . .*).
- Have Ss work individually to complete the sentences.
- Have Ss compare answers with a partner.
- Go over the answers with the class.

B

- Go over the instructions and the example.
- Have Ss work individually to correct the sentences.
- Have Ss compare answers with a partner.
- Go over the answers with the class.

4 Speaking Famous people

Learning objective: Ask and talk about people from the past.

- Direct Ss' attention to the "can do" statement at the bottom of the page. (When they finish the speaking activity, they will hopefully be able to check the box.)
- Go over the instructions. Have three Ss read the dialogue.
- Have Ss work individually to think of a famous person from the past and write down three facts about that person (such as where they were from, or what their job was). Set a time limit of three minutes.
- Have Ss work in groups to ask and answer questions about the person. Encourage Ss to give only one or two facts to begin with and to share more if people need more information to guess.
- Go around the room and take notes on the correct use of *was / were born* and the past.
- Point out examples you heard used correctly.
- Finally, tell Ss to check the "can do" statement if they can ask and talk about people from the past. NOTE: If Ss feel they need more help, suggest they do the *Additional practice* activities.

Extra activity: Extension

For additional speaking practice, have Ss work in groups to plan a dinner party with famous people from the past. Have them agree on three famous guests to invite. Then have groups present their guest list to the class and give their reasons for inviting each guest. Encourage the class to ask questions with *was / were* to get more information about the guests.

Additional practice

For more practice, use:

Workbook	pages 65–67
Online Self-study	Lesson A

LESSON B overview

Interactions: Expressing certainty and uncertainty

Listening: Friends playing a board game

Speaking: Group quiz about famous people

1 Interactions Certainty and uncertainty

Learning objective: Express certainty and uncertainty.

A

- Direct Ss' attention to the pictures to set the scene. Read the questions.
- Have Ss work in pairs or groups to look at the pictures and discuss the questions.
- Elicit answers to the questions.

Answers

The people are studying outside; they are preparing for a test.

- **Option** Do the activity as a class.

B (Level 2, Track 121)

- Go over the instructions and the question.
- Play the audio. Have Ss answer the question as they listen and read silently.
- Have Ss compare answers with a partner.
- Go over the answer with the class.

Answer

Mike knows the answer to the first question.

- If helpful, play the audio line by line and have Ss listen and repeat.
- Have Ss practice the conversation in pairs, then change roles and practice again.

Presentation Plus: Disappearing dialogue page xxvii

After Ss have answered the question "Does Mike know the answers to both questions?" follow the steps for *Disappearing dialogue* to practice the conversation.

C (Level 2, Track 122)

- Point out the target expressions in the conversation (*I'm positive; I'm not sure, but I think . . .*). Explain that all these expressions are used to say that we may or may not be sure about something. Explain that there are other ways to express certainty and uncertainty.
- Go over the expressions in the box. Point out that the expressions are all equally polite and express the same degree of certainty or uncertainty.
- Play the audio. Have Ss listen and read silently.
- **Option** Play the audio. Have Ss listen and repeat.
- Model the activity with a S. Take the part of Mike and substitute *I'm certain* for *I'm positive*. Elicit another way to express uncertainty for the second part of the conversation.
- Have Ss practice the substitution conversation in pairs.
- Go around the room and give help as needed.

D

- Go over the instructions. Have two Ss read the dialogue.
- Have Ss work individually to circle the answers. Remind Ss not to check their answers on page 94 yet.
- Have Ss work in pairs to compare their answers and express how certain or uncertain they are about their answers. Encourage them to use different expressions from Part C.
- Have Ss check their answers on page 94.

Extra activity: Game

Make a simple board game with additional questions about famous people from the past. Alternatively, if you know a lot about your Ss, write questions about people in the class (using *was / were born* and the past of *be*). Write at least ten questions in boxes that travel on a path from start to finish. Copy the game board and distribute a copy to groups or pairs of Ss. Keep the answer key for yourself. Have Ss use game pieces or coins as markers and take turns answering the questions, using expressions for certainty or uncertainty. Read the answer after Ss discuss each question. If Ss guessed correctly, they can advance their game marker to the next question box on the board. The first S in each group to advance to the end of the path wins the game.

2 Listening Sorry, that's not right.

Learning objective: Develop skills in predicting and listening for specific information.

A

- Go over the instructions.
- Have Ss work individually to write their guesses.

Presentation Plus: Tip

After doing Part A, elicit multiple answers from volunteers. Write answers on board and then play the audio. Have Ss check their guesses.

B (Level 2, Track 123)

- Set the scene. Four friends are playing a board game about famous people and events. The questions in Part A are part of this game.
- Go over the instructions.
- Play the audio. Have Ss listen and write the players' guesses.
- **Option** Play the audio again if needed.
- Have Ss compare answers with a partner.
- Go over the answers with the class.

C (Level 2, Track 123)

- Go over the instructions.
- Play the audio again. Have Ss listen and check the players' guesses that are correct.
- **Option** Play the audio again. Have Ss listen and check their answers.
- Go over the answers with the class.

3 Speaking Do you know?

Learning objective: Express certainty and uncertainty.

- Direct Ss' attention to the "can do" statement at the bottom of the page. (When they finish the speaking activity, they will hopefully be able to check the box.)

A

- Direct Ss' attention to the pictures and captions to set the scene. Explain that a *category* is a larger topic that includes smaller, specific examples. Elicit other examples of categories related to the ones in Part A (*politicians, scientists*).
- Go over the instructions.
- Have Ss work in pairs to add another category to the chart, then write two questions for each category. Encourage them to write questions about very famous people. Remind them to use the past tense with *be* and *was born*.

B

- Have pairs join another pair to form groups of four. Have the pairs take turns asking the other pair their questions. Remind Ss to use different expressions for expressing certainty and uncertainty.
- Finally, tell Ss to check the "can do" statement if they can express certainty and uncertainty. NOTE: If Ss feel they need more help, suggest they do the *Additional practice* activities.

Additional practice

For more practice, use:

Workbook	page 68
Online Self-study	Lesson B

LESSON C overview

Vocabulary: Personality adjectives

Grammar: Simple past; *ago*

Pronunciation: Simple past *-ed* endings

Speaking: Descriptions of admirable people

1 Vocabulary Personality adjectives

Learning objective: Use vocabulary for describing personality.

A 🎧 (Level 2, Track 124)

- Direct Ss' attention to the pictures. Set the scene. Explain that the pictures show three famous people. Many people admire their accomplishments and their personalities. Elicit or explain the meaning of *admire* (to respect or approve of someone or something).
- Go over the instructions and the example.
- Have Ss work individually to read the texts, then match the words and the definitions.
- Play the audio. Have Ss listen and check their answers.
- Play the audio again. Have Ss listen and repeat the boldfaced words to practice pronunciation.

B

- Go over the instructions.
- Have Ss work in pairs to brainstorm additional personality adjectives. Encourage Ss to think of people they admire and about why they like those people.
- Elicit additional personality adjectives from the class or have pairs write their adjectives on the board. Encourage students to think of adjectives that are similar to (or synonyms of) the boldfaced words in Part A (for example, *kind* is similar to *caring*; *dedicated* is similar to *determined*).
- **Tip** To help build vocabulary, encourage Ss to think of related words and synonyms when you present new vocabulary items.

Extra activity: Extension

For more practice with the target vocabulary, have Ss work in pairs or groups to discuss other famous people whose personalities they admire. Encourage Ss to use as many of the words in Part A as they can.

2 Conversation I really admire him.

Learning objective: Practice a conversation about someone famous; see personality adjectives and simple past / *ago* in context.

Presentation Plus: Which word? page xxxi

Before doing Part A, follow the steps for *Which word?* to practice vocabulary for personality adjectives. Hide *scientist / brave, inspiring / honest, and passionate / caring*.

A 🎧 (Level 2, Track 125)

- Direct Ss' attention to the picture to set the scene. Ask: *Who is this man on the book cover? (Jacques Cousteau – an underwater explorer.)*
- Play the audio. Have Ss listen and read silently. If helpful, play the audio line by line and have Ss repeat.
- Have Ss practice the conversation in pairs.
- **Option** Call on two pairs to act it out for the class.

B 🎧 (Level 2, Track 126)


- Go over the instructions. Explain that Ss are going to hear the rest of Emma and Paul's conversation.
- Play the audio. Have Ss listen for the answer to the question: "When did Jacques Cousteau die?"
- Go over the answer with the class.

Answer

Jacques Cousteau died in 1997.

3 Grammar Simple past; ago

Learning objective: Practice the simple past with regular and irregular verbs; practice time expressions with ago.

 (Level 2, Track 127)

Simple past

- Direct Ss' attention to the left side of the grammar box. Read the three questions.
- Focus on form in questions in the past tense. Elicit and write on the board:
 - 1 Information questions: *Wh-* question + *did* + subject + verb
 - 2 *Yes / no* questions: *did* + subject + verb
- Focus on form in negative statements in the past. Write on the board: subject + *did not / didn't* + verb
- Point out that we can give short answers to questions (*Yes, I did. No, I didn't.*).
- Direct Ss' attention to the left and the right side of the box. Ask: *Which verbs are regular? (Finish / finished, research / researched, die / died.) Which verbs are irregular? (Write / wrote, do / did, make / made, see / saw.)*
- Ask: *How is the simple past of regular verbs formed? (By adding -ed to the verb.)* Remind Ss that irregular verb forms have other spelling changes. Refer Ss to the list of irregular verbs on page 153.
- Focus on the use of simple past tense. Explain that we use the simple past to talk about completed events in the past. They may be completed at one specific moment or over a period of time.

Period of time + ago

- Point out the time expressions on the right side of the box. Explain that these are all periods of time, not specific times or dates. Explain that we use *ago* to refer to a period of time in the past in relation to the present moment.
- Refer to the conversation in Exercise 2. Have Ss underline all the past tense verbs and circle the time expression with *ago*.
- Check comprehension:
 - 1 Elicit examples of regular and irregular past tense verbs from the conversation and write them on the board. Point out *study / studied*. Explain that for verbs ending in *-y*, we remove the *-y* and add *-ied*.
 - 2 Ask: *When did Emma finish her report? (She finished it two days ago.) What did Cousteau write about? (He wrote about the oceans.)*
- Play the grammar box audio. Have Ss listen and repeat to practice pronunciation.

A

- Go over the instructions for the grammar practice activity. Do the first sentence as a class (*did, decide*).
- Have Ss work individually to complete the sentences.

B

- Go over the instructions. Model the activity. Ask: *When did Serena Williams have a baby? (In 2017.)*
- Have Ss ask and answer the questions in pairs.
- Go over the answers with the class.

Answers

When did she start a foundation? She started a foundation . . . years ago.


When did she write a book? She wrote a book . . . years ago.

When did she dance in a video? She danced in a video . . . years ago.

When did she have a baby? She had a baby . . . years ago.

4 Pronunciation Simple past -ed endings

Learning objective: Focus on simple past -ed endings.

 (Level 2, Track 128)

- Explain that the *-ed* ending in the simple past has three different sounds.
- Play the audio. Have Ss listen, paying particular attention to the *-ed* endings.
- Play the audio again. Have Ss listen and repeat.
- Have Ss work in pairs to practice saying the verbs.

5 Speaking What did they do?

Learning objective: Describe people they admire.

- Direct Ss' attention to the "can do" statement at the bottom of the page. (When they finish the speaking activity, they will hopefully be able to check the box.)
- Encourage Ss to choose one adjective and to give a specific example, using the simple past.
- Have Ss work in groups to describe a person. Go around the room and give help as needed.
- Finally, tell Ss to check the "can do" statement if they can describe people they admire. NOTE: If Ss feel they need more help, suggest they do the *Additional practice* activities.

Additional practice

For more practice, use:

Workbook pages 69–71

Online Self-study Lesson C

LESSON D overview

Reading: “A Different Kind of Banker” (a biography)

Writing: A biography

Listening: People who made a difference

Speaking: Description of a person who made a difference

1 Reading A Different Kind of Banker

Learning objective: Read a biography; develop skills in recognizing a sequence of events and defining words from context.

A (Level 2, Track 129)

- Write on the board: *Making a difference*. Explain that this expression means “making a positive change or affecting the world in a positive way.” Elicit examples of famous people who have made a difference in the world because of their work.
- Direct Ss’ attention to the magazine article. Elicit a definition of *biography* (a story about someone’s life). Explain that Ss will read the biography of a person who made a difference.
- Pre-teach unfamiliar vocabulary.

Vocabulary

economist someone who studies economics

economics the study of the way in which business and money are organized

at that point then

absolutely totally

- Go over the instructions.
- Have Ss read the biography silently and answer the question.
- **Option** If your Ss enjoy reading aloud, have them work in pairs and take turns reading the paragraphs out loud.
- Go over the answer with the class.

B

- Go over the instructions. Do the first item together (*1 = He was born in 1940.*).
- Have Ss read the article again, paying attention to events and dates.
- Have Ss work individually to number the events.

- Go over the answers with the class.
- **Tip** Show Ss who tend to be visual learners how they can take notes on a sequence of events in the form of a time line. Whenever possible, provide visual learners opportunities to use graphs, charts, or diagrams to help see the relationships between events or ideas.

C

- Go over the instructions. Explain that when we see a new word, we can try to define it from *context* – from our general understanding of the reading, or from information that appears near the word.
- Have Ss work individually to check the correct meanings of the words.
- Have Ss compare answers with a partner.
- Go over the answers with the class.
- **Option** For more vocabulary practice, have Ss work individually or in pairs to use each of the four words from Part C in sentences of their own. Have Ss write their sentences on the board.

Presentation Plus: Search and highlight page xxxi

After doing Part C, follow the steps for *Search and highlight*. Have Ss highlight the following categories: past of *be*, simple past, and careers.

Extra activity: Extension

For more practice with the simple past tense, have Ss underline all the past-tense verbs in the reading and add them to their lists of regular and irregular verbs. Alternatively, have Ss write two to four *yes / no* and *Wh-* questions about the article, using the simple past tense.

Cultural note

The Nobel Prizes were started by a Swedish chemist named Alfred Nobel in 1901. There are five Nobel Prize categories: physics, chemistry, medicine, literature, and peace. The prizes are awarded almost every year by a Scandinavian committee. All Nobel prizes are given in Sweden except for the Nobel Peace Prize, which is given in Norway.

D

- Have Ss work in pairs to describe Dr. Yunus.

2 Writing A biography

Learning objective: Write a biography about a famous person.

A

- Go over the instructions and the questions.
- Have Ss work in pairs to discuss famous people, using the questions to get ideas.
- **Option** Have Ss look through the unit and their notes and write a list of famous people who made a difference, or brainstorm a list of people. Set a time limit of three minutes.
- Go around the room and give help as needed.

Presentation Plus: Analyzing the model page xxvii
After doing Part A, follow the steps for *Analyzing the model* to prepare Ss for the writing activity.

B

- Go over the instructions.
- Direct Ss' attention to the model. Ask a S to read it aloud. Read the questions from part A and have Ss find the answers in the model. Elicit the answers.
- Have Ss review their notes from Part A and choose a person to write about. Encourage Ss to choose a person they do not need to research.
- Have Ss write the text, in class or for homework.

C

- Go over the instructions.
- Have Ss work in groups to read their paragraph aloud and discuss which person made the biggest difference.
- Call on Ss in each group to share the person who made the biggest difference and why.
- **Option** Before collecting the assignment, have Ss proofread for errors with target vocabulary, the simple past, and time expressions with *ago*.

3 Listening Life lessons

Learning objective: Develop skills in listening for specific information.

A (Level 2, Track 130)

- Set the scene. Explain that Ss will hear three people talking about people who made a difference in their lives.

- Go over the instructions. Point out that Ss should only focus on the columns under “Qualities” the first time they listen.
- Play the audio. Have Ss listen and check the qualities they hear.
- **Option** Play the audio again if needed.
- Have Ss compare answers with a partner.
- Go over the answers with the class.

B (Level 2, Track 130)

- Go over the instructions. Point out that Ss should only focus on the right-hand column.
- Play the audio again. Have Ss work individually to circle the life lessons they hear.
- **Option** Play the audio again. Ss check their answers.
- Have Ss compare answers with a partner.
- Go over the answers with the class.

4 Speaking In my life

Learning objective: Describe people who made a difference.

- Direct Ss' attention to the “can do” statement at the bottom of the page. (When they finish the speaking activity, they will hopefully be able to check the box.)
- Go over the instructions and the questions. Have two Ss read the dialogue.
- Have two different Ss model the activity using their own information. Encourage them to add more reasons or to give a specific example.
- Have Ss work in groups to talk about a person who made a difference in their life. Encourage Ss to ask questions, using the simple past.
- Finally, tell Ss to check the “can do” statement if they can describe people who made a difference. NOTE: If Ss feel they need more help, suggest they do the *Additional practice* activities.

Additional practice

For more practice, use:

Workbook	page 72
Online Self-study	Lesson D

Wrap-up

1 Quick pair review

Lesson A **Brainstorm!**

Make a list of careers. How many do you know? You have two minutes.

Lesson B **Guess!**

Say the name of a famous person. Does your partner know where he or she was born? Take turns. You have two minutes.

A: Albert Einstein.

B: Oprah Winfrey.

B: He was born in Germany.

A: I'm not sure, but I think she was born in Mississippi.

A: Are you sure?

B: I'm positive.

Lesson C **Test your partner!**

Say six verbs. Can your partner write the simple past form of the verbs correctly? Check his or her answers. Take turns. You and your partner have two minutes.

1 _____ 3 _____ 5 _____

2 _____ 4 _____ 6 _____

Lesson D **Find out!**

Who are two people both you and your partner think made a difference in the world? What qualities do they have? Take turns. You and your partner have two minutes.

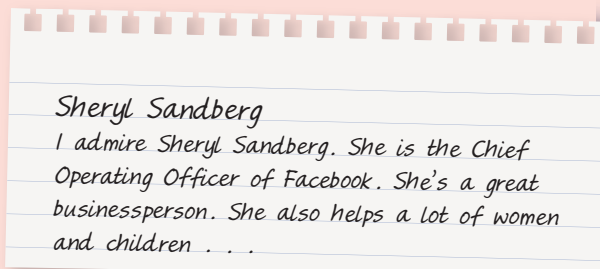
A: I think Nelson Mandela made a difference.

B: Me, too. He was determined and inspiring.

A: Yes, he was.

2 In the real world

Who do you admire? Go online and find five things that he or she did that you think are interesting. Then write about this person.



Answers to Warm-up, Part A (page 85)
1. e 2. f 3. b 4. c 5. d 6. a
Answers to Interactions, Part D (page 88)
1. U.S. 2. 18th 3. Santos 4. Argentina 5. Rio

1 Quick pair review

Learning objectives: Review vocabulary for careers, was / were born and expressions for certainty and uncertainty, simple past tense, and personality adjectives.

Lesson A Brainstorm!

- Go over the instructions.
- Have Ss work in pairs to brainstorm careers. Set a time limit of two minutes.
- Elicit the words and write them on the board.
- Add career words from Lesson A that Ss did not mention.

Presentation Plus: List that page xxix

After brainstorming, follow the steps for *List that* to review vocabulary for careers.

Lesson B Guess!

- Go over the instructions. Have two Ss read the dialogue. Point out that they are reviewing two things in this section: *was / were born* and expressions for certainty / uncertainty. Elicit examples of each from the dialogue.
- Have Ss work in pairs to ask and answer questions about famous people and where they were born. Set a time limit of two minutes total.
- **Option** Bring in pictures of famous people and distribute them to groups. This will allow them to spend less time thinking of famous people and more time practicing the target language.

Lesson C Test your partner!

- Go over the instructions. Model with a S. Say a verb and elicit the past tense of the verb.
- Have Ss work in pairs to say six verbs and write the simple past forms. Set a time limit of two minutes for each partner's turn.

- **Option** Give Ss one minute to prepare for the activity. Encourage them to look through the unit or the notes and find six verbs to state. Encourage them to use both regular and irregular verbs.

Lesson D Find out!

- Go over the instructions and have two Ss read the dialogue.
- Have Ss work in pairs to discuss people they think made a difference, and their qualities. Encourage them to find two they agree on.
- Call on Ss to share the two people they discussed.

2 In the real world

Learning objective: Research a famous person and write about him or her.

- Go over the instructions and the example.
- Have Ss do research online as an out-of-class assignment. Remind Ss to write down the information in their own words. (This could be done in their prewriting journal, if they are keeping one.)
- When Ss return to class, have them work in pairs or small groups to read what they wrote. Have pairs or groups decide if they admire this person, too.
- **Option** If you are collecting the writing assignment, have Ss proofread for errors with *was / were born*, past of *be*, career nouns, personality adjectives, simple past regular and irregular verbs, and time expressions with *ago* (as well as other errors) before they hand it in.
- **Tip** To encourage self-correction, periodically have Ss write their own list of grammar points and other issues to proofread their writing for, or common errors to check for. Write their checklist on the board.

10 In a restaurant

At a glance: Unit overview	Speaking outcomes
LESSON A The ice cream is fantastic! Ss learn vocabulary for menu items. They use articles.	Ss can . . . talk about menus and eating out.
LESSON B I'll have the fish, please. Ss learn expressions for ordering food and checking information.	Ss can . . . order food in a restaurant.
LESSON C Have you ever . . . ? Ss learn vocabulary for interesting food. They use the present perfect to describe past and current experiences.	Ss can . . . ask about and describe food experiences.
LESSON D Restaurant experiences Ss read a webpage with reviews of three restaurants; they write a restaurant review.	Ss can . . . describe restaurant experiences.

Warm-up

Learning objective: Preview the topic and talk about menu items.

A

- To introduce the topic of eating in restaurants, direct Ss' attention to the pictures. Explain that the pictures show different types of restaurants.
- Read the question.
- Have Ss work in pairs or groups to discuss the kind of food each place might serve.
- Elicit the answers from the class.
- **Option** Do the activity as a class.

Possible answers

- 1 sandwiches
- 2 hamburgers, breakfast and lunch dishes
- 3 expensive food
- 4 noodles, vegetables
- 5 fish, seafood
- 6 fast food (Food that can be cooked and served very quickly by a restaurant; it is usually inexpensive.)

B

- Go over the instructions. Have Ss choose three places they would like to try.
- Have Ss work in pairs or groups and discuss the reasons for their choices.
- **Option** Do the activity as a class.
- Call on Ss to share the top restaurants they would like to try and their reasons.
- Tell Ss that they will learn how to talk about food and restaurants in this unit. Point out the Unit 10 lesson overviews. Go over what Ss will learn in each lesson.

Presentation Plus: Tip

Before class, create a text box with the following questions: 1. *Which place do you think has the best food? Why?* 2. *Which places are the most fun / cheapest / have loud music? Why?* Minimize text box. In class, after doing Part B, open the text box and have pairs talk about their answers to get students thinking and talking more in English about these places / themes.

LESSON A overview

Vocabulary: Menu items

Grammar: Articles

Pronunciation: *The* before vowel and consonant sounds

Speaking: Discussion about eating out

1 Vocabulary Menu items

Learning objective: Use vocabulary for menu items.

A (Level 2, Track 131)

- Direct Ss' attention to the words in the box and the menu. Explain that the words in the box show categories of menu items. The words and pictures on the menu show specific examples from each category.
- Go over the instructions.
- Have Ss work individually or in pairs to label the menu.
- **Option** Have Ss check answers with a partner.
- Play the audio. Have Ss listen and check their answers.
- Play the audio again. Have Ss listen and repeat the words to practice pronunciation.

B

- Go over the instructions and read the example. Give an example of another side dish.
- Have Ss work in pairs to discuss examples of menu items for each category in Part A.
- Call on pairs to share their additional examples for each category.

Presentation Plus: Choose ABC page xxvii

After doing Part B, follow the steps for *Choose ABC* to practice menu items.

Cultural note

The typical sequence of a meal in North America is:

1. Appetizer (and / or soup or salad): food served in small portions before the main dish;
2. Main dish (also called the *main course*, or *entrée*): the largest part of the meal that usually includes a meat dish served with side dishes;
3. Dessert: the final course of a meal that is usually a sweet food item, such as cake, pie, or ice cream.

2 Language in context

Any recommendations?

Learning objective: See use of menu vocabulary and articles in context.

A (Level 2, Track 132)

- Direct Ss' attention to the text to set the scene. Explain that Ss will read and listen to an online chat about food recommendations.
- Go over the instructions.
- Play the audio. Have Ss answer the question as they listen and read silently.
- Go over the answer with the class.

Answer

Junko recommends the ice cream.

B


- Read the questions. Have Ss work in pairs or groups to discuss how or where they get restaurant recommendations.
- **Option** Do the activity as a class.
- Call on Ss to share their answers to the questions.

Extra activity: Extension

If you have a course management tool with a chat room function, or if your Ss have access to a chat room that you can manage, have them chat in the same way that Jeff does in *Language in context*. Have Ss post a topic asking for restaurant recommendations in the area and have Ss respond to each other's posts, using the categories and some of the menu item words from Part A.

3 Grammar Articles

Learning objective: Practice the articles *a, an, the, and some*.


 (Level 2, Track 133)

- Books closed. Write on the board: *Get a / an / some / the appetizer*. Underline *a / an / some / the*. Explain that these are called *articles*; articles are used before nouns.
- Explain the difference in meaning between *a / an* and *the*. Write on the board: *Let's get an appetizer. Let's get some appetizers. The appetizers at Cleo's Diner are great*. Explain that in the first two examples, *an appetizer* and *some appetizers* refer to appetizers in general (any appetizer; not one in particular). In the third example, *the appetizers* refers to specific appetizers (the appetizers at this particular restaurant), not appetizers in general.
- Focus on form. Write on the board:
 - 1 *A / an* + nonspecific singular count noun
 - 2 *Some* + nonspecific plural count and noncount noun
 - 3 *The* + specific count and noncount nouns
- Books open. Direct Ss' attention to the left side of the box.
 - 1 Read the rules. Have Ss read the examples.
 - 2 Elicit the difference between *a* and *an*. Ask: *Why do we use a before dessert and an before appetizer? (We use a before words that begin with a consonant. We use an before words that begin with vowels or vowel sounds, such as an hour.)*
 - 3 Direct Ss' attention to the last two examples on the left. Ask: *Which noun is noncount? (Garlic bread.) Which is count? (French fries.)* Point out that *some* can be used with both types of nouns.
- Direct Ss' attention to the right side of the box.
 - 1 Read the rules and have a S read the examples.
 - 2 Point out that in the first two sentences, it is understood that the crab cakes and the ice cream are the ones served at this particular restaurant.
 - 3 Point out that in the second two sentences, the first mention of the nouns is nonspecific. The second mention is specific because the speaker and the listener understand that they are now talking about a particular steak and fries.
- Refer to the online chat in Exercise 2. Have Ss circle the articles *a, an, the, some*. Elicit the examples. Ask why each article is used.
- Check comprehension. Ask: *Where can you get an excellent appetizer? (Cleo's Diner.) What did tony12 eat at Cleo's? (A steak and some French fries.) According to Junko, what is a fantastic dessert at Cleo's? (The ice cream.)*
- Play the grammar box audio. Have Ss listen and repeat to practice pronunciation.

- Go over the instructions for the grammar practice activity. Do the first item as a class (*an appetizer*). Have Ss work individually to circle the correct words.
- Go over the answers with the class.
- Have Ss work in pairs to practice the dialogue.

4 Pronunciation The before vowel and consonant sounds

Learning objective: Focus on the before vowel and consonant sounds.

A  (Level 2, Track 134)

- Read the words and have Ss watch how the position of your mouth changes. Exaggerate the difference.
- Play the audio. Have Ss listen, paying particular attention to the pronunciation of *the*.
- Play the audio again. Have Ss listen and repeat.

B

- Go over the instructions. Have Ss work in pairs to practice the conversation in Exercise 3, paying attention to the pronunciation of *the*.

5 Speaking What to order?

Learning objective: Talk about menus and eating out.

- Direct Ss' attention to the "can do" statement at the bottom of the page. (When they finish the speaking activity, they will hopefully be able to check the box.)

A

- Go over the instructions. Have two Ss read the dialogue.
- Have Ss work in pairs to discuss what they order.

B

- Go over the instructions and read the example.
- Have Ss work in pairs to discuss menu items.
- Finally, tell Ss to check the "can do" statement if they can talk about menus and eating out. NOTE: If Ss feel they need more help, suggest they do the *Additional practice* activities.

Extra activity: Realia

Download menus in English from restaurant websites. Distribute the menus to Ss.

Additional practice

For more practice, use:

Workbook	pages 73–75
Online Self-study	Lesson A

LESSON B overview

Interactions: Ordering food and checking information

Listening: Customers ordering food

Speaking: Role play of a restaurant situation

1 Interactions At a restaurant

Learning objective: Ordering food; checking information.

A

- Direct Ss' attention to the pictures to set the scene. Ask: *What is this woman doing? (Reading a menu, ordering in a restaurant.)*
- Read the questions. Have Ss work in pairs or groups to discuss the questions.
- Elicit answers to the questions.
- **Option** Do the activity as a class.

B (Level 2, Track 135)

- Play the audio. Have Ss answer the question as they listen and read silently.
- Go over the answer with the class.

Answers

Maria orders the fish, some rice, and a small salad.

- If helpful, play the audio line by line and have Ss listen and repeat.
- Have Ss practice the conversation in pairs, then change roles and practice again.

Presentation Plus: Restoring text page xxx

After doing Part B, follow the steps for *Restoring text* to review language.

C (Level 2, Track 136)


- Point out the target expressions in the conversation (*I'll have . . . please.*; *Let me check that.*) Explain that the first expression is used to order food and the second expression is to check information; it can be used in other situations, too. Explain that there are other ways to order food and to check information.
- Go over the expressions in the box. Point out that the expressions are all equally polite. Explain that the expressions on the right can be used in other situations; elicit examples (*checking information you get over the phone, such as addresses or phone numbers; checking directions to a place*).
- Play the audio. Have Ss listen and read silently.
- **Option** Play the audio. Have Ss listen and repeat.
- Model the activity with a S. Take the part of Maria and substitute *I'd like . . . please.* for *I'll have . . . please.*
- Have Ss practice the substitution conversation in pairs.
- Go around the room and give help as needed.

D


- Go over the instructions. Model the activity with a S, taking the role of the waiter. Ask: *Are you ready to order?* Have the S use one of the pictures of food to answer. (If the S does not know the name of the dish, the S can point to the picture and say: *I'll have this dish, please.*)
- Have Ss work in pairs to take turns ordering food and checking information, using the pictures for ideas. Have Ss change roles for the second picture.
- Go around the room and give help as needed.

2 Listening Food orders

Learning objective: Develop skills in listening for specific information.

A  (Level 2, Track 137)

- Set the scene. Explain that Ss are going to hear two people ordering food in a restaurant.
- Go over the instructions.
- Play the audio. Have Ss listen and write down the number of people who order dessert.
- **Option** Play the audio again if needed.
- Go over the answer with the class.

B  (Level 2, Track 137)

- Direct Ss' attention to the two lists. Explain that these are pages from a waiter's notepad. The waiter wrote down the customers' orders, but some information is not correct.
- Go over the instructions.
- Play the audio again. Have Ss listen and correct the wrong information.
- **Option** Play the audio again. Ss check their answers.
- Have Ss compare answers with a partner.
- Go over the answers with the class.

3 Speaking Role play

Learning objective: Order food in a restaurant.

Presentation Plus: Tip

Before beginning the speaking activity, zoom in on the menu on the board. Have pairs look at it and add things to each category. Elicit ideas from volunteers and add them to the menu. Then have Ss do a role play using the expanded menu.

- Direct Ss' attention to the "can do" statement at the bottom of the page. (When they finish the speaking activity, they will hopefully be able to check the box.)
- Direct Ss' attention to the notepad and the menu to set the scene. Explain that Ss will role-play a situation in a restaurant.
- Put Ss in pairs, and assign one S to be Student A and one S to be Student B.
- Go over the instructions and the descriptions of roles for A and B. Have two Ss read the dialogue, with Student B continuing the conversation.
- Have Ss work in pairs to role-play the situation.
- Go around the room and take notes on errors you hear in the expressions for ordering and for checking information. Pay particular attention to word order, and pronunciation errors with *the* before vowels or consonants.
- Write the errors you heard on the board. Encourage Ss to correct them.
- Finally, tell Ss to check the "can do" statement if they can order food in a restaurant. NOTE: If Ss feel they need more help, suggest they do the *Additional practice* activities.

Additional practice

For more practice, use:

Workbook	page 76
Online Self-study	Lesson B

LESSON C overview

Vocabulary: Interesting food

Grammar: Present perfect for experience

Speaking: Discussion about food experiences

1 Vocabulary Interesting food

Learning objective: Use vocabulary for interesting food.

A 🎧 (Level 2, Track 138)

- Direct Ss' attention to the pictures. Explain that the pictures show examples of interesting food items. Direct Ss' attention to the chart and read the headings. Explain that these are categories of food.
- Go over the instructions. Do the first item together as a class. Ask: *What is an example of a dairy food? (Frozen yogurt.)*
- Have Ss work individually to complete the chart.
- **Option** Have Ss check answers with a partner.
- Play the audio. Have Ss listen and check their answers.
- Play the audio again. Have Ss listen and repeat the words to practice pronunciation.

B

- Go over the instructions. Read the example and add an example of your own.
- Have Ss work in pairs to discuss the food in Part A.

Presentation Plus: Label that picture page xxix

After doing Part B, follow the steps for *Label that picture* to review vocabulary for interesting food.

Extra activity: Game

For more practice with the food vocabulary and categories, write the names of the food items from Lessons A and C on index cards and distribute them to groups. Have Ss work in groups to organize the foods in the correct categories (dairy, seafood, fruit / vegetables, drinks) as quickly as possible. Award an edible prize to the first group to finish categorizing their food items correctly.

2 Conversation Dinner plans

Learning objective: Practice a conversation about a restaurant, see interesting food vocabulary and the present perfect for experience in context.

A 🎧 (Level 2, Track 139)

- Direct Ss' attention to the picture to set the scene. Ask: *Where are these people talking? (In an office.) What do you think they are discussing? (What to eat. / Where to go out for dinner. / Dinner plans.)*
- Play the audio. Have Ss listen and read silently. If helpful, play the audio line by line and have Ss repeat.
- Have Ss work in pairs to practice the conversation.
- **Option** Call on two pairs to act it out for the class.

B 🎧 (Level 2, Track 140)

- Go over the instructions. Explain that Ss are going to hear a phone message from Peter to Ellen the next day.
- Play the audio. Have Ss listen for the answer to the question.
- Go over the answers with the class

Answers

Peter liked the oysters, the steak, and the avocado ice cream.

Presentation Plus: Disappearing dialogue page xxvii


After doing Part B, follow the steps for *Disappearing dialogue* to practice the conversation.

Extra activity: Extension

For more speaking practice, have Ss work in pairs or groups to discuss other interesting or unusual foods they know of. Have them add the foods to these categories. Alternatively, change the categories to courses in a meal or to different ethnic foods and have Ss place the new interesting foods in those categories.

3 Grammar Present perfect for experience

Learning objective: Practice the present perfect for experience.

 (Level 2, Track 141)

- Direct Ss' attention to the left side of the grammar box. Have Ss read the examples. Explain that these statements and questions use a verb tense called the *present perfect*.
- Focus on use: Explain that we use the present perfect to talk about experiences we've had (or haven't had) between some point in the past and now. We are more interested in the experience than the time.
- Focus on form:
 - 1 Statements: Write on the board: *has / have* + past participle. Remind Ss to use *has* for subjects *he / she / it* (third-person singular).
 - 2 Questions: Write on the board: *has / have* + subject + (*ever*) + past participle. Point out that *ever* is optional, but is often used with the present perfect.
 - 3 Negative statements: Write on the board: *has / have* + *not* + past participle. Explain that *never* is a stronger negative word than *not*. Explain that we can use *never* in answers (*I've never eaten oysters.*) but not usually in questions.
 - 4 Point out the contractions. Explain that with short answers, we cannot use the contraction *I've*.
- Direct Ss' attention to the right side of the box. Read the verbs followed by their past participles. Refer Ss to page 153 for a longer list of past participles.
- Refer to the conversation in Exercise 2. Have Ss underline all the present-perfect verbs.
- Check comprehension. Ask: *Has Ellen ever been to World Café? (No, she hasn't.) Has Peter had oysters? (No, he's never had them.) Has Ellen eaten oysters? (Yes, she has.) Has Peter had squid? (Yes, he has.)*
- Play the grammar box audio. Have Ss listen and repeat to practice pronunciation.

A

- Go over the instructions. Do the first sentence as a class (*I've never been . . .*). Have Ss work individually to complete the conversation.
- Have Ss compare answers with a partner.
- Go over the answers with the class.
- Have Ss practice the conversation in pairs.

B

- Go over the instructions. Elicit both positive and negative examples for the first sentence (*I've been / I've never been to a Turkish restaurant.*)
- Have Ss work individually to write true sentences.
- Go around the room and offer help as needed. Remind Ss not to use specific time phrases with the present perfect (incorrect: *I've drunk soy milk last week.*).

C

- Go over the instructions. Model the activity with several Ss. Ask: *Have you ever been to a Turkish restaurant? Have you ever eaten oysters?*
- Have Ss work in pairs to ask and answer questions.
- Call on Ss to share one of their partner's food experiences.

4 Speaking Food experiences

Learning objective: Ask about and describe food experiences.

- Direct Ss' attention to the "can do" statement at the bottom of the page. (When they finish the speaking activity, they will hopefully be able to check the box.)

A

- Go over the instructions.
- Have Ss work individually to add two more experiences to the list. They can use any of the verbs already in the chart as well as the verb *be* (for example, *be / to a Thai restaurant*).
- Elicit examples of additional food experiences.

B

- Go over the instructions. Read the dialogue with a S, taking the role of A. Ask an additional question: *Would you like to try Thai food?*
- Have Ss work in pairs or groups to discuss their food experiences. Go around the room and offer help as needed. Encourage Ss to ask questions with the present perfect and with *Would you like . . . ?*
- Finally, tell Ss to check the "can do" statement if they can ask about and describe food experiences. NOTE: If Ss feel they need more help, suggest they do the *Additional practice* activities.

Additional practice

For more practice, use:

Workbook	pages 77–79
Online Self-study	Lesson C

LESSON D overview

Reading: “Restaurants with a Difference” (a webpage)

Listening: Restaurant impressions

Writing: A review

Speaking: Restaurant recommendations

1 Reading Restaurants with a Difference

Learning objective: Read a web page with restaurant descriptions; develop skills in synthesizing information and reading for specific information.

A 🎧 (Level 2, Track 142)

- Direct Ss’ attention to the web page. Have Ss look at the pictures of the restaurants. Elicit several adjectives to describe the restaurant.
- Pre-teach unfamiliar vocabulary.

Vocabulary

branch the same restaurant or business in a different location

volunteer someone who does a job for no money, usually for the good of the community

cover to take up every bit of space

blind unable to see

- Go over the instructions.
- Have Ss read the web page silently and check the correct sentence.
- Go over the answer with the class.

B

- Go over the instructions.
- Have Ss read the webpage again.
- Have Ss work individually to write *T*, *F*, or *NI*.
- Have Ss compare answers with a partner.
- Go over the answers with the class.

Presentation Plus: Tip

As you go over the answers with the class, zoom in on the text. Have volunteers come to the board to highlight the part of the text that supports their answers in Part B.

C

- Go over the questions.
- Have Ss work in pairs to discuss the questions.

Extra activity: Extension

For more discussion of the text, ask: *Do these restaurant descriptions ever include the writer’s opinion? Where? (Yes. The writer’s opinion is shown by the adjective delicious. Some of the descriptions include only positive information.)* Explain that a restaurant review usually uses many adjectives (positive or negative) to show a writer’s opinion, and may also use language such as *I recommend* or *Be sure to try* . . . For more writing practice, have Ss choose one of the reviews and add more opinion sentences by adding adjectives or other phrases.

2 Listening So, what did you think?

Learning objective: *Develop skills in inferencing and listening for opinions.*

A (Level 2, Track 143)

- Set the scene. Explain that Ss will hear three couples talking about the restaurants they read about in Exercise 1.
- Go over the instructions.
- Play the audio. Have Ss listen and number the restaurant.
- **Option** Play the audio again if needed.
- Have Ss compare answers with a partner.
- Go over the answers with the class.

B (Level 2, Track 143)

- Go over the instructions.
- Play the audio again. Have Ss work individually to check the things each couple liked.
- **Option** Play the audio again. Ss check their answers.
- Have Ss compare answers with a partner.
- Go over the answers with the class.

Extra activity: Extension

For more practice listening for opinions, play the audio again and have Ss write down any adjectives they hear that show the speakers' opinion about the restaurants.

3 Writing A review

Learning objective: *Write a restaurant review.*

A

- Go over the instructions. Read the five questions. Have Ss work individually to think of answers. Set a time limit of five minutes.
- **Option** Have Ss free-write answers in a journal.

Presentation Plus: Analyzing the model page xxvii

After doing Part A, follow the steps for *Analyzing the model* to prepare Ss for the writing activity.

B

- Go over the instructions.
- Draw Ss' attention to the model paragraph. Ask a S to read it aloud. Call on individual Ss to identify the answers to the five questions from Part A.

- Have Ss circle the adjectives and underline any phrases that give the writer's opinion.
- Have Ss write the text in class or for homework.

C

- Go over the instructions.
- Have Ss post their reviews around the room. Be sure their names are on their reviews.
- Have Ss walk around and read the reviews. Then have Ss talk to the writer of a review that interested them. Encourage Ss to ask questions to get more information.
- **Option** To make sure that every S gets to talk to someone about his or her review, write a number on each review and have Ss choose numbers from a hat. The S who chooses that number must then talk to the writer of that review.
- **Option** Before collecting the assignment, have Ss proofread for errors with target vocabulary, articles, and the simple past.

4 Speaking Restaurant recommendations

Learning objective: *Describe restaurant experiences.*

- Direct Ss' attention to the "can do" statement at the bottom of the page. (When they finish the speaking activity, they will hopefully be able to check the box.)
- Go over the instructions and have a S read the list of situations. Have two Ss read the dialogue, with Student B naming a specific restaurant. Encourage Ss to ask questions in the present perfect to get more information (*Have you ever eaten there? Have you heard the music there?*).
- Have Ss work in pairs to discuss recommendations for each situation.
- Finally, tell Ss to check the "can do" statement if they can describe restaurant experiences. NOTE: If Ss feel they need more help, suggest they do the *Additional practice* activities.

Additional practice

For more practice, use:

Workbook	page 80
Online Self-study	Lesson D

Wrap-up

1 Quick pair review

Lesson A **Brainstorm!**

Make a list of menu items. How many do you know? You have two minutes.

Lesson B **Do you remember?**

Check (✓) the things you can say to order food. You have one minute.

- | | |
|--|---|
| <input checked="" type="checkbox"/> I'll have some French fries, please. | <input checked="" type="checkbox"/> Can I have the steak, please? |
| <input type="checkbox"/> Try the cheesecake, please. | <input type="checkbox"/> Let me check that. |
| <input type="checkbox"/> What would you like? | <input checked="" type="checkbox"/> I'd like some pie, please. |

Lesson C **Find out!**

What interesting food have you and your partner both tried? Take turns.

You and your partner have two minutes.

A: I've eaten squid.

B: I haven't. I've eaten ...

Lesson D **Guess!**

Describe a restaurant in your city, but don't say its name. Can your partner guess which one it is? Take turns. You and your partner have two minutes.

A: This restaurant is on Main Street. It has good seafood, and the food is cheap. The service is fantastic.

B: Is it Big Fish?

A: Yes, it is.

2 In the real world

What would you like to order? Go online and find a menu for a restaurant in English. Then write about it.

- What is the name of the restaurant?
- What appetizers, main dish, and side dishes would you like to order?
- What drink would you like to try?
- What dessert would you like to eat?

Alphabet Café

I'd like to eat at Alphabet Café. I'd like some garlic bread and the spaghetti . . .



1 Quick pair review

Learning objectives: Review vocabulary for menu items and interesting food; review expressions ordering food; practice describing restaurant experiences and the present perfect for experience.

Lesson A Brainstorm!

- Go over the instructions.
- Have Ss work in pairs to brainstorm menu items in each category. Set a time limit of two minutes.
- Elicit the words and write them on the board.
- Add words from Lesson A and Lesson C that Ss may not have mentioned.

Presentation Plus: Guided brainstorming page xxviii
After brainstorming, follow the steps for *Guided brainstorming* to review menu items.

Lesson B Do you remember?

- Go over the instructions.
- Have Ss work in pairs to check the things they can say to order food. Set a time limit of one minute.
- Go over the answers with the class.

Lesson C Find out!

- Go over the instructions. Read the example with a S, taking the role of B and adding your own information.
- Have Ss work in pairs to discuss interesting food they have tried. Set a time limit of two minutes. Encourage Ss to find at least two interesting food items that they have both tried.
- Call on pairs to share their interesting food items with the class.

Lesson D Guess!

- Go over the instructions and have two Ss read the dialogue. Ask: *How many facts or opinions does Student A state about the restaurant? (Four.)* Encourage Ss to describe the restaurant with at least three facts or opinions.
- Have Ss work in pairs to take turns describing a restaurant and guessing its name. Set a time limit of two minutes for each person.

2 In the real world

Learning objective: Research a menu for a restaurant in English and write about what you would like to try there.

- Go over the instructions, the research questions, and the example.
- Have Ss do research online as an out-of-class assignment. Remind Ss to write down the information in their own words. (This could be done in their prewriting journal, if they are keeping one.)
- When Ss return to class, have them work in pairs or small groups to read what they wrote. Have pairs or groups decide if they like this restaurant, too.
- **Option** If you are collecting the writing assignment, have Ss proofread for errors with target vocabulary, articles, and present perfect for experience (as well as other errors) before they hand it in.

Entertainment

At a glance: Unit overview	Speaking outcomes
<p>LESSON A I'm not a fan of dramas. Ss learn vocabulary to discuss types of movies. They use <i>so</i>, <i>too</i>, <i>either</i>, and <i>neither</i>.</p>	Ss can . . . talk about their movie habits and opinions.
<p>LESSON B Any suggestions? Ss learn expressions for asking for and giving suggestions.</p>	Ss can . . . ask for and give suggestions.
<p>LESSON C All of us love music. Ss learn vocabulary for types of music. They use determiners.</p>	Ss can . . . report the results of a survey.
<p>LESSON D Musicians from around the world Ss read an online article on singing competitions; they write about a popular musician.</p>	Ss can . . . describe important singers and musicians.

Warm-up

Learning objective: *Preview the topic and talk about types of entertainment.*

A

- To introduce the topic of entertainment, direct Ss' attention to the pictures. Explain that the pictures show different types of entertainment.
- Go over the instructions.
- Have Ss work in pairs or groups to match the words and the pictures.
- Elicit the answers from the class.
- **Option** Do the activity as a class.

Presentation Plus: Make connections page xxix

After doing Part A, follow the steps for *Make connections* to activate Ss' prior knowledge, to preview content of the unit, and to review language.

B

- Go over the questions.
- Have Ss work individually to rank the types of entertainment.
- Call on Ss to share the types of entertainment they would most and least like to go to.
- Tell Ss that they will learn how to talk about entertainment in this unit. Point out the Unit 11 lesson overviews. Go over what Ss will learn in each lesson.

LESSON A overview

Vocabulary: Types of movies

Grammar: So, too, either, and neither

Speaking: Movie talk

1 Vocabulary Types of movies

Learning objective: Use vocabulary for types of movies.

A (Level 2, Track 144)

- Direct Ss' attention to the words in the box and the pictures. Explain that the pictures show types of movies.
- Go over the instructions.
- Have Ss work individually or in pairs to match the words and the pictures.
- **Option** Have Ss compare answers with a partner.
- Play the audio. Have Ss listen and check their answers.
- Play the audio again. Have Ss repeat the words to practice pronunciation.

B

- Go over the instructions and read the example. Alternatively, give examples of your favorite type of movie and your favorite movies.
- Have Ss work in pairs to discuss their favorite movie types and examples.
- Call on pairs to share their partner's favorite movie type and movies.
- **Option** Have Ss share their partner's favorite movies and have the class guess the movie type.
- **Option** Direct Ss' attention to the title for Lesson A. Write on the board: *I'm a big fan of + noun / I'm not a fan of + noun*. Elicit the definitions of these phrases (*I like something. / I dislike something.*). Call on Ss to state a movie type they like and a type they dislike, using this expression.

Presentation Plus: Show the word page xxxi

After doing Part B, follow the steps for *Show the word!* Option 2 to practice vocabulary for types of movies.

2 Language in context At the movies

Learning objective: See use of movie vocabulary and so, too, either, and neither in context.

A (Level 2, Track 145)

- Direct Ss' attention to the pictures to set the scene. Explain that they will listen to and read a conversation between two friends at the movies.
- Go over the instructions.
- Play the audio. Have Ss answer the question as they listen and read silently.
- Go over the answer with the class.

Answer

They are watching a musical.

B


- Read the questions. Have Ss work in pairs or groups to discuss their movie-watching habits and preferences.
- **Option** Do the activity as a class.
- Call on Ss to share their answers to the questions.

Cultural note

Technology is making it possible for people to create their own movies and to share them with audiences all over the world. Video clips or even full-length videos can be uploaded to video-sharing sites. Some websites, such as Vimeo and YouTube, combine video sharing with the features of a social-networking site, and viewers can leave or respond to comments for the filmmakers. Plenty of studio films still get made around the world and become blockbusters, but this type of “do it yourself” movie making, increasingly popular in North America and in other cultures, too, may continue to change people's movie-watching habits and tastes.

3 Grammar *So, too, either, and neither*

Learning objective: Practice *so, too, either, and neither*.

 (Level 2, Track 146)

- Direct Ss' attention to the left side of the grammar box.
 - 1 Read the statements and the first two responses that follow each one. Ask: *Are these statements affirmative or negative? (Affirmative.)*
 - 2 Focus on form. Explain that we use *So am I. / I am, too. / So do I. / I do too* to agree with positive statements. Ask: *What is the verb in the second statement? (Like.)* Ask: *What is the verb in the agreement responses? (Do.)* Explain that with verbs other than be, we use *do* in the response.
 - 3 Read the third response for each statement. Ask: *Do these responses show agreement or disagreement with the statements? (Disagreement.)* Point out that when we disagree with an affirmative statement, we use negatives in the response.
 - 4 Elicit additional examples. Give statements and call on Ss to agree.
- Direct Ss' attention to the right side of the box.
 - 1 Read the two main statements and the first two responses that follow each one. Ask: *Are these statements affirmative or negative? (Negative.)*
 - 2 Focus on form. Explain that we use *Neither am I. / I'm not, either. / Neither do I. / I don't, either.* to agree with negative statements.
 - 3 Read the third response for each statement. Ask: *Do these responses show agreement or disagreement? (Disagreement.)* Point out that when we disagree with a negative statement, we use affirmative responses.
 - 4 Elicit additional examples. Give negative statements and call on Ss to agree.
- Refer to the dialogue in Exercise 2. Have them underline agreement responses and circle disagreement responses.
- Check comprehension. Tell Ss to imagine they are at the movies with the two people in Language in context. Call on Ss to give their responses to each main statement; Ss can agree or disagree.
- Play the grammar box audio. Have Ss listen and repeat to practice pronunciation.

A

- Go over the instructions and the example.
- Have Ss work individually to write two responses for each statement.
- Have Ss compare answers with a partner.
- Go over the answers with the class.

B

- Go over the instructions. Read the dialogue with a S.
- Have Ss work in pairs to take turns reading the statements in A and responding with their own opinions.

4 Speaking *Movie talk*

Learning objective: Talk about your movie habits and opinions.

- Direct Ss' attention to the "can do" statement at the bottom of the page. (When they finish the speaking activity, they will hopefully be able to check the box.)

A

- Go over the instructions.
- Have Ss work individually to complete the statements with their own information.

B

- Go over the instructions. Have two Ss read the dialogue.
- Have Ss work in pairs to take turns reading and responding to their statements from Part A.
- Go around the room and take notes on errors you hear with *so, too, either, and neither*, paying particular attention to logic (agreements and disagreement should make sense) and verb choice (incorrect: *I'm a fan of dramas. So do I.*).
- Write the errors you heard on the board and encourage Ss to correct them.

C

- Read the questions. Have Ss work in groups to discuss the questions.
- Finally, tell Ss to check the "can do" statement if they can talk about their movie habits and opinions. NOTE: If Ss feel they need more help, suggest they do the *Additional practice* activities.

Extra activity: Realia

Bring in a movie guide from an online website and distribute copies to Ss in groups. Have Ss use current movie listings to discuss movies and movie types, and to choose a movie that everyone agrees they'd like to see.

Additional practice

For more practice, use:

Workbook	pages 81–83
Online Self-study	Lesson A

LESSON B overview

Interactions: Asking for and giving suggestions

Listening: Fun things to do

Speaking: Suggestions about the weekend

1 Interactions Suggestions

Learning objective: Asking for suggestions; giving suggestions.

A

- Direct Ss' attention to the pictures to set the scene.
Ask: What are these friends talking about? (Weekend plans. / Things to do.)
- Go over the instructions.
- Have Ss work in pairs or groups to discuss the questions.
- Elicit answers to the questions.
- **Option** Do the activity as a class.

B (Level 2, Track 147)

- Go over the instructions and the question.
- Play the audio. Have Ss answer the question as they listen and read silently.
- Have Ss compare answers with a partner.
- Go over the answer with the class.

Answer

They decide to go to the food festival.

- If helpful, play the audio line by line and have Ss listen and repeat.
- Have Ss practice the conversation in pairs, then change roles and practice again.

Presentation Plus: Language switch page xxix

Instead of doing Part C's substitution conversation, follow the steps for *Language switch Option 2* to practice speaking.

C (Level 2, Track 148)

- Point out the target expressions in the conversation (*Do you have any suggestions? / Let's . . .*). Explain that there are other ways to ask for and give a suggestion.
- Go over the expressions in the box. Point out that the expressions for giving suggestions must all be followed by a verb.
- Play the audio. Have Ss listen and read silently.
- **Option** Play the audio and have the Ss listen and repeat.
- Model the activity with a S. Elicit another way to ask for and give a suggestion.
- Have Ss practice the substitution conversation in pairs.
- Go around the room and give help as needed.

D

- Go over the instructions and the example. Explain that the eight sentences, when put in the correct order, make a conversation.
- Have Ss work individually to number the sentences.
- Have Ss compare their answers with a partner.
- Go over the answers with the class.
- Have Ss work in pairs to practice the conversation.

2 Listening Let's get together!

Learning objective: Develop skills in listening for specific information.

A (Level 2, Track 149)

- Set the scene. Explain that Ss are going to hear three conversations about things to do.
- Go over the instructions. Tell Ss not to worry about the place and time the first time they listen.
- Play the audio. Have Ss listen and check what the people decide to do.
- **Option** Play the audio again if needed.
- Have Ss compare answers with a partner.
- Go over the answers with the class.

B (Level 2, Track 149)

- Go over the instructions.
- Play the audio again. Have Ss listen and write down the place and time.
- **Option** Play the audio again. Have Ss listen and check their answers.
- Have Ss compare answers with a partner.
- Go over the answers with the class.

3 Speaking This weekend

Learning objective: Ask for and give suggestions.

- Direct Ss' attention to the "can do" statement at the bottom of the page. (When they finish the speaking activity, they will hopefully be able to check the box.)

A

- Go over the instructions. Explain that Ss can use real information or made up information.
- **Option** Give Ss copies of entertainment sections in your local newspaper or print out entertainment information for your region from a website.
- Have Ss work in pairs to complete the chart.

B

- Direct Ss' attention to the pictures. Ask: *What are these people doing this weekend?* Elicit answers.
- Go over the instructions. Have two Ss read the dialogue.
- Have Ss work in pairs, with a different partner, to compare their charts and make suggestions.
- Call on pairs to share the three things they decided to do together this weekend.
- Finally, tell Ss to check the "can do" statement if they can ask for and give suggestions. NOTE: If Ss feel they need more help, suggest they do the *Additional practice* activities.

Additional practice

For more practice, use:

Workbook	page 84
Online Self-study	Lesson B

LESSON C overview

Vocabulary: Types of music


Grammar: Determiners

Pronunciation: Reduction of *of*

Speaking: Class musical preferences

1 Vocabulary Types of music

Learning objective: Use vocabulary for types of music.

A  (Level 2, Track 150)

- Direct Ss' attention to the words and the pictures. Explain that the pictures show different types of music.
- Go over the instructions.
- Play the audio. Have Ss listen and number the types of music they hear.
- **Option** Have Ss check answers with a partner.
- Play the audio again. Have Ss listen and check their answers.
- Play the audio again. Have Ss listen and repeat the words to practice pronunciation.

B

- Go over the instructions. Read the example. Elicit one more example of a musician from another type of music.
- Have Ss work in pairs to discuss musicians.

Presentation Plus: Swipe and guess page xxxi


After doing Part B, follow the steps for *Swipe and guess* to review vocabulary for types of music.

Extra activity: Game


For more practice with the target vocabulary, play the audio from Exercise 1 again, this time with books closed. Have Ss work in groups to name the music type they hear for each song clip. Award groups a point if they are the first to guess the music type and say the word correctly. Alternatively, bring in your own song clips to represent these types of music.

2 Conversation A music recital

Learning objective: Practice a conversation about music students and schools; see music types vocabulary and determiners in context.

A  (Level 2, Track 151)

- Direct Ss' attention to the picture to set the scene. Ask: *What is the boy doing on the stage? (Getting ready for a musical performance.) What are the parents doing? (Watching in the audience.)* Elicit a definition of *recital* (a musical performance done by students).
- Play the audio. Have Ss listen and read silently. If helpful, play the audio line by line and have Ss repeat.
- Have Ss practice the conversation in pairs.
- **Option** Call on two pairs to act it out for the class.

B  (Level 2, Track 152)

- Go over the instructions. Explain that Ss are going to hear John and Ingrid talking after the recital.
- Play the audio. Have Ss listen for the answer to the question.
- Go over the answer with the class.

Answer


The children prefer to play hip-hop.

Extra activity: Extension

For more speaking practice, have Ss work in pairs or groups to discuss these questions: *Have you ever performed in a recital? If not, have you ever seen a recital? What was it like? What type of music was it?* Alternatively, for more writing practice, have Ss free-write on this topic if they are keeping a journal.

3 Grammar Determiners

Learning objective: Practice determiners.

 (Level 2, Track 153)

- Direct Ss' attention to the right side of the grammar box.
 - 1 Read the sentence beginning with *All of*. Explain that determiners, like articles, come before nouns. Call on Ss to read the sentence five more times, substituting each of the determiners at the beginning.
 - 2 Focus on use. These determiners come before plural nouns and answer the question *How many . . . ?* Determiners show general quantities of something, not specific numbers.
- Direct Ss' attention to the right side of the grammar box.
 - 1 Ask: *What kind of word follows these determiners? (Pronouns.) Ask: Are these pronouns singular or plural? (Plural.)* Explain that these determiners can also come before plural pronouns.
 - 2 Point out that Ss must include *of* with the plural form (incorrect: *Most the students. / Most of the student.*).
- Refer to the conversation in Exercise 2. Have Ss underline all of the determiners + nouns or pronouns.
- Check comprehension. Ask: *Do most of the students learn a musical instrument? (Yes.) Do all of the schools in the city have bands? (No.) How many schools have their own bands (A lot of them.)*
- Play the grammar box audio. Have Ss listen and repeat to practice pronunciation.

A

- Direct Ss' attention to the picture to set the scene. Explain that this is a large musical family.
- Go over the instructions. Do the first sentence as a class (*Most*).
- Have Ss work individually to complete the sentences.
- Have Ss compare answers with a partner.
- Go over the answers with the class.

B

- Go over the instructions. Model the activity with a S. Say: *A lot of my favorite songs are pop songs. What about you?*
- Have Ss work in pairs to make sentences.
- Call on Ss to share information about their partner.


Extra activity: Game

Have Ss write three statements about their musical tastes, using determiners. The statements should be similar to those in Exercise 3, Part B. Have Ss write two that are true and one that is false. Have Ss work in pairs to share their sentences and guess which of the sentences is false.

4 Pronunciation

Reduction of *of*

Learning objective: Focus on reduction of *of* before consonant sounds.

A  (Level 2, Track 154)

- Play the audio. Have Ss listen, paying particular attention to the reduction of *of*.
- Play the audio again. Have Ss listen and repeat.

Presentation Plus: Highlight and say it! page xxviii

Before class, write in answers to Exercise 3A. Instead of doing Part B, zoom in on Exercise 3A and follow the steps for *Highlight and say it!* to practice pronunciation.

B

- Go over the instructions.
- Have Ss work in pairs to practice the sentences in Exercise 3A. Go around the room and give help as needed.

4 Speaking Ask the class.

Learning objective: Report the results of a survey.

- Direct Ss' attention to the "can do" statement at the bottom of the page. (When they finish the speaking activity, they will hopefully be able to check the box.)

A

- Go over the instructions.
- Have Ss work individually to complete the question.
- Have Ss go around the room and ask their classmates the question.
- **Option** Set a time limit of five minutes and encourage them to talk to as many Ss as possible.

B

- Go over the instructions and the example. Explain that, rather than use a specific number, Ss can use determiners to report on the results of Part A.
- Call on Ss to share their results using a determiner.
- Finally, tell Ss to check the "can do" statement if they can report the results of a survey. NOTE: If Ss feel they need more help, suggest they do the *Additional practice* activities.

Additional practice

For more practice, use:

Workbook	pages 85–87
Online Self-study	Lesson C

LESSON D overview

Reading: “Everybody Loves a Sing-Off” (an online article)

Listening: An influential world musician

Writing: A popular musician

Speaking: A playlist

1 Reading African Superstars!

Learning objective: Read a magazine article profiling musicians; develop skills in reading for specific information.

A 🎧 (Level 2, Track 155)

- Direct Ss’ attention to the article. Have Ss look at the pictures of the shows. Elicit a definition of a sing-off (a singing competition).
- Pre-teach unfamiliar vocabulary.

Vocabulary

rags-to-riches: to start your life very poor and then later in life become very rich

miss a beat: make a mistakes or failure

- Go over the instructions.
- Have the Ss look for the answers to the question as they read the article silently.
- Have Ss compare answers with a partner.
- Go over the answers with the class.

Answers

Kanda and Andrew

B

- Go over the instructions.
- Have Ss read the article again.
- Have Ss work individually to answer the questions.
- **Option** Have Ss read the questions before re-reading the article and then try to answer the questions without looking back at the article.
- Have Ss compare answers with a partner.
- Go over the answers with the class.

C

- Go over the questions.
- Have Ss work in groups to discuss the questions.

Presentation Plus: Search and highlight page xxxi

After doing Part B, follow the steps for *Search and highlight* to review types of music. Say: *Find a type of music.* Additionally, have Ss find examples of the simple past.

Extra activity: Realia

If possible, present a clip of a show or all the shows from the article. Have Ss discuss the similarities and differences between them or just describe what they see and compare it to a similar show they know.

2 Listening Classical music hour

Learning objective: Develop skills in listening for specific information.

A 🎧 (Level 2, Track 156)

- Direct Ss' attention to the picture to set the scene. Ask: *What type of music do you think this musician plays? (Classical.)*
- Go over the instructions.
- Play the audio. Have Ss listen and circle the correct answer to the question.
- **Option** Play the audio again if needed.
- Go over the answer with the class.

Answer

China.

B 🎧 (Level 2, Track 156)

- Go over the instructions.
- Play the audio again. Have Ss listen and check the correct answers.
- **Option** Play the audio again. Have Ss listen and check their answers.
- Have Ss compare answers with a partner.
- Go over the answers with the class.

3 Writing A popular musician

Learning objective: Write a description of a favorite or popular musician.

A

- Go over the instructions. Read the four questions. Have Ss work individually to think of answers. Set a time limit of five minutes.
- **Option** Have Ss free-write answers in a journal.

Presentation Plus: Analyzing the model page xxvii

After doing Part A, follow the steps for *Analyzing the model* to prepare Ss for the writing activity.

B

- Go over the instructions.
- Draw Ss' attention to the model paragraph. Ask a S to read it aloud. Call on individual Ss to identify the answers to the four questions from Part A.
- Have Ss write the text in class or for homework

C

- Go over the instructions.
- Have Ss work in groups to share their writing. Encourage Ss to ask questions for more information.
- Call on groups to find out if any group members wrote about the same musician.
- **Option** Before collecting the assignment, have Ss proofread for errors with target vocabulary and determiners.

4 Speaking Make a playlist

Learning objective: Describe important singers and musicians.

- Direct Ss' attention to the "can do" statement at the bottom of the page. (When they finish the speaking activity, they will hopefully be able to check the box.)

A

- Go over the instructions.
- Have Ss work in pairs to list important musicians and songs. Set a time limit of ten minutes.

B

- Go over the instructions. Have two Ss read the dialogue, using their own example of a musician or song.
- Go over the instructions. Ask: *What five songs do you think are most important for people to hear?*
- Have Ss work in pairs to create a playlist of five songs.

C

- Go over the instructions.
- Have each pair join another pair. Have Ss present their playlists and the reasons for their choices.
- Finally, tell Ss to check the "can do" statement if they can describe important singers and musicians. **NOTE:** If Ss feel they need more help, suggest they do the *Additional practice* activities.

Additional practice

For more practice, use:

Workbook	page 88
Online Self-study	Lesson D

Wrap-up

1 Quick pair review

Lesson A Find out!

What are two types of movies that both you and your partner like? You have two minutes.

A: I like action movies. Do you?

B: No, but I like animated movies. Do you?

Lesson B Do you remember?

Match the questions with the suggestions. You have one minute.

- | | |
|--|----------------------------------|
| 1 We should see a movie. Do you have any suggestions? <u>c</u> | a We could take a walk. |
| 2 I'm hungry. Any suggestions? <u>e</u> | b Why don't we go to the market? |
| 3 Let's get some exercise. What do you suggest? <u>a</u> | c We could see a comedy. |
| 4 Where should we go shopping? Any suggestions? <u>b</u> | d Why don't we go to Mexico? |
| 5 We need to take a vacation? What do you suggest? <u>d</u> | e Let's make pizza! |

Lesson C Brainstorm!

Make a list of types of music. How many do you know? Take turns. You and your partner have two minutes.

Lesson D Guess!

Describe a popular band or singer, but don't say the name. Can your partner guess the name? Take turns. You and your partner have two minutes.

A: She sings pop music. She sings in Korean and Japanese. She's also an actress.

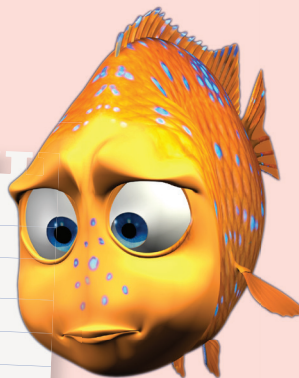
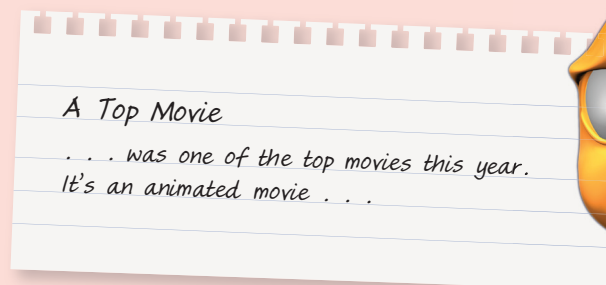
B: BoA?

A: Yes. Her real name is Kwon Bo-ah.

2 In the real world

What were some of the top movies this year? Go online and find information about one of them in English. Then write about it.

- What's the name of the movie?
- What actors are in it?
- What type of movie is it?
- What songs are in the movie?



1 Quick pair review

Learning objectives: Review vocabulary for movie and music types; review expressions for asking for and giving suggestions.

Lesson A Find out!

- Go over the instructions. Ask two Ss to read the dialogue.
- Have Ss work in pairs to ask and answer questions about the types of movies they like. Set a time limit of two minutes.

Lesson B Do you remember?

- Go over the instructions.
- Have Ss work in pairs to match the questions with suggestions. Set a time limit of one minute.
- Go over the answers with the class.

Lesson C Brainstorm!

- Go over the instructions.
- Have Ss work in pairs to brainstorm types of music. Set a time limit of two minutes.
- Elicit the types and write them on the board. Add more types of music from Lesson C if there are any that Ss did not mention. Alternatively, have Ss look back at Lesson C and state any types that people forgot.

Presentation Plus: List that page xxix

After brainstorming, follow the steps for *List that* to review types of music.

Lesson D Guess!

- Go over the instructions and have two Ss read the dialogue. Encourage Ss to say at least three facts to describe a band or singer.
- Have Ss work in pairs to take turns describing and guessing a band or a singer. Set a time limit of two minutes.

2 In the real world

Learning objective: Research a popular movie and write about it.

- Go over the instructions, the research questions, and the example. Explain that it's OK if Ss have not seen the movie they chose.
- **Option** If Ss have seen the movie they choose, encourage them to include their own opinion about it.
- Have Ss do research online as an out-of-class assignment. Remind Ss to write down the information in their own words. (This could be done in their prewriting journal, if they are keeping one.)
- When Ss return to class, have them work in pairs or small groups to read what they wrote. Have pairs or groups decide if they would like to see the movie.
- **Option** If you are collecting the writing assignment, have Ss proofread for errors with target vocabulary, *so*, *too*, *either*, *neither*, and determiners (as well as other errors) before they hand it in.

12 Time for a change

At a glance: Unit overview	Speaking outcomes
<p>LESSON A Personal change</p> <p>Ss learn vocabulary to discuss personal goals. They use infinitives of purpose.</p>	<p>Ss can . . .</p> <p>give reasons for personal changes.</p>
<p>LESSON B I'm happy to hear that!</p> <p>Ss learn expressions for reacting to good and bad news.</p>	<p>Ss can . . .</p> <p>react to good and bad news.</p>
<p>LESSON C I think I'll get a job.</p> <p>Ss learn vocabulary for milestones. They use <i>will</i>, <i>may</i>, and <i>might</i> for future predictions.</p>	<p>Ss can . . .</p> <p>make predictions about the future.</p>
<p>LESSON D Dreams and aspirations</p> <p>Ss read an article about a courageous athlete; they write about a dream come true.</p>	<p>Ss can . . .</p> <p>discuss their dreams for the future.</p>

Warm-up

Learning objective: Preview the topic and talk about life changes.

Presentation Plus: Tip

Before class, hide the following items:

Picture 1: the briefcase

Picture 2: the pet

Picture 3: the computer

Picture 4: the treadmill

Picture 5: the computer

Picture 6: the brush and paint

Before doing Part A, have Ss guess what the missing objects are.

A

- Direct Ss' attention to the pictures. Explain that the pictures show different types of changes people make because they want to improve their lives.
- Have Ss work in pairs or groups to discuss the type of change in each picture.

- Elicit the answers from the class.
- **Option** Do the activity as a class.

Possible answers

- 1 get a new job
- 2 get a pet
- 3 buy a computer
- 4 start exercising
- 5 learn a new language
- 6 paint a room / an apartment

B

- Read the questions. Have Ss work in pairs or groups to discuss the questions.
- **Option** Do the activity as a class.
- Call on Ss to share the types of changes they have made or would like to make.
- Tell Ss that they will learn how to talk about change in this unit. Point out the Unit 12 lesson overviews. Go over what Ss will learn in each lesson.

LESSON A overview


Vocabulary: Personal goals

Grammar: Infinitives of purpose

Speaking: Discussion about changes

1 Vocabulary Personal goals

Learning objective: Use vocabulary for personal goals.

A  (Level 2, Track 157)

- Direct Ss' attention to the phrases in the box and the pictures. Explain that the pictures show types of personal goals that people can have.
- Go over the instructions.
- Have Ss work individually or in pairs to match the phrases and the pictures.
- **Option** Have Ss check their answers with a partner.
- Play the audio. Have Ss listen and check their answers.
- Play the audio again. Have Ss listen and repeat the phrases to practice pronunciation.

B

- Go over the instructions and read the example. Alternatively, give an example of a personal goal that you think is easy or difficult to do, and say why.
- Have Ss work in pairs to discuss the goals in Part A.
- Call on pairs to share their ideas of one goal that is easy to do and one that is difficult.
- **Option** Have Ss work in pairs to rank the goals in order of easy to difficult.

Presentation Plus: Label that picture page xxix


After doing Part B, follow the steps for *Label that picture* to review vocabulary for personal goals.

2 Language in context I'm making it happen!

Learning objective: See use of personal goals vocabulary and infinitives of purpose in context.

Presentation Plus: Fill in the text page xxvii

Before doing Part A, follow the steps for *Fill in the text* to practice vocabulary for personal goals. Hide: *play, learn, weigh, friends, money.*

A  (Level 2, Track 158)

- Direct Ss' attention to the pictures to set the scene. Explain that Ss will listen to and read three people's comments about change.
- Go over the instructions. Play the audio. Have Ss answer the question as they listen and read silently.
- Go over the answer with the class.

Answer


Leonardo is learning something new.

B

- Go over the instructions. Have Ss work in pairs or groups to talk about a change they have made. Explain that it can be a recent change or a change they made a long time ago.
- **Option** Do the activity as a class.
- Call on Ss to share their answers to the questions.

3 Grammar Infinitives of purpose

Learning objective: Practice infinitives of purpose.

 (Level 2, Track 159)

- Books closed. Write on the board: *I'm taking a class because I want to learn the guitar.* Cross out *because I want* (but make sure Ss can still see the words beneath). Circle *to learn*. Point out that it is an infinitive.
- Focus on use. Explain that there is more than one way to state a purpose, or a reason, for doing something. We can use a clause with *because* or we can use an infinitive of purpose.
- Write on the board: *I joined a gym last month because I want to lose weight.* Ask: *What is another way to show purpose in this sentence? (Cross out because I want.) Ask: What is the infinitive of purpose? (To lose.)*
- Books open. Read the third and fourth sentences in the grammar box out loud. Elicit the infinitive of purpose in each.
- Refer to the texts in Exercise 2. Have Ss underline the infinitives of purpose. Point out that in Tina's comment, *to work* is not an infinitive of purpose. *To* is a preposition here, indicating direction. We cannot rephrase the sentence with *because*.
- Check comprehension. Ask: *Why is Leonardo taking a music class? (To learn the guitar.) Why did Mark join a gym? (To lose weight.) Why did Tina save money? (To buy a bike.)*
- Play the grammar box audio. Have Ss listen and repeat to practice pronunciation.

A

- Go over the instructions and the example.
- Have Ss work individually to match the sentence parts.
- Have Ss compare answers with a partner.
- Go over the answers with the class.

B

- Go over the instructions and the example.
- Have Ss work individually to rewrite the sentences.
- Have Ss compare answers with a partner.
- Go over the answers with the class.

C

- Go over the instructions.
- Have Ss work in pairs to discuss the sentences in Part B.
- Have Ss tell the class which sentences are true for their partner.

4 Speaking Three changes

Learning objective: Give reasons for personal changes.

- Direct Ss' attention to the "can do" statement at the bottom of the page. (When they finish the speaking activity, they will hopefully be able to check the box.)

A

- Go over the instructions.
- Have Ss work individually to complete the chart with their own information.

B

- Go over the instructions. Have a S read the example. Elicit another example from a S.
- Have Ss work in groups to share their information from the chart in Part A.
- Go around the room and take notes on errors you hear with infinitives of purpose, paying particular attention to missing words, extra words before *to*, or incorrectly formed infinitives (incorrect: *I joined a gym lose weight. I joined a gym for to lose weight. I joined a gym for losing weight. I joined a gym to losing weight.*).
- Write the errors you heard on the board and encourage Ss to correct them.
- Finally, tell Ss to check the "can do" statement if they can give reasons for personal changes. NOTE: If Ss feel they need more help, suggest they do the *Additional practice* activities.

Additional practice

For more practice, use:

Workbook	pages 89–91
Online Self-study	Lesson A

LESSON B overview

Interactions: Reacting to good news and bad news

Listening: Sharing news

Speaking: Good news and bad news

1 Interactions Good and bad news

Learning objective: Reacting to good and bad news.

A

- Direct Ss' attention to the pictures to set the scene. Explain that these are two friends who haven't seen each other in a long time.
- Read the questions. Have Ss work in pairs or groups to discuss the questions.
- Elicit answers to the questions.
- **Option** Do the activity as a class.

B (Level 2, Track 160)

- Go over the instructions and the question.
- Play the audio. Have Ss answer the question as they listen and read silently.
- Have Ss compare answers with a partner.
- Go over the answer with the class.

Answer

Emily is playing guitar in a band.

- Have Ss practice the conversation in pairs, then change roles and practice again.

Presentation Plus: Restoring text page xxx

After doing Part B, follow the steps for *Restoring text* to review language for reacting to good and bad news.

C (Level 2, Track 161)

- Point out the target expressions in the conversation (*That's too bad. / That's wonderful!*) Explain that there are other ways to react to bad news and to good news.
- Go over the expressions in the box. Point out that the expressions are all equally strong and equally polite.
- Play the audio. Have Ss listen and read silently.
- **Option** Play the audio and have the Ss listen and repeat.
- Model the activity with a S. Read the first part of the dialogue with a S, taking the role of Emily and substituting *That's a shame.* for *That's too bad.*
- Have Ss practice the substitution conversation in pairs.
- Go around the room and give help as needed.

D

- Go over the instructions. Model the activity with a S. Have a S read the first sentence. Use one of the sentences in Part C to react to the news. Repeat the example using a statement of bad news (*I failed my math exam.*) and having the S react this time.
- Have Ss work in pairs to take turns sharing and reacting to news.

Extra activity: Extension

Have Ss work in pairs to choose one of the situations in Part D and do an extended role play about the situation. Have Ss ask questions for more information and use different expressions to react to good and bad news. Call on pairs to perform their role play for the class. Have the class listen for expressions from Part C.

2 Listening Sharing news

Learning objective: Develop skills in listening for specific information and listening for accuracy.

Presentation Plus: Tip

Instead of doing Part A, zoom in the pictures on the board and discuss what news they think the people might be sharing. Elicit some ideas from pairs and write ideas on the pictures. Have the Ss do Part B and check if their predictions in Part A were correct.

A

- Set the scene. Explain that Ss are going to hear four people sharing news with friends.
- Go over the instructions. Have Ss work in pairs or groups to discuss the pictures and decide which picture shows someone sharing news about a new job (*the top right picture*).
- Elicit the answers from the class.
- **Option** Do the activity as a class.

Possible answers

On the side of the road.
In a restaurant.
In a pizzeria.
In a classroom.

B (Level 2, Track 162)

- Go over the instructions.
- Play the audio. Have Ss listen and number the pictures.
- **Option** Play the audio again if needed.
- Have Ss compare answers with a partner.
- Go over the answers with the class.

C (Level 2, Track 162)

- Go over the instructions. Explain that Ss can make corrections by editing the sentence. They do not need to rewrite the entire sentence.
- Play the audio again. Have Ss listen and edit the sentences.
- **Option** Play the audio again. Ss check their answers.
- Have Ss compare answers with a partner.
- Go over the answers with the class.

Answers

- 1 Mark has some free time in the mornings and evenings.
- 2 Lucia is saving her money to buy a computer.
- 3 Jeff is taking the bus because his new car is not running very well.
- 4 Wendy and her cousin had a wonderful time in Rome and Florence.

3 Speaking Good news, bad news

Learning objective: React to good and bad news.

- Direct Ss' attention to the "can do" statement at the bottom of the page. (When they finish the speaking activity, they will hopefully be able to check the box.)

A

- Go over the instructions. Explain that Ss should not use true news about themselves. Encourage them to be creative and to have fun.
- Have Ss work individually to complete the chart.

B

- Go over the instructions. Have two Ss read the dialogue. Explain that Ss can also ask: *What else is new with you?* to get more news. Encourage Ss to use a variety of expressions to react to good and bad news.
- Have Ss work in pairs to share their news.
- **Option** Have Ss imagine they are at a party. Have them walk around the room and talk to at least three other Ss.

C

- Have each pair join another pair.
- Have Ss share the most interesting news they heard.
- **Option** Do the activity as a class.
- Finally, tell Ss to check the "can do" statement if they can react to good and bad news. NOTE: If Ss feel they need more help, suggest they do the *Additional practice* activities.

Additional practice

For more practice, use:

Workbook	page 92
Online Self-study	Lesson B

LESSON C overview

Vocabulary: Milestones

Grammar: *Will* for predictions; *may, might* for possibility

Pronunciation: Contraction of *will*

Speaking: Predictions about the future

1 Vocabulary Milestones

Learning objective: Use vocabulary for milestones.

A (Level 2, Track 163)

- Direct Ss' attention to the phrases and the pictures. Explain that the pictures show different types of *milestones*. Elicit a definition of *milestones* (big accomplishments, or important events in our lives). Tell Ss we can group milestones into three categories: personal, educational, and work-related.
- Go over the instructions. Explain that Ss do not need to do anything with the check boxes next to the phrases for now.
- Have Ss work individually to complete the chart below the pictures.
- Play the audio. Have Ss listen and check their answers.
- Play the audio again. Have Ss listen and repeat the phrases to practice pronunciation.

B

- Go over the instructions.
- Have Ss work in pairs to number the milestones.
- **Option** Ask the class: *What milestones could we add to this list?* Elicit additional examples, such as starting a family.

Cultural note

In North America, the traditional sequence and average age for these milestones are as follows: 1. start school (age 3, preschool, or 5, kindergarten); 2. graduate from high school (age 18); 3. go to college (age 18); 4. start a career (age 22 or 23); 5. rent an apartment; 6. get promoted; 7. get married (around age 25–30); 8. have children (age 27–41); 9. buy a house; 10. retire (age 65). However, due to economic changes and other factors, many people today do not follow this traditional sequence, or they reach these milestones at increasingly later ages. For example, many people take time off before starting college, or marry well into their 30s or later, or work beyond age 65.

2 Conversation I'll go traveling.

Learning objective: Practice a conversation about summer plans; see vocabulary for milestones and will, may, might for future predictions in context.

Presentation Plus: Disappearing dialogue page xxvii

Instead of doing Part A, follow the steps for *Disappearing dialogue* to practice the conversation.

A (Level 2, Track 164)

- Direct Ss' attention to the picture to set the scene. Explain that Tim and Craig are two old friends who see each other unexpectedly on the street and catch up on their news.
- Play the audio. Have Ss listen and read silently. If helpful, play the audio line by line and have Ss repeat.
- Have Ss practice the conversation in pairs.
- **Option** Call on two pairs to act it out for the class.

B (Level 2, Track 165)


- Go over the instructions. Explain that Ss are going to hear the rest of the conversation.
- Play the audio. Have Ss listen for the answer to the question.
- Go over the answer with the class.

Answers

Craig is planning to rent a one-bedroom apartment near work. He might get a pet.

3 Grammar *Will* for predictions; *may, might* for possibility

Learning objective: Practice will, may, might.

 (Level 2, Track 166)

Will for predictions

- Direct Ss' attention to the left side of the grammar box. Read the examples.
- Focus on form.
 - 1 Statements with *will*: Write on the board: subject + *will* + verb. Point out the contractions in the examples from the grammar box.
 - 2 Negative statements with *will*: Write on the board: subject + *won't* + verb. Point out that we can say *will not* + verb, but the contraction is more common.
- Focus on use. Explain that we use *will* ('ll) + verb for predictions.

May, might for possibility

- Direct Ss attention to the right side of the box. Read the examples aloud.
- Focus on form. Write on the board: subject + *may / might* + verb
- Remind Ss not to use *to* before the main verb with *will, may, and might* (incorrect: *I may to get a job.*).
- Focus on use. Explain that we use *may, might* + verb to talk about future possibility. There is no difference in meaning between *may* and *might*.
- Refer to the conversation in Exercise 2. Have Ss underline all the examples of *will* and *may* + verb.
- Check comprehension. Ask: *What does Tim think he'll do this summer? (Go traveling with friends.) Does Craig think it'll be fun? (Yes.) Does Craig think it'll be expensive? (Yes.) Does Tim think he'll have enough money? Why or why not? (Yes; he may get a job.)* Point out line three: *I'm graduating from college this summer.* Ask: *Why doesn't Tim use will, may, or might? (He states a plan, not a prediction.)*
- Play the grammar box audio. Have Ss listen and repeat to practice pronunciation.

A

- Go over the instructions. Do the first sentence as a class (*I may rent . . .*).
- Have Ss work individually to circle the correct words.
- Have Ss compare answers with a partner.
- Go over the answers with the class.


B

- Go over the instructions.
- Have Ss work in pairs to ask and answer the questions in Part A. Encourage Ss to give reasons for their answers.
- Call on Ss to share two of their partner's predictions: something their partner is very certain about and something their partner is less certain about.

4 Pronunciation

Contraction of *will*

Learning objective: Focus on contractions of pronouns + will.

A  (Level 2, Track 167)

- Play the audio. Have Ss listen, paying particular attention to contractions of pronouns and *will*.
- Play the audio again. Have Ss listen and repeat.

Presentation Plus: Highlight and say it! page xxviii

Before class, circle correct answers to Exercise 3A. After doing Exercise 4, zoom in on Exercise 3 and follow the steps for *Highlight and say it!* to practice pronunciation.

5 Speaking My future

Learning objective: Make predictions about the future.

- Direct Ss' attention to the "can do" statement at the bottom of the page. (When they finish the speaking activity, they will hopefully be able to check the box.)

A

- Go over the instructions.
- Have Ss work individually to add examples.

B

- Go over the instructions. Have two Ss read the dialogue. Point out that B could also say: *I might. I have an interview this week.*
- Have Ss work in pairs to ask and answer questions.
- Go around the room and take notes on errors you hear.
- Write the errors you heard on the board. Encourage Ss to correct them.
- Finally, tell Ss to check the "can do" statement if they can make predictions about the future. NOTE: If Ss feel they need more help, suggest they do the *Additional practice* activities.

Additional practice

For more practice, use:

Workbook	pages 93–95
Online Self-study	Lesson C

LESSON D overview

Reading: An Olympic Dream Flies High (an article)


Listening: An interview with an athlete

Writing: A dream come true

Speaking: Dream planner

1 Reading An Olympic Dream Flies High

Learning objective: Read a magazine article about an inspiring athlete; develop skills in reading for main idea and reading for sequence.

A  (Level 2, Track 168)

- Go over the instructions. Read the quote aloud.
- Have Ss work in pairs or groups to discuss its meaning (possible meaning: *Trying is important to learn perseverance and to work hard. Maybe the process can be as enjoyable as the result.*).
- **Option** Do the activity as a class.
- Have Ss look at the picture of the athlete. Elicit a definition of *aspiration* (an important goal, a dream). Ask: *What do you think was the dream or aspiration of this man?*
- Pre-teach unfamiliar vocabulary.

Vocabulary

(someone) **make the team:** to have been qualified enough to be selected to play on a sports team.

eagle: a large bird that is able to fly really high

B

- Go over the instructions.
- Have Ss read the article silently and check the best title.
- Have Ss compare answers with a partner.
- Elicit the answer from the class.
- **Option** Read paragraph one aloud and elicit a conversation of why Eddie was nicknamed “Eddie the Eagle.” Ask Ss to explain what a ski jumping competition is and what you would need to do to be successful at this sport. (Ski jumping is a winter sport in which competitors aim to achieve the longest jump after descending from a ramp on their skis.)
- **Tip** Help Ss understand how to define words from context. Explain that context clues can include lists of examples, or words that may help you make a connection.

C

- Go over the instructions.
- Have Ss read the article again and answer the questions.
- Have Ss compare answers with a partner.
- Go over the answers with the class.

Presentation Plus: Tip

As you go over the answers with the class, have volunteers come to the board to highlight the part of the text that matches the question in Part C. Model the first answer: In the first paragraph, highlight “He had a dream to make the Olympic team.” in the second paragraph, then put the number 1 next to it to show where the answer to this question is in the article. Have volunteers highlight the other answers in the article.

D

- Go over the questions.
- Have Ss work in groups to discuss the questions.
- **Option** Have Ss research the process of being an Olympic athlete and how it works. Can anyone participate?

2 Listening An interview with an athlete

Learning objective: Develop skills in listening for specific information.

A (Level 2, Track 169)

- Direct Ss' attention to the picture to set the scene. Ask: *Where is this woman? (At an outdoor game or event.) Do you think she'll participate or watch? (She may participate. She is wearing sports clothes.)*
- Go over the instructions. Explain that the woman is a marathon runner. Tell Ss that a marathon is a race that is 42.195 km, or 26.2 miles, long.
- Play the audio. Have Ss listen and check the two dreams the woman achieved.
- **Option** Play the audio again if needed.
- Have Ss compare answers with a partner.
- Go over the answers with the class.

B (Level 2, Track 169)

- Go over the instructions.
- Play the audio again. Have Ss work individually to circle the correct answers.
- **Option** Play the audio again. Have Ss listen and check their answers.
- Have Ss compare answers with a partner.
- Go over the answers with the class.

3 Writing A dream come true

Learning objective: Write a description of a dream come true.

A

- Go over the instructions. Read the three questions. Have Ss work individually to think of answers. Set a time limit of five minutes.
- **Option** Have Ss free-write answers in a journal.
- **Option** If Ss cannot think of a dream come true from their own experience, or if they do not wish to write about it, have them write about a dream come true for somebody else they know.

Presentation Plus: Analyzing the model page xxvii
After doing Part A, follow the steps for *Analyzing the model* to prepare Ss for the writing activity.

B

- Go over the instructions.
- Draw Ss' attention to the model paragraph. Ask a S to read it aloud. Call on individual Ss to identify the answers to the three questions from Part A. Ask: *Where does the writer make a prediction about his or her future? (In the last sentence: I might become a chef someday.)*
- Explain that Ss are going to write a similar description of a personal dream come true. Encourage Ss to end their paragraph with a prediction.
- Have Ss write the text in class or for homework

C

- Go over the instructions.
- Have Ss work in groups to discuss their writing.
- **Option** Before collecting the assignment, have Ss proofread their paragraphs for errors with target vocabulary and *will, may, or might*.

4 Speaking Dream planner

Learning objective: Discuss dreams for the future.

- Direct Ss' attention to the "can do" statement at the bottom of the page. (When they finish the speaking activity, they will hopefully be able to check the box.)

A

- Go over the instructions.
- Have Ss work individually to complete the chart.
- **Tip** Encourage Ss to create charts like this with dreams or goals for their study of English, and specific steps toward those goals, as they move on to the next level.

B

- Go over the instructions. Have two Ss read the dialogue.
- Have Ss work in groups to share their dreams and their plans.
- Finally, tell Ss to check the "can do" statement if they can discuss their dreams for the future. NOTE: If Ss feel they need more help, suggest they do the *Additional practice* activities.

Additional practice

For more practice, use:

Workbook	page 96
Online Self-study	Lesson D

Wrap-up

1 Quick pair review

Lesson A **Brainstorm!**

Make a list of personal goals that people can have. How many do you know? You have two minutes.

Lesson B **Do you remember?**

Write B for ways to react to bad news. Write G for ways to react to good news. You have one minute.

- 1 B That's too bad.
- 2 B I'm sorry to hear that.
- 3 G That's wonderful!
- 4 G I'm happy to hear that!
- 5 B That's a shame.
- 6 G That's great to hear!

Lesson C **Find out!**

What are two things both you and your partner think you will do in the future? Take turns. You and your partner have two minutes.

A: I think I'll *go to college* in two years.

B: I don't think I will. I may travel first.

Lesson D **Guess!**

Describe a dream you had when you were a child. Can your partner guess what it was? Take turns. You and your partner have two minutes.

A: I loved swimming. I wanted to win a gold medal.

B: Did you want to swim in the Olympics?

A: Yes, I did.

2 In the real world

What future goals do famous people have? Do you think they will achieve them? Go online and find information in English about a famous person in one of these categories. Then write about him or her.

an actor an athlete a businessperson a politician a scientist a singer

Bill Gates

Bill Gates wants to improve people's health.

I think he'll achieve this goal . . .



1 Quick pair review

Learning objectives: Review vocabulary for personal goals; expressions for reacting to good and bad news; and will, may, and might for predictions.

Lesson A Brainstorm!

- Go over the instructions.
- Have Ss work in pairs to brainstorm common personal goals. Set a time limit of two minutes.
- Elicit personal goals from the class and write them on the board. Have Ss turn back to Lesson A and review any goals that are not on the board.

Presentation Plus: Guided brainstorming page xxviii

After doing brainstorming, follow the steps for *Guided brainstorming* to review vocabulary for personal goals.

Lesson B Do you remember?

- Go over the instructions.
- Have Ss work in pairs to decide if the reactions are for good or bad news and write *G* or *B*. Set a time limit of one minute.
- Go over the answers with the class.

Lesson C Find out!

- Go over the instructions.
- Have Ss work in pairs to discuss predictions for their future and find one prediction they have in common. Set a time limit of two minutes.
- Call on pairs to share with the class the predictions they have in common.

Lesson D Guess!

- Go over the instructions and have two Ss read the dialogue. Alternatively, give clues to one of your own aspirations and have Ss guess what it was. Point out that in your example and in the dialogue, the past tense is used.
- Have Ss work in pairs to take turns describing and guessing past dreams. Set a time limit of two minutes.

2 In the real world

Learning objective: Research a famous person's future goals and write about them.

- Go over the instructions, the categories of famous people, and the example.
- Have Ss do research online as an out-of-class assignment. Remind Ss to write down the information. (This could be done in their prewriting journal, if they are keeping one.) Explain that they can write about one goal or more than one goal.
- When Ss return to class, have them work in pairs or small groups to read what they wrote. Have pairs or groups discuss the famous person's goal(s). Write on the board: *Did this goal surprise you? Do you think this person will achieve this goal?* Have Ss discuss these questions.
- **Option** If you are collecting the writing assignment, have Ss proofread for errors with target vocabulary; infinitives of purpose; and *will, may, might* (as well as other errors) before they hand it in.

Keep talking!

Unit 1, Lesson A

Learning objective: Practice questions and answers with the present of *be* and words for discussing interests.

Refer Ss to page 125.

- Go over the instructions.
- Model the activity with a S: Toss a coin, move to a space on the board and ask a S the question. Encourage Ss to add a sentence or a question to their answer, as in the example conversation.
- Put students in groups of three.
- Make sure each group has three game markers to identify each player and one coin to toss. Ss can use items such as erasers or paper clips as markers. Make sure Ss understand the “heads” and “tails” sides of a coin.
- **Option** To make the game more exciting, offer a simple prize to the winner in each group.
- **Tip** To encourage Ss to get to know different classmates, group Ss with people they have not yet worked with.
- Go around the room and take notes on errors you hear in the use of the present of *be*, question word order, statement word order, and contractions.
- Write the errors you heard on the board. Encourage Ss to correct them.

unit

1 Lesson A

Keep talking!

Favorites

GROUP WORK Play the game. Put a small object on *Start*. Toss a coin.



Move 1 space.

Heads



Move 2 spaces.

Tails

Use the correct form of *be* to ask and answer questions. Can you answer the questions? Take turns.

Yes → Move ahead.

No ← Move back.

A: Are you interested in travel?

B: Yes, I am. I'm interested in new places.

START	_____ you interested in travel?	 Who _____ your favorite singer?	_____ your friends interested in politics?																												
 Who _____ your favorite artist?	 What _____ your favorite drink?	What _____ your favorite food?	<table border="1"> <tr><th colspan="7">November</th></tr> <tr><td>Su</td><td>Mo</td><td>Tu</td><td>We</td><td>Th</td><td>Fr</td><td>Sa</td></tr> <tr><td></td><td></td><td></td><td></td><td>1</td><td>2</td><td>3</td></tr> <tr><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td></tr> </table> What _____ your favorite day of the week?	November							Su	Mo	Tu	We	Th	Fr	Sa					1	2	3	4	5	6	7	8	9	10
November																															
Su	Mo	Tu	We	Th	Fr	Sa																									
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 What _____ your favorite song?	 _____ you interested in fashion?	What _____ your favorite book?	_____ your teacher interested in sports?																												
FINISH	 What _____ your favorite place for vacation?	_____ your grandparents interested in technology?	 What _____ your favorite animal?																												

Keep talking!

125

An active class?

A Add two things to the chart.

Find someone who . . .	Name	Extra information
goes to the gym		
plays table tennis		
does gymnastics		
plays soccer on the weekends		
plays a sport with a family member		
exercises in the morning		
watches baseball on TV		
listens to sports on the radio		
dislikes sports		

B CLASS ACTIVITY Find classmates who do each thing. Ask more questions. Write their name and extra information you hear.

A: Do you go to the gym, Anna?

B: Yes, I do. I go three times a week.

A: Really? What do you do there?

B: I do yoga, and I swim.

Help box

How often do you . . . ?

Where do you . . . ?

Who do you . . . with?

What's your favorite . . . ?

C PAIR WORK Share your information.

A: Anna goes to the gym three times a week.

B: Really? What does she do there?



Unit 1, Lesson C

Learning objective: Talk about sports and exercise.

Refer Ss to page 126.

A

- Go over the instructions. Have Ss read the activities in the chart.
- Ask: *What other things could you add to the chart?* Elicit examples. Have Ss work individually to add two things to the chart.

B

- Ask: *How can you find out extra information for the chart? (Ask more yes / no or Wh- questions.)* Elicit additional questions for the first item (*Where do you exercise? What gym do you go to? Do you like the gym?*). Draw Ss' attention to the Help box for more ideas.
- Go over the instructions and example conversation. Explain that Ss will walk around the room and ask questions to find classmates who do each activity.
- Have Ss interview their classmates to complete the chart.

C

- Have Ss find a new partner and share information about three people from their chart. Remind Ss to use third-person singular verbs when they talk about somebody else and to share the extra information they discovered.

Unit 2, Lesson A

Learning objective: Practice questions and answers with adjectives by taking a quiz about confidence.

Refer Ss to page 127.

A

- Go over the instructions. Model the activity with a S. Read the first question and the four answer choices and have the S give the answer. The S asking the questions should circle the answers for their partner. (To encourage speaking, Ss should *not* complete the quiz individually; they should circle the answers their partner gives).
- Have Ss work in pairs to ask and answer the quiz questions.

B

- Have Ss add up their partner's points and give them their results.
- Option** Have Ss find a new partner and share their results. Model the activity with a S. Encourage Ss to give examples to keep the conversation going. Examples: *Really? I'm not so sure about that. When I have to talk in class, I'm not confident. Or: I think the survey is correct. I'm a confident person. For example, I love to talk in class.*
- Go around the room and pay close attention to the use of *What... like?* and *be + a + adjective + noun*. Listen for errors with word order and pronunciation of *a* in third-person singular.
- Write the errors you heard on the board. Encourage Ss to correct them.

unit

2

Lesson A

Are you confident?

A PAIR WORK Take the quiz. Take turns asking and answering the questions.

<p>1 What colors do you often wear?</p> <p>a I wear red, pink, and orange. b I wear yellow and green. c I wear blue and purple. d I wear black, white, and gray.</p>	
<p>2 What are you like around your friends?</p> <p>a I'm always very talkative. b I'm talkative, but sometimes I'm quiet. c I'm usually the quiet one. d I don't know.</p>	
<p>3 How do you enter a party?</p> <p>a I walk in and say hello to everyone. b I walk in and say hello to one person. c I walk in and look for a friend. d I walk in and stand in a corner.</p>	
<p>4 You meet someone new. What do you do?</p> <p>a I say hello and ask questions. b I say "hi" and wait for questions. c I just smile. d I look away.</p>	
<p>5 You see someone you like. What do you do?</p> <p>a I walk up and say hello. b I ask a friend to introduce us. c I smile at the person. d I do nothing.</p>	
<p>6 The teacher asks a question. What do you do?</p> <p>a I shout out the answer. b I raise my hand. c I check my answer with a friend. d I look down at my desk.</p>	

B PAIR WORK Add up and score your quizzes. Are the results true for you?

A: I got 17 points.

B: You're very confident.

A: Really? I'm not sure about that.

a answers = 3 points
b answers = 2 points

c answers = 1 point
d answers = 0 points

12-18 You are very confident. Aren't you ever shy?

6-11 You are confident, but not about everything.

0-5 You're not very confident. Believe in yourself!

Keep talking!

127

Extra activity: Extension

Write examples of different situations or groups of people on the board: at school, in class, with family, with friends, with co-workers. Ask: is your personality the same in these situations? Model a possible answer: *At school, I'm serious and hardworking, but with my friends I'm very funny.* Have Ss work in groups to discuss how their personality changes or stays the same in different situations.

Find the differences

Student A

PAIR WORK You and your partner have pictures of the same people, but six things are different. Describe the pictures and ask questions to find the differences. Circle them.



A: In my picture, Brian is young. Is he young in your picture?

B: Yeah, so that's the same. In my picture, he has short straight hair.

A: Mine, too. What color is . . . ?

Unit 2, Lesson C

Learning objective: Practice talking about physical appearances using a “find the differences” activity.

Have Ss work in pairs. Designate one S as A and one S as B. Refer A Ss to page 128. Refer B Ss to page 130.

- **Tip** For information-gap activities, divide the Ss into pairs before referring them to specific pages. Remind Ss not to look at each other's page.
- Go over the instructions and the example conversation.
- Direct Ss' attention to Ashley. Ask A partners: *Is Ashley's hair curly?* (Yes, it is.) Ask B partners: *Is Ashley's hair curly?* (No, it's not. It's straight.) Say: *That's different.* Have Ss circle Ashley on their pictures.
- Have Ss work in pairs to find the differences.
- Elicit the differences.

Answers

Differences: Ashley's hair, Mike's hair, Jin Sun's glasses, Brian's hair, Hector's beard, Cynthia's height.

Unit 3, Lesson A

Learning objective: Exchange information about the weather.

Have Ss work in pairs. Designate one S as A and one S as B. Refer A Ss to page 129. Refer B Ss to page 131.

A

- Go over the instructions and the example conversation. Explain that Ss will ask questions to get the missing information.
- Model the activity with a S. Direct Ss' attention to Lisbon, Portugal. Take the part of an A partner and ask B partners: *What's the weather like in the summer?* Elicit the answer from B partners (*It's hot, not rainy.*).
- Have Ss work in pairs to ask and answer questions and complete their charts.
- Go around the room and offer help as needed.

B

- Go over the instructions. Model the activity with a S. Ask a S: *Which information surprises you?* Have a S ask you the same question, and say: *Fall in South Korea is sunny and cool.*
- **Option** Give Ss a sentence starter they can use to express surprise. Write on the board: *I think it's surprising that . . .*
- Have Ss work in pairs to share their opinions.

unit

3 Lesson A

What's the weather like?

Student A

A PAIR WORK You and your partner have information about the weather in four cities, but some information is missing. Ask questions to get the information.

A: When is spring in Lisbon?

B: It's from March to June. What's the weather like in the spring?

A: It's warm and sunny.

Lisbon, Portugal	Season	Months	Weather
	Spring	March-June	warm and sunny
	Summer	June-September	
	Fall	September-December	
	Winter	December-March	cool and rainy

Seoul, South Korea	Season	Months	Weather
	Spring	March-June	
	Summer	June-September	hot and rainy
	Fall	September-December	
	Winter	December-March	very cold, snowy

Sydney, Australia	Season	Months	Weather
	Spring	September-December	warm and sunny
	Summer	December-March	
	Fall	March-June	
	Winter	June-September	cool and windy

Buenos Aires, Argentina	Season	Months	Weather
	Spring	September-December	
	Summer	December-March	sometimes hot, not rainy
	Fall	March-June	
	Winter	June-September	cold, not rainy

B PAIR WORK Which city's seasons are similar to yours?

Keep talking!

129

Extra activity: Extension

Have Ss work in groups to plan a trip to one of the four cities. Give each group a set of dates to work with; try to have groups planning trips for different seasons. Have Ss try to come to agreement about the best place to visit during this time. Ask the groups to share their travel plans and their reasons with the class.

Unit 2, Lesson C

continued

Find the differences

Student B

PAIR WORK You and your partner have pictures of the same people, but six things are different. Describe the pictures and ask questions to find the differences. Circle them.



A: In my picture, Brian is young. Is he young in your picture?

B: Yeah, so that's the same. In my picture, he has short straight hair.

A: Mine, too. What color is . . . ?

Answers

Differences: Ashley's hair, Mike's hair, Jin Sun's glasses, Brian's hair, Hector's beard, Cynthia's height.

Unit 3, Lesson A

continued

unit

3 Lesson A

What's the weather like?

Student B

A PAIR WORK You and your partner have information about the weather in four cities, but some information is missing. Ask questions to get the information.

A: When is spring in Lisbon?

B: It's from March to June. What's the weather like in the spring?

A: It's warm and sunny.

Lisbon, Portugal	Season	Months	Weather
	Spring	March-June	
	Summer	June-September	hot, not rainy
	Fall	September-December	warm and windy
	Winter	December-March	

Seoul, South Korea	Season	Months	Weather
	Spring	March-June	warm, not rainy
	Summer	June-September	
	Fall	September-December	sunny and cool
	Winter	December-March	

Sydney, Australia	Season	Months	Weather
	Spring	September-December	
	Summer	December-March	hot and dry
	Fall	March-June	cool and rainy
	Winter	June-September	

Buenos Aires, Argentina	Season	Months	Weather
	Spring	September-December	warm and rainy
	Summer	December-March	
	Fall	March-June	rainy, not cool
	Winter	June-September	

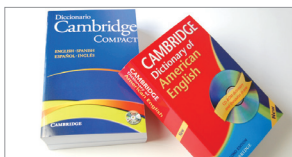
B PAIR WORK Which city's seasons are similar to yours?

Keep talking!

131

Someday . . .

A Write information about things you'd like to do someday.



a language I'd like to learn: _____



a person I'd like to meet: _____



a country I'd like to visit: _____



a job I'd like to have: _____



something I'd like to buy: _____



a sport I'd like to try: _____



a place I'd like to live: _____



a game I'd like to play: _____

B GROUP WORK Share your ideas. Ask and answer questions for more information.

A: I think I'd like to learn Spanish someday.

B: Really? Why?

A: Because I'd like to visit Costa Rica.

Unit 3, Lesson C

Learning objective: Talk about things to do someday.

Refer Ss to page 132.

A

- Go over the instructions. Read the captions beneath each picture. Have Ss underline the infinitives as you read aloud (*to learn, to meet, to visit, to have, to buy, to try, to live, to play*).
- Have Ss work individually to write their ideas below the pictures.

B

- Read the instructions. Model the activity with a S by reading the dialogue.
- Have Ss work in groups to share their ideas from Part A.
- Go around the room and take notes on errors you hear in the form of *would like* + infinitives, paying particular attention to the pronunciation of 'd in contractions and *to* with infinitives.
- Write the errors you heard on the board. Encourage Ss to correct them.

Unit 4, Lesson A

Learning objective: Play a memory game about a home.

Refer Ss to page 133.

A

- Go over the instructions. Have Ss work individually to study the details in the picture of the home. Set a time limit of two minutes.

B

- Have Ss cover the picture with a piece of paper. Go over the instructions and model the activity with a S, using the example conversation.
- Have Ss work in pairs to ask and answer the questions and to see how much they remember.
- Go around the room and take notes on the quantifiers with nouns they are using correctly.
- On the board, write examples of correct sentences you heard with quantifiers.

C

- Have Ss work in pairs to uncover the picture and check their answers.
- Call on Ss to share which details they did not remember.

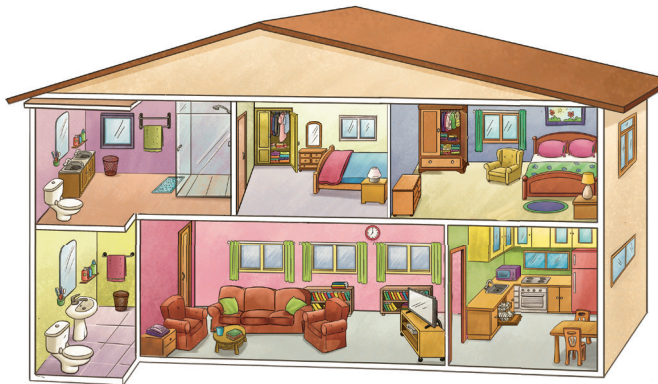
unit

4

Lesson A

Home sweet home

A PAIR WORK Look at the picture for two minutes. Try to remember the rooms, furniture, and other details.



B PAIR WORK Cover the picture. Ask and answer these questions. What do you remember?

- How many rooms are there in the house?
- Which rooms are on the first floor? the second floor?
- How much light is there in the living room? How many windows are there?
- Is there much furniture in the living room? What's there?
- What's on the coffee table? What's on the kitchen table?
- Are there many pictures in the house? Where are they?
- How are the two bedrooms different?
- How are the two bathrooms different?
- Is there much space in this house? Do you think there is much noise?

A: How many rooms are there in the house?

B: I think there are ... rooms.

A: I think so, too. Which rooms are on the first floor?

C Look at the picture again and check your answers.

Keep talking!

133

Cleanup time

PAIR WORK You need to do some chores around the apartment. Decide who does each chore. Be fair!



A: Could you take out the garbage?

B: Sure. I can take it out. Would you clean out the closet?

Unit 4, Lesson C

Learning objective: Talk about decisions about chores.

Refer Ss to page 134.

- Go over the instructions. Read the dialogue with a S.
- Have Ss work in pairs to decide what chores to do and who will do each chore.
- Go around the room and take notes on the phrasal verbs Ss are using correctly and incorrectly.
- Write on the board the sentences you heard with correct and incorrect use of phrasal verbs. Have Ss identify the incorrect uses of phrasal verbs and encourage Ss to correct them.

Extra activity: Game

To help Ss remember the particles that follow the phrasal verbs in this unit, write the verbs from p. 40 on the board without the particles. Have Ss work in pairs or groups to write down the particle that goes with each verb as fast as they can (books closed). The team that completes their list first, and correctly, wins. Explain that some of these verbs can be used with different particles, but the meaning will change (for example, *take out*, *take in*, *take up* are all phrasal verbs, but they have different meanings). Remind them that the purpose of this game is to memorize the specific verbs + particles presented in this unit. **Option:** Award bonus points if they can add a noun after each phrasal verb.

Unit 5, Lesson A

Learning objective: Practice giving and following instructions using exercises you can do at your desk.

Refer Ss to page 135.

A

- Go over the instructions. Model the activity with a S. Read the dialogue with a S, taking the part of Student B and performing the action of moving your eyes.
- Have Ss work in pairs to describe the first three exercises (*eye, wrist, and shoulder*) and do the actions. One partner should read all the descriptions; the other one should do all the actions. (They will have a chance to change roles for the next three exercises.) Remind Ss to cover up the pictures.
- Have Ss change roles to describe and do the actions for the next three exercises (*hand, neck, and arm*). The partner who did the exercises before will now read the descriptions. Remind Ss to cover up the pictures.

B

- Have Ss tell their partner how well they followed instructions. Model the activity. Say: *You did the eye and shoulder exercises perfectly. You didn't do the wrist exercises very well – you moved your hands slowly.*
- Have Ss ask their partner how they feel after doing these exercises. Model the activity. Say: *My eyes feel tired. My wrists hurt. But my shoulders feel great!*
- Call on Ss to say how their partner did and how they feel.

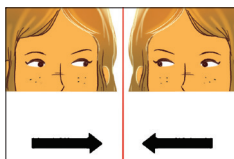
unit

5 Lesson A

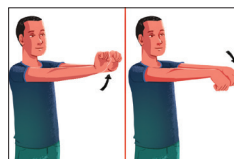
Don't get up!

Student A

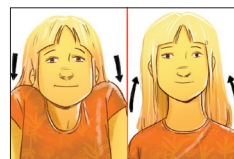
A PAIR WORK Tell your partner to cover the pictures. Describe the exercises. Your partner does the actions. Take turns.



Eye exercises
Move your eyes quickly to the right. Then move them quickly to the left. Repeat five times.



Wrist exercises
Stretch your arms in front of you. Move your hands up and down quickly. Repeat five times.



Shoulder exercises
Lift your shoulders slowly to your ears. Don't move, and hold for three seconds. Then lower your shoulders. Repeat three times.

A: Move your eyes to the right.

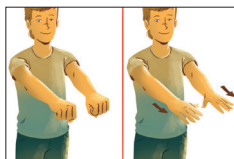
B: Like this?

A: Yes. Now move them to the left.

B PAIR WORK How did your partner do? How does your partner feel?

Student B

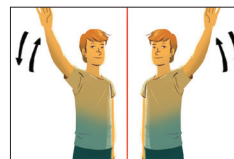
A PAIR WORK Tell your partner to cover the pictures. Describe the exercises. Your partner does the actions. Take turns.



Hand exercises
Stretch your arms in front of you. Close your hands. Then open your hands quickly. Repeat five times.



Neck exercises
Touch your right ear to your right shoulder. Then touch your left ear to your left shoulder. Repeat five times.



Arm exercises
Lift your right arm up and down. Then lift your left arm up and down. Repeat three times.

B: Stretch your arms in front of you.

A: Like this?

B: Yes. Now close your hands.

B How did your partner do? How does your partner feel?

Keep talking!

135

Extra activity: Realia

Bring in pictures of simple exercises from a magazine. These can often be found in women's magazines or sports magazines. Cross out or cut out any written descriptions. Distribute the pictures to Ss. Have them work in pairs or groups to describe the exercises, using imperatives, adverbs of manner, and vocabulary for parts of the body. Alternatively, have Ss work in pairs or groups to come up with their own exercise that can be done at a desk. Have them draw pictures or diagrams of their exercise and then explain it to the class.

How healthy are you?

A PAIR WORK Take the quiz. Take turns asking and answering the questions.

<p>1 How many servings of fruit and vegetables do you eat a day?</p> <p><input type="checkbox"/> a Five or more</p> <p><input type="checkbox"/> b Three to four</p> <p><input type="checkbox"/> c One to two</p> 	<p>6 How long do you spend watching TV or playing video games each week?</p> <p><input type="checkbox"/> a One to two hours</p> <p><input type="checkbox"/> b Three to six hours</p> <p><input type="checkbox"/> c Seven or more hours</p> 
<p>2 How often do you eat breakfast?</p> <p><input type="checkbox"/> a Every day</p> <p><input type="checkbox"/> b Two to six times a week</p> <p><input type="checkbox"/> c Rarely</p> 	<p>7 How well do you sleep at night?</p> <p><input type="checkbox"/> a Very well</p> <p><input type="checkbox"/> b Pretty well</p> <p><input type="checkbox"/> c Not very well</p> 
<p>3 How many meals do you eat a day?</p> <p><input type="checkbox"/> a Four or five small meals</p> <p><input type="checkbox"/> b Three meals</p> <p><input type="checkbox"/> c One or two big meals</p> 	<p>8 How often do you get a checkup?</p> <p><input type="checkbox"/> a Once a year</p> <p><input type="checkbox"/> b Every two or three years</p> <p><input type="checkbox"/> c Hardly ever</p> 
<p>4 How much junk food do you eat?</p> <p><input type="checkbox"/> a Very little</p> <p><input type="checkbox"/> b About average</p> <p><input type="checkbox"/> c A lot</p> 	<p>9 How happy are you with your health?</p> <p><input type="checkbox"/> a Very happy</p> <p><input type="checkbox"/> b Pretty happy</p> <p><input type="checkbox"/> c Not very happy</p> 
<p>5 How often do you exercise?</p> <p><input type="checkbox"/> a Every day</p> <p><input type="checkbox"/> b Two or three times a week</p> <p><input type="checkbox"/> c Never</p> 	<p>a answers = 3 points b answers = 2 points c answers = 1 point</p> <p>21-27 You're very healthy. Congratulations! 15-20 You're pretty healthy. Keep it up! 9-14 You can improve your health. Start now!</p>

B PAIR WORK Add up and score your quizzes. Are the results true for you? Why or why not?

A: My score is 16. It says I'm pretty healthy. I think that's true.

B: My score is 20, but I think I'm very healthy.

Unit 5, Lesson C

Learning objective: Practice talking about healthy habits using a health quiz.

Refer Ss to page 136.

A

- Go over the instructions.
- Pre-teach any unfamiliar vocabulary. Elicit or explain the meaning of *servings* (an individual portion of food), *checkup* (a physical examination with a doctor), *improve* (get better), and *score* (the total number of points in a quiz, test, or game).
- Model the activity with a S. Ask a S the first question and have the S tell you the answer. Then have the S ask you the same question. Give your response. Point out that Ss should mark their partner's answers.
- Have Ss work in pairs to take the quiz.

B

- Have Ss add up their partner's scores and decide how healthy their partner is.
- Have two Ss read the dialogue.
- Have Ss discuss the results with their partner. Encourage Ss to give reasons for why they think the quiz results are or are not true.
- Go around the room and give help as needed.

Unit 6, Lesson A

Learning objective: Debate things to watch on TV.

Refer Ss to page 137.

A

- Direct Ss' attention to the TV listings. Explain this is a schedule of TV shows.
- Go over the instructions and the question.
- Have Ss work in pairs to read the listings for each channel and to discuss what types of shows they are (game shows, documentaries, etc.).
- **Option** Ask: *What show do you prefer to watch? What looks interesting to you?* Have Ss work in pairs to discuss their preference.

B

- Direct Ss' attention to the pictures. Explain that these are four members of the Green family. The information below each picture states their TV program preferences.
- Go over the instructions.
- Have Ss work in pairs to find the best shows for the Green family to watch between 7:00 and 10:00.
- Go around the room and take notes on errors you hear in the use of verb + infinitive or gerund and target vocabulary.
- Write the errors you heard on the board. Encourage Ss to correct them.

C

- Go over the instructions.
- Have each pair join another pair to share their ideas about the Green family TV schedule.

unit

6 Lesson A

TV listings

A PAIR WORK Look at the TV listings. What types of shows are they?

	Channel 4	Channel 11	Channel 13
7:00-7:30	Win or Lose Everyone's favorite game show! Play at home!	Soap Stars on Ice See your favorite soap stars ice skate for charity!	Man's Best Friend The new sitcom about a talking horse named Fred
7:30-8:00	Under Arrest Police drama starring Damien Porter		Travels with Ryan This week, Ryan learns how to samba in Brazil.
8:00-8:30	Mr. and Mrs. Right The best reality show on TV! Vote for your favorite couple!	The Year in Sports The best baseball moments of the year	The Ina Lopez Show Tough questions, honest answers. Tonight talk-show queen Ina takes your calls!
8:30-9:00		Meet My Family A funny family sitcom	
9:00-9:30	Lions of Kenya "An amazing documentary"	Take It or Leave It Part game show, part reality show. New!	My Roommate Ralph A new sitcom from the creators of <i>Alien Mom</i>
9:30-10:00	The News Local news with Dinah and Jim	Family Life The funny new cartoon for adults	Kiss and Tell See the soap everyone is talking about!

B PAIR WORK Look at the information about the Green family. They have only one TV. What shows can they watch together from 7:00 to 10:00?



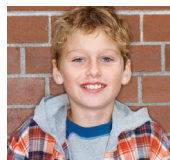
Dan Green

- enjoys watching sports and news
- hates to watch reality shows



Sarah Green

- hopes to visit Rio de Janeiro
- prefers to watch funny shows



Rick Green

- loves to watch game shows
- hates soap operas



Rose Green

- enjoys watching soap operas
- doesn't like watching sitcoms

A: They can watch *Win or Lose* at 7:00. Rick loves to watch game shows.

B: And they can watch *Travels with Ryan* at 7:30. Sarah hopes to visit Brazil.

C GROUP WORK What shows do you want to watch?

Keep talking!

137

My daily planner

- A** Make a schedule for tomorrow afternoon and evening. Use the ideas below and your own ideas. Write four activities in the daily planner. Think about how long each activity will take.

go grocery shopping	meet friends for coffee	watch a movie on TV
watch sports with friends	chat online with friends	clean my room
exercise at the gym	watch the news	study at the library

Date: / /		Date: / /	
Sun	Mon	Tues	Notes
Wed	Thurs	Fri	Sat
2:00		6:00	
2:30		6:30	
3:00		7:00	
3:30		7:30	
4:00		8:00	
4:30		8:30	
5:00		9:00	
5:30		9:30	

- B CLASS ACTIVITY** Think of three fun activities. Find classmates who want to do the activities with you. Add the information to your planners.

A: What are you doing tomorrow evening at 7:00?

B: I'm meeting some friends for coffee.

A: Oh, OK. Do you want to see a movie at 8:00?

B: I'd love to, but I can't. I'm ...



Unit 6, Lesson C

Learning objective: Practice using present continuous for future plans, using a daily planner.

Refer Ss to page 138.

A

- Direct Ss' attention to the planner. Set the scene. Ask Ss to raise their hands if they currently use an online or paper planner like this one. Ask: *Do you prefer to use an online or a paper planner? Why?*
- Go over the instructions. Have Ss work individually to write four activities into the planner.

B

- Have Ss work individually to think of three fun activities they would like to do with a classmate. Set a time limit of two minutes.
- Have two Ss read the example dialogue. Point out the question to start the conversation (*What are you doing . . . ?*), the fun activity the Ss are trying to schedule (*seeing a movie*), and the polite expression of regret (*I'd love to, but I can't.*).
- **Option** Model another example of how to start a conversation. Say and / or write on the board: *Do you want to see a movie tomorrow at 8:00?*
- Have Ss walk around the class and ask at least three people to do an activity and to find a time that will work with their schedule.
- Go around the room and give help as needed.
- Call on individual Ss to share their plans.

Unit 7, Lesson A

Learning objective: Make comparisons.

Refer Ss to page 139.

A

- Go over the instructions.
- Direct Ss' attention to the examples in the chart. Explain that for examples, Ss can also write brand names of these products. Encourage Ss to think of examples that have some differences, as they will be comparing them in Part B.

B

- Go over the instructions. Elicit the first question from the class (*Which is more expensive? / Which is less expensive?*).
- Have Ss work individually to write questions for each product, using comparative adjectives. Encourage Ss to write at least three new questions for each product.
- Go around the room and give help as needed.

C

- Go over the instructions.
- Have two Ss read the dialogue.
- Have Ss work in groups to ask and answer questions about their partner's products.
- Go around the room and take notes on any errors you hear in the form of comparative adjectives, paying particular attention to the correct use of *than*.
- Write the errors you heard on the board. Encourage Ss to correct them.

unit

7 Lesson A

Which product is . . . ?

A PAIR WORK Add two more products to the chart. Then think of two examples you know for each product and write their names in the chart.

	Example 1	Example 2	
Video game			Which is newer? Which is more fun? Which is . . . ?
Computer			Which is easier to use? Which is faster? Which is . . . ?
Cell phone			Which is thinner? Which is less expensive? Which is . . . ?
Car			Which is smaller? Which is faster? Which is . . . ?

B Compare each pair of products. Use the questions in Part A and your own ideas.

A: I think . . . is newer than . . .

B: That's right. It's more fun, too.

A: I don't really agree. I think . . . is more fun. My friends and I can play it all day!

C Share your comparisons with the class. Which product is better? Why?



Keep talking!

139

They aren't big enough!

Student A

PAIR WORK You and your partner have pictures of the same people, but there are eight differences. Describe the pictures and ask questions about the differences. Circle them.



A: In my picture, Nancy's pants are too baggy. They look very uncomfortable.

B: In my picture, Nancy's pants are too tight. So, that's different.

A: What about Maria's pants? I think they're too short.

B: They're too short in my picture, too. So, that's the same.

Unit 7, Lesson C

Learning objective: Practice enough and too, using a “find the differences” activity about clothing items.

Have Ss work in pairs. Designate one S as A and one S as B. Refer A Ss to page 140. Refer B Ss to page 144.

- Direct Ss' attention to the picture. Set the scene. Explain that these people are in a department store, trying on clothes.
- Go over the instructions and example dialogue. Direct Ss' attention to Maria's shoes. Ask A partners about their picture: *Are Maria's shoes too small?* (Yes, they are.) Ask B partners about their picture: *Are Maria's shoes too small?* (No, they're not. They're too big.) Say: *That's a difference.* Have Ss circle Maria's shoes on their picture.
- Repeat the procedure for Maria's pants (they are the same, so Ss don't circle them).
- Then have two Ss (one from group A and one from group B) read the entire dialogue.
- Have Ss work in pairs to talk about what is the same and different in the two pictures.
- Elicit the differences.

Answers

Differences: Maria's shoes, Maria's jacket, Andy's pants, Joe's amount of money, Joe's T-shirt, Andy's belt, Nancy's pants, the price of the jacket Nancy is holding.

Unit 9, Lesson A

Learning objective: Talk about famous people and careers.

Have Ss work in pairs. Designate one S as A and one S as B. Refer A Ss to page 141. Refer B Ss to page 145.

A

- Go over the instructions and the questions.
- Model the activity with a S, taking the role of Student A. Point to the first picture and ask a Student B: *What did George Washington do? (He was a politician.)*
- Point out that for questions about jobs, we can ask *What was his job?*, but it sounds more natural to ask *What did he do?* For this, we use the verb *do* in the past tense.
- Have Ss work in pairs to ask and answer the questions.
- Have the Ss look at their partners' information to check their answers.

B

- Go over the instructions. Have two Ss read the dialogue. Have S who is B complete the sentence about Jesse Owens and someone else.
- Have Ss work with their partner to find as many similarities as they can.
- Elicit the similarities.

Answers

Similarities: George Washington and Jesse Owens were born in the U.S.; Frida Kahlo and Charlie Chaplin were creative; George Washington, Jesse Owens, Marie Curie, and Yuri Gagarin were the first people to do something; Jesse Owens and Marie Curie were both prize winners; Charlie Chaplin and Marie Curie were born in the 1800s / in the nineteenth century.

unit

9 Lesson A

From the past

Student A

A PAIR WORK You and your partner have information on six famous people from the past, but some information is missing. Ask these questions and complete the information.

- Where was ... born?
- When was ... born?
- What did ... do?
- Why was ... famous?



Name George Washington
Place of birth the U.S.
Date of birth February 22, 1732
What did _____
Why famous He was the first president of the U.S.



Name Frida Kahlo
Place of birth Mexico
Date of birth July 6, 1907
What did painter
Why famous She was very _____, and her art was _____.



Name Charlie Chaplin
Place of birth England
Date of birth _____
What did actor and director
Why famous He was in a lot of funny black-and-white movies.



Name Jesse Owens
Place of birth the U.S.
Date of birth September 12, 1913
What did athlete
Why famous He was the first American to win _____ gold _____ in track and field in one Olympics.



Name Marie Curie
Place of birth _____
Date of birth November 7, 1867
What did scientist
Why famous She was the first person to win two Nobel prizes.



Name Yuri Gagarin
Place of birth Russia
Date of birth March 9, 1934
What did astronaut
Why famous He was the first person in _____.

B PAIR WORK Look at the information. What similarities can you find between these famous people and other famous people you know?

Keep talking!

141

- Option** Go around the room and take notes on errors you hear in the form of *was / were born* and past tense of *be*.
- Write the errors you heard on the board. Encourage Ss to correct them.

What can you do here?

A PAIR WORK Think about where you live. Where can you do each of these things? Take notes.



hear live music



see interesting dance



buy fun souvenirs



eat good, cheap food



see statues and art



enjoy beautiful views



go for a walk



visit historical sites



enjoy nature

A: You can often hear live music at the city square.

B: Right. And there's also the university coffee shop.

A: That's true. They have live music on Fridays and Saturdays.

B GROUP WORK Share your information. How similar are your ideas?

Unit 8, Lesson A

Learning objective: Discuss possible things to do where you live.

Refer Ss to page 142.

A

- Go over the instructions. Direct Ss' attention to the pictures. Explain that these are activities you can do in cities you visit or live in. Read the captions for the pictures. Elicit a definition of *souvenirs* (small, usually inexpensive items).
- Have two Ss read the dialogue.
- Have Ss work in pairs to discuss things to do where they live now.

B

- Go over the instructions.
- Have pairs join another pair to form groups of four and share information.
- Go around the room and take notes on errors you hear in the form and use of *should* and *can*, paying particular attention to word order and the base form of the verb.
- Write the errors you heard on the board. Encourage Ss to correct them.

Unit 8, Lesson C

Learning objective: Practice superlatives, using a city quiz.

Refer Ss to page 143.

A

- Go over the instructions.
- Have Ss work in pairs to take turns asking and answering the questions. Encourage Ss to try to agree on the answers and mark the agreed-upon answers on their quizzes.

B

- Go over the instructions. Have Ss work with their partner to check their answers at the bottom of the page.
- Call on pairs to share their score with the class. Ask: *Which facts about cities were the most surprising? Why?*

C

- Go over the instructions.
- Have Ss join another pair to form groups of four. Have groups write another question and three possible answers. Point out that they should know the answer to their question.
- Have groups exchange their quiz item with another group and have the groups discuss the question and answer choices.
- Have groups tell each other their answers and discuss the results.
- Go around the room and take notes on errors you hear in word stress with cities and the form of superlatives, paying particular attention to errors like *the most clean* (correct: *the cleanest*) and *the modernest* (correct: *the most modern*).
- Write the errors you heard on the board. Encourage Ss to correct them.

unit

8

Lesson C

City quiz

A PAIR WORK Take the quiz. Ask the questions and guess the answers. Take turns.

1	What is the biggest city in North America?	a Mexico City	b Los Angeles	c Washington, D.C.
2	Where is the biggest soccer stadium in South America?	a Buenos Aires, Argentina	b Rio de Janeiro, Brazil	c Lima, Peru
3	"The Big Apple" is the nickname for what U.S. city?	a Boston	b Washington, D.C.	c New York City
4	Which city is on the Han River?	a New Orleans, U.S.	b Venice, Italy	c Seoul, South Korea
5	What is the most expensive city?	a Tokyo, Japan	b London, England	c Rome, Italy
6	What is the safest big city in the U.S.?	a New York City	b Las Vegas	c Boston
7	The oldest subway system in the world is in what European city?	a Paris, France	b Madrid, Spain	c London, England
8	Which city has the worst traffic in the U.S.?	a Chicago	b Los Angeles	c San Francisco
9	What city is in both Europe and Asia?	a Berlin, Germany	b Stockholm, Sweden	c Istanbul, Turkey
10	The biggest public square in the world is in what city?	a Beijing, China	b Moscow, Russia	c London, England

B Check your answers on the bottom of this page. How many did you get correct?

C PAIR WORK Think of another question and three possible answer choices. Ask another pair. Do they know the answer?

"What's the largest city in . . .?"

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

Keep talking!

143

Extra activity: Extension

Collect all the groups' quiz questions from Part C and type them up into a new quiz like the one in Part A. Distribute the student-written quiz to the class. Call on Ss to read the quiz questions and answers and encourage Ss to correct any errors with superlatives.

Unit 7, Lesson C

continued

They aren't big enough!

Student B

PAIR WORK You and your partner have pictures of the same people, but there are eight differences. Describe the pictures and ask questions about the differences. Circle them.



A: In my picture, Nancy's pants are too baggy. They look very uncomfortable.

B: In my picture, Nancy's pants are too tight. So, that's different.

A: What about Maria's pants? I think they're too short.

B: They're too short in my picture, too. So, that's the same.

Answers

Differences: Maria's shoes, Maria's jacket, Andy's pants, Joe's amount of money, Joe's T-shirt, Andy's belt, Nancy's pants, the price of the jacket Nancy is holding.

Unit 9, Lesson A

continued

Answers

Similarities: George Washington and Jesse Owens were born in the U.S.; Frida Kahlo and Charlie Chaplin were creative; George Washington, Jesse Owens, Marie Curie, and Yuri Gagarin were the first people to do something; Jesse Owens and Marie Curie were both prize winners; Charlie Chaplin and Marie Curie were born in the 1800s / in the nineteenth century.

unit

9 Lesson A

From the Past

Student B

A PAIR WORK You and your partner have information about six famous people from the past, but some information is missing. Ask these questions and complete the information.

- Where was . . . born?
- When was . . . born?
- What did . . . do?
- Why was . . . famous?



Name George Washington
Place of birth the U.S.
Date of birth February 22, 1732
What did politician
Why famous He was the first _____ of the _____.



Name Frida Kahlo
Place of birth _____
Date of birth July 6, 1907
What did painter
Why famous She was very creative, and her art was very interesting.



Name Charlie Chaplin
Place of birth England
Date of birth April 16, 1889
What did actor and director
Why famous He was in a lot of _____ black-and-white _____.



Name Jesse Owens
Place of birth the U.S.
Date of birth _____
What did athlete
Why famous He was the first American to win four gold medals in track and field in one Olympics.



Name Marie Curie
Place of birth Poland
Date of birth November 7, 1867
What did scientist
Why famous She was the first person to win _____ Nobel _____.



Name Yuri Gagarin
Place of birth Russia
Date of birth March 9, 1934
Why famous He was the first person in space.

B PAIR WORK Look at the information. What similarities can you find between these famous people and other famous people you know?

Keep talking!

What an inspiring person!

A Think of three people you admire. Use the categories below or think of your own. Then complete the chart.

an athlete	a musician	a writer	an artist	a scientist
a politician	an actor/actress	a business leader	a family member	a teacher



	Name	Why	Notes
1			
2			
3			

B **GROUP WORK** Share your ideas. Ask and answer questions for more information.

A: I really admire Sergey Brin and Larry Page. They started Google.

B: Why do you admire them?

A: Well, I think they're both talented and intelligent.

C: Do you think they're also...?

C Is there a famous person who you *don't* admire? Why not?

Unit 9, Lesson C

Learning objective: Practice superlatives using a city quiz.

Refer Ss to page 146.

A

- Direct Ss' attention to the photos. Set the scene. Ask Ss if they know who these people are and why they are famous (first row, left to right: Richard Branson, entrepreneur; Steve Jobs, business man and inventor; Roger Federer, tennis player; second row, left to right: J.K. Rowling, author of Harry Potter series; Angelina Jolie, actress; Stephen Hawking, physicist; Cristiano Ronaldo, soccer player; Michelle Yeoh, actress).
- Go over the instructions.
- Have Ss work individually to brainstorm ideas and complete the chart. Encourage them to use the photos, the categories, or their notes from this unit for ideas.

B

- Go over the instructions. Read the dialogue with two Ss, taking the role of A. Have a strong S take the role of C. Ask this S to complete the question with another personality adjective.
- Encourage Ss to use the past tense to give specific examples to support their opinions. Remind them to pay attention to the pronunciation of *-ed* endings.
- Have Ss work in groups of three or more to share their ideas from Part A.

C

- Read the question. Have Ss work in groups to continue the discussion about someone they don't admire.
- Elicit examples of famous people Ss don't admire.

Unit 10, Lesson A

Learning objective: Practice menu vocabulary and articles using a menu-planning activity.

Refer Ss to page 147.

A

- Go over the instructions and the questions. Have three Ss read the dialogue below the menu. Have Student C add an additional menu item after “How about . . . ?”
- Have Ss work in groups to design their restaurant and menu.

B

- Go over the instructions. Have two Ss read the dialogue.
- Have each group join another group and share their restaurant idea and menu. Encourage groups to ask questions to get more information.
- **Option** Go around the room and take notes on articles you heard used correctly.
- Write the correct articles you heard on the board.

unit

10 Lesson A

A one-of-a-kind menu

A GROUP WORK Imagine you're going to open a restaurant together. Answer the questions and create a menu.

- What's the name of your restaurant?
- What do you want to serve?
- Is it a cheap or an expensive restaurant? Write the prices.

Restaurant 🍴

<p style="text-align: center; color: #e67e22;">☛ APPETIZERS ☛</p> <hr/> <hr/> <hr/> <hr/> <hr/>	<p style="text-align: center; color: #e67e22;">☛ MAIN DISHES ☛</p> <hr/> <hr/> <hr/> <hr/> <hr/>
<p style="text-align: center; color: #e67e22;">☛ SIDE DISHES ☛</p> <hr/> <hr/> <hr/> <hr/>	<p style="text-align: center; color: #e67e22;">☛ DESSERTS ☛</p> <hr/> <hr/> <hr/> <hr/>
<p style="text-align: center; color: #e67e22;">☛ DRINKS ☛</p> <hr/> <hr/> <hr/>	

A: Let's have three or four appetizers.

B: OK. How about some garlic bread and onion soup?

C: That sounds good. Let's have a salad, too. How about . . . ?

B GROUP WORK Exchange your menus. Ask and answer questions about the items. Which dishes would you order?

A: The Mexican salad sounds interesting. What's in it?

B: It has lettuce, tomatoes, onions, peppers, beans, and corn.

Keep talking!

147

Yes, I have.

GROUP WORK Play the game. Put a small object on *Start*. Toss a coin.



Move 1 space.



Move 2 spaces.

Heads

Tails

Use the words to ask and answer questions. Ask your own *Have you ever...?* questions on the **Free question** spaces. Take turns.

A: Have you ever made French fries?

B: Yes, I have.

START	Have / ever / make French fries?	Have / ever / cook a meal for another person? 	Have / ever / try Thai food?
Have / ever / eat Indian food? 	Free question	Have / ever / bake cookies? 	Have / ever / make popcorn?
Free question	Have / ever / have breakfast in bed? 	Have / ever / eat at the beach?	Have / ever / have a terrible stomachache? 
Have / ever / have a really expensive meal?	Free question	Have / ever / be to a Korean restaurant? 	Have / ever / drink coffee late at night? 
Have / ever / watch a cooking show on TV?	Have / ever / have a picnic? 	Free question	FINISH

Unit 10, Lesson C

Learning objective: Practice present perfect for experience using a board game about restaurant experiences.

Refer Ss to page 148.

- Go over the instructions. Model the activity with two Ss. Toss a coin, move one space if heads or two if tails, and ask the other two Ss the question on that square. Explain that the first player to reach *Finish* wins the game.
- Option** Have group members decide if the question is formed correctly in the present perfect. If they decide it is not, the player must go back one square and ask a different question.
- Option** Have group members decide if the other player's answer is formed correctly in the present perfect. If they decide it is not, the player must skip a turn.
- Have Ss work in groups to play the game.

Unit 11, Lesson A

Learning objective: Practice vocabulary for movie types and so, too, either, neither using a movie types chart.

Refer Ss to page 149.

A

- Direct Ss' attention to the pictures. Explain that the pictures show a poster for different types of movies.
- Go over the instructions. Explain that Ss can write in titles from movies on this page or other movies that they like.
- Have Ss work individually to complete the chart.

B

- Go over the instructions. Have two Ss read the dialogue.
- Have Ss walk around the room and talk to classmates about movies they like.
- **Option** Set a time limit, such as ten minutes, and encourage Ss to talk to as many classmates as they can.
- **Option** Encourage Ss to talk to at least six Ss.
- **Option** Go around the room and take notes on statements and responses with *so*, *too*, *either*, and *neither* Ss are using correctly.
- Point out the agreement / disagreement responses you heard used correctly.
- Call on Ss to share examples of classmates who like the same types of movies or specific movies (for example, *Lucia loves "Star Wars: The Last Jedi," and I do too.*).

unit

11

Lesson A

Movie favorites

A Complete the chart with six types of movies that you like. Add a title for each type.

	Type of movie	Title of movie
1		
2		
3		
4		
5		
6		



B **CLASS ACTIVITY** Find classmates who like the same types of movies you like. Then ask questions with *Have you ever . . . ?*

A: I really like animated movies.

B: So do I.

A: Really? Have you ever seen *Despicable Me*?

B: Yes, I have. I love that movie!

Keep talking!

149

Class Survey

A Complete the questions with your own ideas.

- 1 Do you like the band _____?
(a band)
- 2 Do you like the song _____?
(a song title)
- 3 Do you have the album _____?
(name of an album)
- 4 Do you ever listen to _____?
(a type of music)
- 5 Do you know the words to the song _____?
(name of a song)
- 6 Did you listen to _____ as a child?
(a type of music)
- 7 Would you like to see _____ in concert?
(a singer or band)

B CLASS ACTIVITY Ask your classmates the questions in Part A. How many people said "yes" to each question? Write the total number in the boxes.

C PAIR WORK Share your information.

A: A lot of our classmates like the band . . .

B: That's interesting. Not many of us like the band . . .

D Share the most interesting information with the class.

"All of us would like to see . . . in concert."



Unit 11, Lesson C

Learning objective: Practice determiners using a class survey about music.

Refer Ss to page 150.

A

- Go over the instructions.
- Have Ss work individually to complete the questions.

B

- Go over the instructions. Have Ss walk around the class and survey their classmates.
- **Option** Have Ss conduct a wider survey, if you have a small class, by asking Ss from other classes or people from their community.

C

- Go over the instructions and read the dialogue with a S.
- Have Ss work in pairs to share their survey results.
- **Option** Go around the room and take notes on errors you hear with determiners, paying particular attention to missing *of*, *the*, or plural *-s* on nouns.
- Write the errors you heard on the board. Encourage Ss to correct them.

D

- Call on Ss to share the most interesting information from their survey, using determiners.

Extra activity: Extension

Have Ss give more formal presentations of their survey results, using a visual aid. Encourage Ss to make a pie chart or other graph to show their results, and to talk about it using determiners. Alternatively, have Ss present their survey results at a poster session; Ss can take turns walking around, looking at posters, and asking presenters about their survey results.

Unit 12, Lesson A

Learning objective: Practice vocabulary for personal changes and infinitives of purpose.

Refer Ss to page 151.

A

- Go over the instructions.
- Have Ss work individually to check things they have done and then add three more things they did in the past. Point out that they do not need to write anything in the column on the right for now.
- Elicit examples of additional activities Ss added.

B

- Go over the instructions. Have a S read the phrases in the word box. Remind Ss that they can use their own ideas, too.
- Have Ss work individually to add reasons to the second column in Part A. Tell them that they only need to add reasons to the items that they checked.
- Go around the room and give help as needed.

C

- Go over the instructions. Have three Ss read the dialogue. Have Student A complete the last sentence (*I went . . .*) with his / her own information or idea.
- Have Ss work in groups to share their sentences from Part A.

unit

12 Lesson A

Why did I do that?

A Think about things that you did in the past. Check (✓) the things in the first column that are true for you. Then add three more things.

- | | |
|---|-----------|
| <input type="checkbox"/> I took a long trip | to _____. |
| <input type="checkbox"/> I sent a text to someone | to _____. |
| <input type="checkbox"/> I took a test | to _____. |
| <input type="checkbox"/> I joined a gym | to _____. |
| <input type="checkbox"/> I got a cell phone | to _____. |
| <input type="checkbox"/> I uploaded some photos | to _____. |
| <input type="checkbox"/> I worked hard | to _____. |
| <input type="checkbox"/> I got a part time job | to _____. |
| <input type="checkbox"/> _____ | to _____. |
| <input type="checkbox"/> _____ | to _____. |
| <input type="checkbox"/> _____ | to _____. |

B Why did you do each thing? Complete the sentences in Part A with an infinitive of purpose. Use the ideas below or think of your own.

talk with my friends	learn an instrument	show my friends
get my driver's license	get some experience	get a job
share good news	buy a gift	make more friends
save money	lose weight	see my relatives

C **GROUP WORK** Share your sentences. Ask and answer questions for more information.

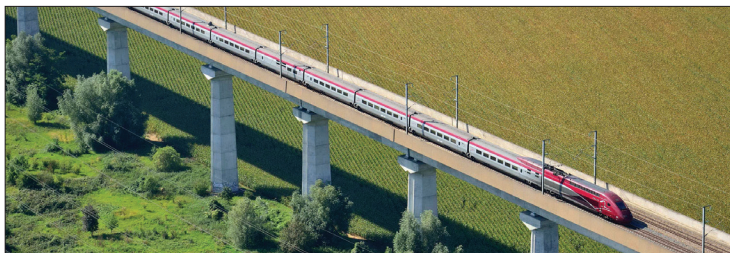
A: I took a long trip to see my relatives.

B: When was that?

A: Last year.

C: Where did you go?

A: I went . . .



Keep talking!

151

Next year . . .

A Add two future activities to the chart.

Do you think you'll . . . next year?	Name	Other details
take a trip with your family		
start a new hobby		
join a gym		
get married		
buy something expensive		
move to a different home		
start a career		
learn a musical instrument		

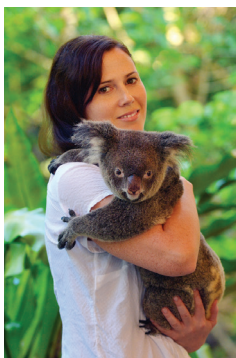
B **CLASS ACTIVITY** Find classmates who will do each thing. Write their names. Ask and answer questions for more information. Take notes.

A: Jun, do you think you'll take a trip with your family next year?

B: Yes, I do.

A: Really? Where will you go?

B: We're planning to go to Australia to visit some friends. I hope to . . .



C **GROUP WORK** Share the most interesting information.

Unit 12, Lesson C

Learning objective: Practice will, may, and might by making predictions about next year.

Refer Ss to page 152.

A

- Go over the instructions.
- Have Ss work individually to add two future activities to the first column of the chart.
- Elicit examples of additional future activities.

B

- Go over the instructions. Have two Ss read the dialogue. Have two different Ss model the activity using their own information.
- Have Ss walk around the class and talk to their classmates about future predictions. Remind Ss to write their classmates' names in the chart and to take notes on additional details. Encourage them to ask questions to get more information.
- **Option** Set a time limit of 10 minutes or ask Ss to talk to at least five different people.

C

- Go over the instructions.
- Have Ss work in groups to share the most interesting information they learned about their classmates.

Extra activity: Game

Show several short clips from TV shows or commercials, ideally ones that your Ss may not watch regularly or know well. Show a few seconds of the clip, then stop it and ask Ss to predict what will happen next. Have Ss work in pairs or groups to make predictions, or do the activity as a class. Ss can discuss or write their predictions. Then show the rest of the clips so Ss can see if their predictions were correct. Award points to teams whose predictions for each clip are correct.

Irregular verbs

Base form	Simple past	Past Participle
be	was, were	been
become	became	become
build	built	built
buy	bought	bought
choose	chose	chosen
come	came	come
do	did	done
draw	drew	drawn
drink	drank	drunk
drive	drove	driven
eat	ate	eaten
feel	felt	felt
get	got	gotten
give	gave	given
go	went	gone
hang	hung	hung
have	had	had
hear	heard	heard
hold	held	held
know	knew	known
leave	left	left
lose	lost	lost
make	made	made

Base form	Simple past	Past Participle
meet	met	met
pay	paid	paid
put	put	put
read	read	read
ride	rode	ridden
run	ran	run
say	said	said
see	saw	seen
sell	sold	sold
send	sent	sent
sing	sang	sung
sit	sat	sat
sleep	slept	slept
speak	spoke	spoken
spend	spent	spent
stand	stood	stood
swim	swam	swum
take	took	taken
teach	taught	taught
think	thought	thought
wear	wore	worn
win	won	won
write	wrote	written

Additional resources

Workbook answer key

Unit 1

Lesson A

Exercise 1

Across:

- fashion
- art
- languages

Down:

- sports
- politics
- technology
- culture
- travel

Exercise 2

- | | | | |
|-----|-----|-----|-----|
| 1 e | 3 g | 5 h | 7 d |
| 2 c | 4 a | 6 b | 8 f |

Exercise 3

- It's Gomez.
- Yes, she is.
- No, it isn't.
- She's 22 years old.
- She's from Mexico.
- She's interested in soccer and tennis.
- Yes, she is.
- She's interested in China, Japan, and South Korea.

Exercise 4

- Yolanda is interested in sports.
- She's not interested in fashion.
- She's interested in politics.
- She's interested in travel.
- She's not interested in art.
- She's not interested in pop culture.
- She's interested in literature.
- She's interested in languages.

Exercise 5

- What's your name?
- Where are you from?
- How old are you?
- Are you married or single?
- How old is your husband?
- Are you interested in languages?
- Are you interested in travel?

Lesson B

Exercise 1

- Gina* Hi. This is Gina.
Clerk Hello, Gina. What's your lastname?
Gina My last name is Rodriguez.
Clerk Could you say that again, please?
Gina Sure. Rodriguez.
Clerk Oh, OK, Ms. Rodriguez. How do you spell that?
Gina R-O-D-R-I-G-U-E-Z.

Exercise 2

- more slowly
- more slowly
- repeat
- more slowly
- repeat

Lesson C

Exercise 1

- gymnastics
- swim
- yoga
- karate
- table tennis
- bowl
- golf
- ski
- baseball

Exercise 2

- do gymnastics
- play table tennis
- ski
- do yoga
- play golf

Exercise 3

- A* What sports does she play?
B She plays table tennis.
- A* Where do they do gymnastics?
B They do gymnastics at school.
- A* Does he like karate?
B Yes, he does.
- A* When do you play golf?
B I play golf in the morning.
- A* Do you sell skis?
B No, we don't.
- A* Do they swim in the afternoon?
B No, they don't.

Exercise 4

- | | |
|-----------|----------|
| 1 like | 7. don't |
| 2 don't | 8. likes |
| 3 like | 9. Do |
| 4 When do | 10. play |
| 5 do | 11. like |
| 6 Do | 12. do |

Exercise 5

- | | |
|---------|---------|
| 1 likes | 5 play |
| 2 has | 6 wins |
| 3 wins | 7 likes |
| 4 plays | 8 have |

Exercise 6

- What game does Linda like?
- Does a miniature golf course have 18 holes?

- Who does Linda play miniature golf with?
- Where do Linda and Debbie / they play miniature golf?
- When do Linda and Debbie / they play miniature golf?
- Does Debbie like the game, too?

Exercise 7

Answers will vary.

Lesson D

Exercise 1

The following items are checked: 1, 2, 6

Exercise 2

- The decathlon has ten events.
- Athletes throw things in three events.
- The shot is a large heavy ball.
- Men jump over hurdles on a 110-meter course.
- The women's decathlon started in 2001.

Unit 2

Lesson A

Exercise 1

- | | |
|-------------|---------------|
| 1 friendly | 6 creative |
| 2 talkative | 7 funny |
| 3 confident | 8 hardworking |
| 4 generous | 9 serious |
| 5 shy | |

Exercise 2

- Ethan is shy but confident.
- Rita is friendly and talkative / talkative and friendly.
- Tom and Ed are serious and hardworking / hardworking and serious.
- Paul and Yoko are creative.
- Ms. Perez is generous.
- Emma is funny.

Exercise 3

- Laura is a shy but confident person.
- Sue and Kelly are hardworking students.
- Dana is a talkative and funny girl.
- He's a serious but friendly guy.
- She's a generous mother.
- They're creative and confident musicians.
- I'm a friendly person.
- Mr. Nelson is a talkative but serious teacher.

Exercise 4

- 1 What's she like?
- 2 What are they like?
- 3 What's John like? /What's he like?
- 4 And what are you like?

Exercise 5

- 1 is a serious
- 2 confident
- 3 is hardworking
- 4 is a creative
- 5 is shy
- 6 friendly

Exercise 6

Answers will vary.

- 1 A What are they like?
B They're . . .
- 2 A What's he like?
B He's . . .

Exercise 7

Answers will vary.

Lesson B**Exercise 1**

- 1 I think so.
- 2 I'm not really sure.
- 3 I don't believe so.
- 4 I believe so.

Exercise 2

- 1 I don't think so. / I don't believe so.
- 2 I think so. / I believe so. / I guess so.
- 3 I think so. / I believe so. / I guess so.
- 4 I think so. / I believe so. / I guess so.

Lesson C**Exercise 1**

B, C, E, A, D

- 1 She's middle-aged. She has long blond hair. She has little round glasses.
- 2 He's bald. He has a gray mustache. He's elderly and medium height.
- 3 They're short and overweight. They're young. They have straight black hair.
- 4 She's young. She's tall and thin. She has wavy shoulder-length hair.
- 5 He's middle-aged. He has curly hair. He has a short black beard.

Exercise 2

- 1 Diane
- 2 Mario
- 3 Ken
- 4 Megan

Exercise 3

- 1 He has wavy blond hair.
- 2 He has short brown hair.
- 3 She has straight blond hair.
- 4 She has long black hair.

Exercise 4

- 1 What does he look like?
- 2 What's he like?
- 3 What does she look like?
- 4 What do they look like?
- 5 What are they like?
- 6 What do you look like?
- 7 What's he like?
- 8 What are you like?
- 9 What do you look like?

Exercise 5

Size	Age	Shape	Color
little	elderly	curly	black
long	middle-aged	round	blond
short	new	straight	green
tall	young	wavy	red

Exercise 6

- 1 John has straight brown hair.
- 2 He's a short elderly man.
- 3 Wendy has little round glasses.
- 4 They have small green eyes.
- 5 He has a long gray beard.
- 6 We have new blue hats.

Exercise 7

Answers will vary. Sample answers:

- 1 He has short brown hair. He's young.
- 2 She has long wavy. She is middle-aged.
- 3 He's elderly. He has curly gray hair.
- 4 She has straight blond hair. Her hair is long.

Lesson D**Exercise 1**

- 1 Cathy Guisewite, *Cathy*
- 2 Jim Davis, *Garfield*
- 3 Matt Groening, *The Simpsons*

Exercise 2

- 1 Garfield
- 2 doesn't look like
- 3 serious
- 4 Matt and Cathy
- 5 daughter

Unit 3**Lesson A****Exercise 1**

- | | |
|----------|---------|
| 1 cold | 6 sunny |
| 2 cool | 7 snowy |
| 3 warm | 8 rainy |
| 4 hot | 9 windy |
| 5 cloudy | |

Exercise 2

- 1 It's windy and cool in Chicago.
- 2 It's snowy and cold in Detroit.
- 3 It's rainy and cool in Washington, D.C.
- 4 It's cloudy and warm in Atlanta.
- 5 It's sunny and hot in Miami.

Exercise 3

- | | | |
|-----|-----|-----|
| 1 c | 3 b | 5 a |
| 2 a | 4 a | 6 c |

Exercise 4

- 1 fairly
- 2 a lot
- 3 sunny
- 4 snowy
- 5 summer
- 6 winter

Exercise 5

- 1 It's very cold in the winter.
- 2 It rains a lot in the spring.
- 3 It's pretty windy in New York City.
- 4 It's fairly cool in Quito.
- 5 It doesn't rain very much in the dry season.
- 6 It doesn't snow at all in the summer.
- 7 It snows quite a bit in Canada.
- 8 It's extremely hot in Bangkok.

Exercise 6

- | | |
|-------------|------------|
| 1 pretty | 6 very |
| 2 a lot | 7 at all |
| 3 extremely | 8 fairly |
| 4 somewhat | 9 a little |
| 5 very much | 10 really |

Exercise 7

Answers will vary.

Lesson B**Exercise 1**

- A. 1. What
2. think
- B. 1. thoughts
2. opinion
- C. 1. I'd
2. What's

Exercise 2

- | | | |
|-----|-----|-----|
| 1 C | 2 A | 3 B |
|-----|-----|-----|

Lesson C**Exercise 1**

- 1 do a jigsaw puzzle
- 2 play a board game
- 3 play chess
- 4 do a crossword
- 5 make popcorn
- 6 bakes cookies
- 7 takes a nap
- 8 make a video

Exercise 2

- 1 He'd like to do a jigsaw puzzle.
- 2 Yes, they'd like to play chess.
- 3 She'd like to bake cookies.
- 4 No, she wouldn't. She'd like to play a board game.
- 5 Yes, he'd like to play a board game.
- 6 They'd like to do yoga.

Exercise 3

- 1 What would she like to play?
- 2 What would he like to do?
- 3 What would you like to play?
- 4 Would they like to do gymnastics?
- 5 Where would you like to do yoga?
- 6 Would she like to play chess?
- 7 Would you like to take a nap?
- 8 Where would they like to make a video?

Exercise 4

- 1 Kara would like to play table tennis. She wouldn't like to play soccer.
- 2 Dan would like to swim. He wouldn't like to ski.
- 3 Sheila and Greg would like to play chess. They wouldn't like to play a board game.
- 4 Mr. and Mrs. Jones would like to make popcorn. They wouldn't like to bake cookies.
- 5 Larry would like to do a crossword. He wouldn't like to do a jigsaw puzzle.
- 6 Claudia would like to take a nap. She wouldn't like to do yoga.

Exercise 5

Answers will vary.

Lesson D

Exercise 1

- 1 Otavalo, cool, pretty cold
- 2 Muisne, sunny, hot
- 3 Quito, warm, cool
- 4 Cotopaxi, extremely cold, snowy

Exercise 2

- | | | |
|------|------|------|
| 1 T | 3 T | 5 F |
| 2 NI | 4 NI | 6 NI |

Unit 4

Lesson A

Exercise 1

- 1 dishwasher (It's usually in a kitchen, not a bedroom.)
- 2 sofa (It's usually in a living room, not a bathroom.)
- 3 toilet (It's usually in a bathroom, not a living room.)

- 4 bathtub (It's usually in a bathroom, not a kitchen.)
- 5 stove (It's usually in a kitchen, not a bedroom.)

Exercise 2

- 1 bed
- 2 dresser
- 3 armchair
- 4 sofa / coffee table
- 5 coffee table / sofa
- 6 kitchen
- 7 curtains
- 8 sink
- 9 stove

Exercise 3

Answers will vary.

Exercise 4

Answers will vary.

Exercise 5

- | | |
|------------|------------|
| 1 a lot of | 4 a little |
| 2 some | 5 many |
| 3 any | 6 a few |

Exercise 6

- | | |
|--------|--------|
| 1 much | 4 much |
| 2 many | 5 much |
| 3 many | |

Exercise 7

- 1 How much street noise is there?
- 2 How much light is there in the kitchen?
- 3 Is there much space in the kitchen?
- 4 How many closets are there in the bedrooms?
- 5 Are there many shelves in the closets?

Exercise 8

- 1 How much noise is there in the living room?
- 2 How much light is there in the bathroom?
- 3 How many cupboards are there in the kitchen?
- 4 How much space is there in the dresser?
- 5 How many shelves are there in the bedroom?
- 6 Are there many armchairs in the living room?

Lesson B

Exercise 1

The following words are checked: Could, Would, Can.

Exercise 2

The following phrases are checked: No problem. Sure. I'd be happy to.

Exercise 3

- A
- 1 Could / Would / Can you turn down your TV, please?
 - 2 Sure. / No problem. / I'd be happy to.
- B
- 1 Could / Would / Can you open the window, please?
 - 2 Sure. / No problem. / I'd be happy to.
- C
- 1 Could / Would / Can you answer the phone, please?
 - 2 Sure. / No problem. / I'd be happy to.

Lesson C

Exercise 1

- | | |
|-------|--------|
| 1 off | 5 off |
| 2 out | 6 up |
| 3 up | 7 away |
| 4 up | 8 out |

Exercise 2

- 1 clean up the yard
- 2 take out the garbage
- 3 hang up the clothes
- 4 wipe off the counter
- 5 put away the dishes
- 6 pick up the magazines

Exercise 3

- 1 Please pick those magazines up.
- 2 Can you take the garbage out?
- 3 Dennis cleans up his yard every week.
- 4 I usually put the dishes away at night.
- 5 Would you drop off this letter at the post office?
- 6 My son and daughter never hang up their clothes.

Exercise 4

- 1 drop it off
- 2 hang it up
- 3 clean it up
- 4 clean them out
- 5 put them away
- 6 take it out
- 7 wipe them off
- 8 cleans it out

Exercise 5

- 1 Where do you drop it off?
- 2 Where do you hang it up?
- 3 Who can clean it up?
- 4 Who can clean them out?
- 5 Do your children put them away?
- 6 Does your husband take it out?
- 7 How often do you wipe them off?
- 8 How often does Miho clean it out?

Exercise 6

- 1 Kelly and Tim put the dishes away on Wednesday. Dad puts them away on Saturday.

- 2 Dad takes the garbage out on Tuesday. Kelly takes it out on Friday.
- 3 Mom drops off the dry cleaning on Monday. Tim drops it off on Friday.
- 4 Dad picks up the dry cleaning on Wednesday. Kelly picks it up on Sunday.
- 5 Kelly hangs the clothes up on Tuesday. Tim hangs them up on Thursday.
- 6 Mom and Kelly clean up the yard on Monday. Dad and Tim clean it up on Saturday.
- 7 Mom and Tim clean up the bathrooms on Tuesday. Kelly cleans them up on Friday.
- 8 Mom and Dad clean out the cars on Wednesday. Kelly and Tim clean them out on Sunday.

Exercise 7

Answers will vary. Possible answers:

- 1 [Name] takes it out.
- 2 I wipe them off . . .
- 3 I put them away on . . .
- 4 I drop it off . . .
- 5 I hang them up in . . .
- 6 I clean it up . . .

Lesson D

Exercise 1

- 1 bus
- 2 big / hotel
- 3 house

Exercise 2

- 1 He's a musician.
- 2 Yes, there is.
- 3 She's a flight attendant.
- 4 She's usually only in one place for a day.
- 5 Their avatars do the household chores.

Unit 5

Lesson A

Exercise 1

- | | |
|------------|------------|
| 1 head | 11 hand |
| 2 eye | 12 finger |
| 3 ear | 13 stomach |
| 4 nose | 14 leg |
| 5 mouth | 15 knee |
| 6 teeth | 16 ankle |
| 7 neck | 17 foot |
| 8 shoulder | 18 toe |
| 9 arm | |
| 10 wrist | |

Exercise 2

- | | |
|---------|----------|
| 1 back | 4 feet |
| 2 eyes | 5 finger |
| 3 wrist | 6 neck |

Exercise 3

- 1 Walk
- 2 Don't look
- 3 Wear
- 4 Practice
- 5 Don't walk
- 6 Don't open, Ask
- 7 Have
- 8 Be

Exercise 4

- | | |
|-------------|-----------|
| 1 carefully | 5 quickly |
| 2 deeply | 6 quietly |
| 3 heavily | 7 slowly |
| 4 noisily | |

Exercise 5

- | | | |
|-----|-----|-----|
| 1 c | 3 b | 5 c |
| 2 b | 4 a | 6 a |

Exercise 6

- 1 Jim stretches slowly.
- 2 Breathe deeply for ten minutes.
- 3 Don't breathe heavily.
- 4 Millie talks quietly on the phone.
- 5 Don't walk quickly after lunch.
- 6 We listen carefully to our teacher.

Exercise 7

Answers will vary.

Lesson B

Exercise 1

- 1 headache
 - 2 backache
 - 3 fever
 - 4 toothache
 - 5 cold
 - 6 stomachache
 - 7 sore throat
- Mystery word: earache

Exercise 2

- A**
- 1 I'm not feeling well. / I feel awful. / I don't feel so good.
 - 2 Take it easy. / Get well soon. / I hope you feel better.
- B**
- 1 I'm not feeling well. / I feel awful. / I don't feel so good.
 - 2 Take it easy. / Get well soon. / I hope you feel better.

Lesson C

Exercise 1

- 1 eat a balanced diet
- 2 protect your skin

- 3 eat a good breakfast
- 4 get enough sleep
- 5 exercise daily
- 6 wash your hands
- 7 go for a walk
- 8 lift weights

Exercise 2

Answers will vary.

Exercise 3

- 1 How many
- 2 How long
- 3 How well
- 4 How many
- 5 How much
- 6 How often
- 7 How long
- 8 How much

Exercise 4

- 1 How often do you eat breakfast?
- 2 How well do you follow your diet?
- 3 How often do you exercise?
- 4 How much water do you drink?
- 5 How much sleep do you get?
- 6 How often / How many times (a day) do you wash your hands?
- 7 How healthy are your eating habits?
- 8 How long / How much time do you spend at the gym?

Exercise 5

- 1 How much fruit does she eat?
- 2 How often does she eat vegetables?
- 3 How many meals does she eat a day?
- 4 How often does she go to the gym?
- 5 How long / How much time does she spend at the gym?
- 6 How much sleep does she get?

Exercise 6

Answers to the questions will vary.

- 1 How much fruit do you eat?
- 2 How often do you eat vegetables?
- 3 How many meals do you eat a day?
- 4 How often do you go to the gym?
- 5 How long / How much time do you spend at the gym?
- 6 How much sleep do you get?

Lesson D

The SitUp:
Then lower your head and arms.

The WeightLift:
Sit carefully on the ball.

The Reach:
Move your arms to the right.

The Squat:
Raise your body.

Unit 6

Lesson A

Exercise 1

- | | | |
|-----|-----|-----|
| 1 a | 4 b | 7 a |
| 2 c | 5 a | 8 b |
| 3 c | 6 c | 9 b |

Exercise 2

- Verb + infinitive: hope, want
Verb + gerund or infinitive: hate,
like, love, prefer
Verb + gerund: dislike, enjoy

Exercise 3

- 1 I like to watch reality shows at night.
- 2 Melvin hopes to buy a new TV next week.
- 3 My mother dislikes watching TV shows on the Internet.
- 4 What types of TV shows do you love watching?
- 5 We hate missing our favorite show.
- 6 Sarah and Mike prefer to listen to the news on the radio.

Exercise 4

- 1 I like watching reality shows at night.
- 2 What types of TV shows do you love to watch?
- 3 We hate to miss our favorite show.
- 4 Sarah and Mike prefer listening to the news on the radio.

Exercise 5

- 1 I love watching sitcoms. / I love to watch sitcoms.
- 2 She enjoys watching them.
- 3 I prefer listening to music on my computer. / I prefer to listen to music on my computer.
- 4 He wants to buy a new TV.
- 5 She hopes to see that famous writer.
- 6 He likes watching dramas. / He likes to watch dramas.
- 7 They hate shopping. / They hate to shop.
- 8 We dislike watching TV.

Exercise 6

- 1 hate
- 2 want
- 3 like
- 4 enjoy
- 5 prefer
- 6 want

Lesson B

Exercise 1

- 1 agree
- 2 agree

- 3 disagree
- 4 disagree
- 5 agree

Exercise 2

Answers will vary.

Lesson C

Exercise 1

Across:

- 2 reruns
- 5 skip
- 6 record
- 7 fast forward

Down:

- 1 public
- 2 remote
- 3 satellite
- 4 commercials

Exercise 2

- | | |
|------------|---------|
| 1 Isabella | 4 Mateo |
| 2 Tom | 5 Tonya |
| 3 Emily | 6 Randy |

Exercise 3

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

Exercise 4

- 1 She's going to work on Monday.
- 2 He's watching reruns of his favorite TV show tonight.
- 3 What are you doing for fun this weekend?
- 4 Is he teaching English in South Korea next year?
- 5 We're not recording our favorite shows on Friday. / We aren't recording our favorite shows on Friday.
- 6 The Hawks are playing the Lions next week.
- 7 I'm not cooking Mexican food for the party.
- 8 Where is she traveling for work next month?

Exercise 5

- 1 Is Becky buying a new TV on Friday?
- 2 Are Becky and Tim watching the baseball game on Sunday?
- 3 Is Becky having a party for Mark on Saturday?
- 4 Is Becky making a video of the game?
- 5 Is Becky recording the game for Mark?
- 6 Are Becky and Joan going out on Thursday?
- 7 Is Becky visiting her grandparents?
- 8 Is Becky visiting her parents on Saturday?

Lesson D

Exercise 1

- 1 Watch on your TV
- 2 Watch free shows on your computer
- 3 Watch on your smartphone

Exercise 2

- 1 No, they aren't.
- 2 Yes, they do.
- 3 Yes, you can.
- 4 by downloading an app to your phone
- 5 a streaming media player

Unit 7

Lesson A

Exercise 1

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

Exercise 2

- 1 big / slow
- 2 small / fast, fast / small
- 3 thick / expensive, expensive / thick
- 4 thin / cheap, cheap / thin

Exercise 3

- 1 The laptop is heavier than the tablet.
- 2 The laptop is bigger than the tablet.
- 3 The laptop is more expensive than the tablet.
- 4 The tablet is lighter than the laptop.
- 5 The tablet is cheaper than the laptop.
- 6 The tablet is smaller than the laptop.

Exercise 4

- | | |
|------------------|-------------------|
| 1 smaller | 7 nicer |
| 2 faster | 8 small |
| 3 more expensive | 9 light |
| 4 cheaper | 10 more difficult |
| 5 old | 11 worse |
| 6 better | 12 bigger |

Exercise 5

- 1 Which printer is smaller?
- 2 is smaller than
- 3 Which printer is cheaper?
- 4 is cheaper than
- 5 Which printer is quieter?
- 6 is quieter than
- 7 Which printer is newer?
- 8 is newer

Exercise 6

- 1 The bicycle is smaller than the motorcycle.
- 2 The motorcycle is more expensive than the bicycle.
- 3 The motorcycle is heavier than the bicycle.
- 4 The bicycle is quieter than the motorcycle.
- 5 The motorcycle is faster than the bicycle.

Exercise 7

Answers will vary. Possible answers:

- The motorcycle is nicer than the bicycle. / The bicycle is nicer than the motorcycle.
- The motorcycle is better than the bicycle. / The bicycle is better than the motorcycle.

Lesson B**Exercise 1**

- B, question mark
- S, period
- S, period
- B, question mark
- B, question mark
- S, period

Exercise 2

- A.** 1. Would you take \$12?
2. You can have it for \$15.
- B.** 1. How about \$35?
2. I'll give it to you for \$45.

Lesson C**Exercise 1**

- | | | |
|-----|-----|-----|
| 1 c | 3 c | 5 b |
| 2 a | 4 b | 6 a |

Exercise 2

- A.** 1. bright
2. tight
3. comfortable
- B.** 1. pretty
2. plain
3. ugly

Exercise 3

- This shirt isn't big enough.
- He doesn't have enough clothes.
- My jacket is too tight.
- We don't have enough time.
- Her coat isn't warm enough.
- Are these glasses too expensive?
- Do you have enough shoes?
- Is this belt cheap enough?

Exercise 4

- A** 1 too
2 enough
3 too
4 too
- B** 1 too
2 too
3 enough
- C** 1 enough
2 enough
3 too
4 enough

Exercise 5

- 1 B 2 C 3 A

Exercise 6

- We don't have enough pasta.
- This sofa isn't big enough.
- She's not tall enough.
- These pants are too short.
- It's too cold.
- There isn't enough space in the closet.
- He doesn't get enough sleep.
- These weights are too heavy.

Lesson D**Exercise 1**

Order of pictures:

- 7, 3, 1, 5
2, 8, 4, 6

Exercise 2

- It's an office store.
- They're next to the baskets. / They're on a shelf.
- No, they aren't.
- The "yes" button.
- The "total" button.

Unit 8**Lesson A****Exercise 1**

- | | |
|-----------|--------------------|
| 1 Palace | 5 Botanical Garden |
| 2 Castle | 6 Monument |
| 3 Statue | 7 Fountain |
| 4 Pyramid | 8 Square |

Exercise 2

- Friendship of the Peoples Fountain
- Statue of King Leonidas of Sparta
- Grand Palace

Exercise 3

- A** 1 should
2 should
3 shouldn't
- B** 1 should
2 shouldn't
3 should
- C** 1 should
2 shouldn't
3 Should
4 should
- D** 1 should
2 should
3 Should
4 shouldn't

Exercise 4

- Yes, he should.
- No, she shouldn't.
- Yes, they should.
- Yes, you should.
- No, he shouldn't.
- No, they shouldn't.

Exercise 5

- On Tour 1, you can't go to a museum or visit a monument. You can see a palace and have lunch at a castle.
- On Tour 2, you can't see a palace or have lunch at a castle. You can go to a museum and visit a monument.

Exercise 6

- No, she can't.
- Yes, we can. / Yes, you can.
- No, you can't. / No, I can't.
- Yes, he can.
- No, they can't.

Exercise 7

- | | | |
|-----|-----|-----|
| 1 a | 3 a | 5 c |
| 2 b | 4 c | |

Lesson B**Exercise 1**

- Ray* Hi, Mari.
- Mari* Oh, hi, Ray. Are you ready for your trip to France?
- Ray* Almost, but I don't know much about Montpellier. What do you think I should do there?
- Mari* I'd suggest seeing the botanical garden.
- Ray* Botanical garden?
- Mari* Yes. You can see all of the botanical garden in one day, and it's great.
- Ray* OK. That sounds good.

Exercise 2

Answers will vary.

- Lina* Hi, Sergio.
- Sergio* Oh, hi, Lina. Are you ready for your trip to Italy?
- Lina* Almost, but I don't know much about Rome. What would you recommend doing there?
- Sergio* I'd recommend seeing the fountains.
- Lina* Fountains?
- Sergio* Yes. You can see many of the fountains in one day, and they're great.
- Lina* OK. That sounds good.

Lesson C

Exercise 1

- 1 modern
- 2 stressful
- 3 ugly
- 4 clean
- 5 traditional
- 6 beautiful
- 7 relaxing
- 8 safe
- 9 dangerous
- 10 dirty

Exercise 2

Answers will vary.

Exercise 3

- 1 It's the most traditional hotel in the city.
- 2 It's the most dangerous city in the world.
- 3 It's the ugliest restaurant in Chicago.
- 4 The bookstore is the cheapest store in the mall.
- 5 Shannon has the most relaxing job in the world!
- 6 Market Street is the quietest street in my town.
- 7 It's the dirtiest beach in Spain.
- 8 It's the biggest café by the park.

Exercise 4

- 1 Miami is the biggest city in Florida.
- 2 Matt is the tallest boy in the class.
- 3 Park Street is the cleanest street in the town.
- 4 Jane has the newest computer in the family.

Exercise 5

- 1 the biggest
- 2 the cleanest
- 3 safest
- 4 the most beautiful
- 5 the worst
- 6 most stressful
- 7 the most relaxing
- 8 the best
- 9 the most modern
- 10 the cleanest
- 11 the oldest
- 12 the most traditional

Exercise 6

Answers will vary.

Lesson D

Exercise 1

- 1 Ku BomJu
- 2 Los Angeles
- 3 La Trobe
- 4 Varotsos

Exercise 2

- | | | |
|------|-----|-----|
| 1 NI | 3 F | 5 F |
| 2 F | 4 T | |

Unit 9

Lesson A

Exercise 1

- 1 explorer
- 2 politician
- 3 designer
- 4 director
- 5 scientist
- 6 athlete
- 7 astronaut
- 8 composer

Exercise 2

- 1 I was in Chicago last week.
- 2 Tom and Carol were at a basketball game last night.
- 3 Where were you yesterday?
- 4 Stephanie and Kim weren't in class on Tuesday.
- 5 Was David at the party on Friday night?
- 6 Tameka wasn't tired in the morning.

Exercise 3

- 1 He was born in Istanbul.
- 2 She was born on December 10, 1950.
- 3 Yes, she was.
- 4 No, he wasn't.
- 5 No, they weren't.
- 6 They were born in Vancouver.
- 7 Yes, they were.
- 8 He was born on June 4, 1975.

Exercise 4

- | | |
|----------|------------|
| 1 Was | 8 was |
| 2 wasn't | 9 was |
| 3 was | 10 wasn't |
| 4 were | 11 was |
| 5 was | 12 Were |
| 6 Was | 13 weren't |
| 7 was | 14 wasn't |

Exercise 5

Answers will vary.

Lesson B

Exercise 1

- 1 positive
- 2 sure
- 3 certain

Exercise 2

- 1 not sure / not certain / not positive
- 2 I'm sure / certain / positive
- 3 I'm not sure / certain / positive
- 4 I'm sure / certain / positive

Lesson C

Exercise 1

- 1 intelligent
- 2 determined
- 3 honest
- 4 caring
- 5 brave
- 6 passionate
- 7 inspiring
- 8 talented

Exercise 2

- 1 went
- 2 decided
- 3 visited
- 4 walked
- 5 got
- 6 saw
- 7 met
- 8 ate
- 9 had
- 10 didn't like

Exercise 3

- 1 A Where did Terry go on vacation?
B She went to San Diego.
- 2 A Did Terri go to the park with her family?
B Yes, she did.
- 3 A What did they visit in the park?
B They visited the San Diego Zoo.
- 4 A Did they get tired?
B Yes, they did.
- 5 A Where did they eat lunch?
B They ate lunch at a café in the park.
- 6 A Did Terri's parents like the food?
B No, they didn't.

Exercise 4

- 1 Miguel ate fish at a Thai restaurant seven days ago.
- 2 Miranda and Miguel shopped six days ago.
- 3 Miguel watched a boring reality show five days ago.
- 4 Miguel didn't go to the park four days ago. (It was too cold!)
- 5 Miguel and his mom ate breakfast in a coffee shop three days ago.
- 6 Martin and Miguel lifted weights two days ago.
- 7 Miguel and his sister didn't go out yesterday. (They were too tired!)

Lesson D

Exercise 1

- 1 inspiring, passionate
- 2 brave, determined
- 3 talented, inspiring

Exercise 2

- 1 He was born in Scotland.
- 2 He moved to the United States in 1849.
- 3 She went to Wrangel Island in 1921.
- 4 She was alone on the island for five months.
- 5 He was born in New Orleans.
- 6 He was a (jazz) musician, a composer, and a singer.

Unit 10**Lesson A****Exercise 1**

- 1 fruit salad (It's a side dish or dessert, not a main dish.)
- 2 steak (It's a main dish, not a dessert.)
- 3 tomato soup (It's an appetizer, not a side dish.)
- 4 rice (It's a side dish, not an appetizer.)

Exercise 2

- 1 tomato soup
- 2 chicken stir-fry
- 3 mashed potatoes
- 4 rice
- 5 apple pie
- 6 onion rings
- 7 steak
- 8 French fries
- 9 mixed vegetables
- 10 ice cream

Exercise 3*Answers will vary.***Exercise 4**

- | | |
|--------|--------|
| 1 the | 4 some |
| 2 some | 5 a |
| 3 an | 6 some |

Exercise 5

- 1 John is having a hamburger, some French fries, and some apple pie.
- 2 Mateo is having some garlic bread, some cheese ravioli, and some cheesecake.
- 3 Mindy is having a steak, some mashed potatoes, and some ice cream.
- 4 Mi Yon is having some chicken soup, a hot dog, and a fruit salad.

Exercise 6

- A**
- 1 a
 - 2 some
 - 3 The
 - 4 the
- B**
- 1 some
 - 2 some

- 3 The
- 4 the

Lesson B**Exercise 1**

- 1 have
- 2 check / repeat
- 3 like
- 4 check / repeat
- 5 have
- 6 read

Exercise 2*Answers will vary.***Lesson C****Exercise 1**

- 1 avocados
- 2 oysters
- 3 dates
- 4 squid
- 5 seaweed
- 6 plantains
- 7 soy milk
- 8 carrot juice
- 9 blue cheese
- 10 frozen yogurt

Exercise 2

- 1 avocados
- 2 seaweed
- 3 blue cheese
- 4 plantains
- 5 dates
- 6 frozen yogurt
- 7 carrot juice
- 8 oysters

Exercise 3

- 1 been
- 2 drunk
- 3 eaten
- 4 had
- 5 tried

Exercise 4

- 1 Ramiro has eaten black spaghetti ten times. / Ramiro's eaten . . .
- 2 He has never drunk seaweed juice. / He's never drunk . . .
- 3 He has tried squid. / He's tried . . .
- 4 He has had unusual food many times. / He's had . . .
- 5 He has eaten plantains. / He's eaten . . .
- 6 He has never had fish tacos. / He's never had . . .
- 7 He has been to restaurants in other countries. / He's been . . .
- 8 He has never cooked unusual foods at home. / He's never . . .

Exercise 5

- 1 Have you ever eaten
- 2 haven't
- 3 have
- 4 Have you ever been
- 5 haven't
- 6 have eaten
- 7 Have you ever had
- 8 haven't

Exercise 6

- 1 Have you ever tried squid sushi?
- 2 Have you ever had chicken tacos?
- 3 Have you ever drunk carrot juice?
- 4 Have you ever been to a Colombian restaurant?
- 5 Have you ever eaten plantains?
- 6 Have you ever been to a Chinese restaurant?

Exercise 7*Answers will vary.***Lesson D****Exercise 1**

8

Exercise 2

The following items are checked: RickN liked the crab cakes.
Carla82 tried some juice at the restaurant.
Jake liked the ice cream.

Unit 11**Lesson A****Exercise 1**

- | | |
|-----|-----|
| 1 b | 5 a |
| 2 a | 6 a |
| 3 a | 7 b |
| 4 b | 8 b |

Exercise 2

- 1 So do
- 2 Neither am
- 3 Neither do
- 4 So am
- 5 So do
- 6 Neither do

Exercise 3

- 1 I do, too.
- 2 I'm not, either.
- 3 I don't, either.
- 4 I am, too.
- 5 I do, too.
- 6 I don't, either.

Exercise 4

- I like
- I don't like
- I'm not
- I'm never
- I'm
- I eat

Exercise 5

Answers will vary.

Lesson B**Exercise 1**

- Any suggestions?
- Do you have any suggestions?
- Let's see an action movie.
- Why don't we go to a movie?
- What do you suggest?
- We could watch TV.

Exercise 2

- Do you have any suggestions?
- We could watch TV.
- What do you suggest?
- Why don't we go to a movie?
- Any suggestions?
- Let's see an action movie.

Exercise 3

Answers will vary.

Lesson C**Exercise 1**

- pop
- techno
- blues
- rock
- country
- jazz
- reggae
- hip-hop
- folk
- classical

Exercise 2

all of
most of
a lot of
some of
not many of
none of

Exercise 3

- Not many of
- A lot of
- All of
- Some of
- None of
- Not many of

- Some of
- Not many of
- Most of
- A lot of

Exercise 4

- Many of the runners are tired.
- All of them are running.
- None of them are sitting.
- Not many of them are running fast.
- Most of the shoes are black.
- Not many of them are white.
- None of them are gray.
- All of the people are listening to music.
- None of them are reading.
- Some of them are sitting.

Lesson D**Exercise 1**

He likes listening to music, eating at restaurants, going to museums, and going to the movies.
None of them write about museums.

Exercise 2

- next to the movie theater
- New Orleans
- SandraMN
- jazz, folk, blues, and rock

Unit 12**Lesson A****Exercise 1**

- A**
- pass a test
 - study harder
- B**
- save money
 - join a gym
 - lose weight
- C**
- get a credit card
 - learn an instrument
- D**
- start a new hobby
 - make more friends

Exercise 2

- We're saving money to buy a new house.
- Are you learning English to get a better job?
- Lisa joined a gym to make new friends.
- Ethan and Ruben went to the movies to see a comedy.
- I take yoga classes to relax.
- Is Rita getting a credit card to buy more clothes?

Exercise 3

- Kim is taking soccer lessons to play better.
- Ed is lifting weights to get stronger.
- Jim is taking a salsa class to dance better.
- Hannah is taking yoga to relax.
- Tina is doing gymnastics to have fun.
- Josh is learning karate to lose weight.

Exercise 4

- Study harder to get better grades.
- Take a writing class to improve your writing.
- Talk to English speakers to improve your pronunciation.
- Listen to music in English to improve your listening.
- Read websites in English to learn new words.
- Email Kate to take an English class.

Exercise 5

- Lynn is going to Peru to see Machu Picchu.
- Doug joined a gym to lose weight.
- Sandra is saving money to buy a car.
- Tom started an English club to make more friends.

Exercise 6

Answers will vary.

- I'd like to go to ... to ...
- I'd like to meet ... to ...
- I'm taking English classes to ...
- I'd like to learn ... to ...

Lesson B**Exercise 1**

- Ken* Hey, Sam. Long time no see.
Sam Oh, hi, Ken. How are you doing?
Ken I'm good, thanks. But I had the flu last month.
Sam I'm sorry to hear that.
Ken Yeah. I was sick for two weeks, but I feel better now.
Sam That's great to hear!
Ken Yeah. And guess what? I'm going to Paris on Saturday.
Sam That's wonderful! Have a great time!

Exercise 2

- I'm happy to hear that! / That's great to hear!
- That's too bad. / That's a shame.
- That's too bad. / That's a shame.
- I'm happy to hear that! / That's great to hear!

Lesson C

Exercise 1

- 5 She got married to Leonard in 1970.
- 4 In 1967, she started a career.
- 1 Dorothy started school in 1950.
- 6 They rented an apartment for five years.
- 2 She graduated from high school 13 years later.
- 8 Dorothy got promoted in 1980, and again in 1994.
- 9 She retired in 2010.
- 7 Then in 1975, they bought a house.
- 3 She went to college in 1963.

Exercise 2

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

Exercise 3

- 1 'll graduate
- 2 might come
- 3 will go
- 4 'll stay
- 5 might leave
- 6 'll stay
- 7 might go
- 8 might work
- 9 won't decide

Exercise 4

- 1 may come
- 2 may have
- 3 'll go
- 4 'll love
- 5 won't go
- 6 may go

Exercise 5

- 1 Yes, I will.
- 2 No, I won't.
- 3 Yes, I will.

- 4 Yes, I will.
- 5 No, I won't.

Exercise 6

Answers will vary.

Lesson D

Exercise 1

- 1 All life is an experiment. The more experiments you make the better.
- 2 There are people who have money and people who are rich.
- 3 Life isn't a matter of milestones, but of moments.

Exercise 2

- 1 P
- 2 P
- 3 F
- 4 F

Class audio scripts

Unit 1

Lesson B, Exercise 3, [p. 9]

Level 2, Track 13

- 1 *Candace* Hello?
Clara Hi, Candace. It's Clara. How's it going?
Candace Good. Listen, do you want to go to Sally's party?
Clara Now? Yeah.
Candace Um, OK. I guess.
Clara Do you have her address or phone number?
Candace No, sorry.
Clara OK, I can call Directory Assistance and get her number.
Candace All right. Let's meet in 30 minutes at the coffee shop near my place.
- 2 *Woman 3* Can I help you?
Clara Yes. I'd like the phone number for Sally Thompson.
Woman 3 Can you spell that?
Clara Um, it's T-H-O-M-P-S-O-N.
Woman 3 OK, the number is 301-555-2851.
- 3 *Sally* Hello?
Clara Sally?
Sally Yes.
Clara It's Clara.
Sally Clara! Where are you? Why aren't you at the party?
Clara I'm coming, but I don't have your address.
Sally Oh, it's 216 Lexington Road, Apartment 4.

Lesson C, Exercise 2, Part B [p. 10]

Level 2, Track 16

- Boyfriend* Where am I?
Gina You're in the hospital.
Boyfriend The hospital? Oh, right . . . our ski trip. Am I OK?
Gina Yes, you're fine. Nothing is broken.
Boyfriend Oh, good. . . . Gina?
Gina Yes?
Boyfriend How are my skis? Are they OK?

Lesson D, Exercise 2 [p. 13]

Level 2, Track 19

- Friend* What's that, John?
John Gyotaku. It's a kind of printing, from Japan. It's popular here in Hawaii.
Friend Gyotaku huh? Is that a fish?
John Yeah. First you wash and dry the fish. Then you paint the fish. You can use different colors.
Friend OK . . .
John After that, you press some rice paper on the fish. Then you pull off the paper, and you have a beautiful picture! It's a fun hobby. I use different kinds of fish all the time.
Friend Do you work alone?
John No, I work with my sister.
Friend It looks expensive. The rice paper, the paint, . . .
John No, it's not expensive. And you can use the fish again!
Friend Interesting. Do you sell your pictures?
John Yes, I sell them on my website.
Friend You know, it looks easy.
John It is, but there is one thing that's difficult.
Friend What's that?
John Finding a fish!

Unit 2

Lesson B, Exercise 2, Part B [p. 19]

Level 2, Track 26

- 1 *Man* Is she a creative person?
2 *Man* Is he your new roommate?
3 *Woman* Is he a serious student?
4 *Man* Is she generous?

Lesson B, Exercise 3, Part A [p. 19]

Level 2, Track 27

1. *Woman 1* What's your new French teacher like?
Woman 2 Oh, she's great. She's very funny.
Woman 1 Is she French?
Woman 2 I don't believe so. I think she's from Belgium.
Woman 1 Oh.
Woman 2 She's my favorite teacher. And I'm her favorite student!
Woman 1 Yeah, right!

- 2 *Man 1* What's Mr. Black like?
Man 2 Oh, he's not very friendly.
Man 1 Is he shy?
Man 2 I'm not really sure. I think he's just not very talkative.
Man 1 He's not a very good neighbor, I think.
Man 2 Yeah, I think you're right.
- 3 *Woman 3* What are Carlos and Greg like?
Man 3 Our new classmates? Oh, they're really nice.
Woman 3 Are they talkative?
Man 3 I guess so. But they're very, very serious.
Woman 3 Let's all study together sometime.
Man 3 That's a great idea.

Lesson C, Exercise 2, Part B [p. 20]

Level 2, Track 30

- Mrs. Gray* Hi, honey. Sorry I'm late.
Mr. Gray Hi, dear. That's OK. By the way, this is my new boss, Mr. Tanaka.
Mrs. Gray Your boss? Oh, hello. I'm Nancy Gray. It's nice to meet you.
Mr. Tanaka Nice to meet you, too, Mrs. Gray.
Mrs. Gray Oh, please call me Nancy.

Lesson D, Exercise 2 [p. 23]

Level 2, Track 33

- Linda* Brian, can you help me? Listen to my profile so far. Appearance . . . I'm tall and have short hair. Is that OK?
Brian That's fine. Don't write too much.
Linda All right. Now age.
Brian Don't write your age.
Linda Really? OK. So . . . personality. Hmm . . . this is difficult. How about talkative and funny . . . do you think I'm funny?
Brian Um, not really, Mom.
Linda Serious?
Brian How about friendly?
Linda OK. Now, interests. Music and dance. And my favorite singer is Justin Timberlake, and my favorite actor is . . .
Brian Mom! Justin Timberlake is not your favorite singer. It's Elton John.
Linda I know, but –
Brian Write Elton John.
Linda Oh, all right. Now what photo do I use? This one of your father and me is nice.
Brian Just use one of you. How about this one? You look very pretty.
Linda But my hair is black in that photo. My hair is gray now. And I have glasses in that picture.
Brian Lots of people use old photos. It's OK.
Linda All right. Now, how do I upload it?

Unit 3

Lesson A, Exercise 4 [p. 27]

Level 2, Track 37

- 1 *Woman 1* So where do we want to go on our vacation?
Woman 2 How about Istanbul?
Woman 1 Hmm . . . what's the weather like there in December? Is it warm?
Woman 2 Let's see what this website says. It's not really warm, no. It's cold.
Woman 1 How cold? What does it say?
Woman 2 It can get down to about five degrees in the winter.
Woman 1 Oh, that's pretty cold. Maybe we can go there another time.
- 2 *man 1* So, how do you like Antigua?
man 2 Oh, I love it here.
man 1 Do you like the weather?
man 2 I do. It's not rainy, and it's nice and warm.
man 1 Well, it is the dry season. Our dry season starts around November and ends in April.
man 2 And then the rains come?
man 1 That's right. It rains a lot in the summer, especially July.
man 2 Well, I'm glad I'm here now. I hate the rain.
- 3 *woman 1* Are you excited about your year in Beijing?
woman 2 Yes! I can't believe it. One year in China, studying Mandarin.
woman 1 You're so lucky. What's the weather like in Beijing? Is it nice?
woman 2 You know, I'm not sure. Let's check online.
woman 1 OK. Wow, it's cold in the winter – very cold!
woman 2 But it doesn't rain in the winter.
woman 1 No, but what about snow?
woman 2 Oh, of course. I go there in March. What's the weather like then?
woman 1 Let's see. It says spring is dry and windy.
woman 2 That's OK.
woman 1 I can't wait to visit you!

Lesson B, Exercise 2 [p. 29]

Level 2, Track 40

- 1 *Woman 1* Hey, Gabriel and Bianca, where exactly in Brazil are you from?
Man We're from Rio de Janeiro.
Woman 1 Is there a good time to visit? Or is anytime OK?
Man I'd say February is a good time. It's very hot then, and it rains quite a bit. But it's just before Carnival. What do you think, Bianca?

- Woman 2* Yes, I think February is a good month. You can go to Carnival and have a lot of fun. Are you planning to visit Brazil?
- Woman 1* Yes, I think so.
- Man* Well, I can give you names and addresses of some . . .
- 2 *Woman 1* Hey, Patricia. When's a good time to go to New Zealand?
- Woman 2* You're going to New Zealand?
- Woman 1* Well, I think so. I want to go to Queenstown.
- Woman 2* How nice. Well, I'd say anytime.
- Woman 1* Anytime? Oh, OK.
- Woman 2* Let's ask Danny. Danny, what do you think? When's a good time to go to Queenstown? In my opinion anytime is fine, but I—
- Man* Anytime? No, I don't think so. It's pretty cold in July and August, especially in Queenstown. Go in December, January, or February. Remember, that's our—
- Woman 1* Summer. Oh, right. And my winter . . .
- 3 *Man 1* Sophie, guess what?
- Woman* What?
- Man 1* I'm going to take a French class in Marseille.
- Woman* Really? How wonderful!
- Man 1* You're from Marseille, right?
- Woman* Well, not exactly. I'm from near Marseille. When is your class?
- Man 1* In August. It's a three-week class.
- Woman* Oh, don't go then! All of France takes a vacation in August.
- Man 1* Really? Well, when's a good time to visit? Maybe I can change my class.
- Woman* I'd say the fall. Prices are low then. Jean-Paul, what are your thoughts? Is August a good time to visit Marseille?
- Man 2* In my opinion, it's not a good time. A lot of shops and restaurants close then. I think fall is a nice time and . . .

Lesson C, Exercise 2, Part B [p. 30]

Level 2, Track 43

- Evan* Great game, Joanie.
- Joanie* Yeah. So, what would you like to do now? Do a jigsaw puzzle? Watch TV?
- Evan* You know, I think I'd like to bake cookies.
- Joanie* What? Are you kidding? You don't know how!
- Evan* I know, but you can show me!

Unit 4

Lesson B, Exercise 3 [p. 39]

Level 2, Track 53

- 1 *Man 1* Hello?
- Man 2* Hi, this is Jeffrey Kingston. I live in apartment 7C.
- Man 1* Oh, hi.
- Man 2* Yeah, um, I'm sorry to call so late, but is there a party at your place?
- Man 1* Yeah. Do you want to come?
- Man 2* No, no, it's just that I can hear your music in my apartment. Would you turn it down a little, please? I'm studying.
- Man 1* Sure, no problem. Are you sure you don't want to come?
- Man 2* No, thanks. Enjoy your party.
- 2 *Woman 1* Hello?
- Woman 2* Hi, Janet. It's Laura.
- Woman 1* Hey, Laura. How are you?
- Woman 2* Fine. Listen, it's about your cat. It's outside our house.
- Woman 1* Oh, no!
- Woman 2* Can you come get her?
- Woman 1* Sure, no problem.
- Woman 2* I think she's just hungry. I'll give her a little milk.
- Woman 1* Oh, thank you. See you in a few minutes.
- 3 *Woman* Hello?
- Man* Hello. This is Dan Landry, from downstairs.
- Woman* Yes?
- Man* Is there a party in your apartment? It's really noisy down here.
- Woman* Oh, sorry. It's not a party. I'm exercising in my living room. Sorry. I'll stop now. It is kind of late.
- Man* No, it's OK. Please finish. But next time, could you exercise a little earlier?
- Woman* Oh, sure. Actually, I usually do.
- Man* Thanks a lot.

Lesson C, Exercise 2, Part B [p. 40]

Level 2, Track 56

Ken What do you mean?

Paul Well, I'm doing all the work.

Ken I know. I'll take out the newspapers.

Paul That's a good idea.

Lesson D, Exercise 2, Part B [p. 43]

Level 2, Track 59

1. *Sam* This is a pretty interesting room.
Haley I like the blue curtains.
Sam Look. The table is ready for dinner.
Haley Interesting. I guess they leave it like that.
Sam It's a nice room, don't you think?
Haley I do. Hey, Sam, look at those . . .
2. *Sam* Look over there, Haley. Is that a microwave?
Haley I think so. What do you think of the colors of this room?
Sam All the brown? Yeah.
Haley I don't know. I don't really like it.
Sam I wonder what's behind that door. Do you think . . . ?
3. *Haley* Is that a picture on the table? Next to the lamp?
Sam I think so. Look at that piano. Wow!
Haley Hmm . . . those armchairs are nice. Really? I don't really like them.
Sam It's a nice room. I like the clean, white look, with all the glass and mirrors. I think it's my favorite room. I like . . .
4. *Sam* My goodness! There are three televisions!
Haley Wow! The sofa is cool. I love all the cushions.
Sam Maybe we can sit down.
Haley You know we can't touch anything.
Sam I know, but I'm a little tired.
Haley Well, I think we're finished.
Sam So, was the living room your favorite?
Haley No, this one is. I love this room. What's your favorite? The dining room?
Sam Yeah. And you know what . . . I'm hungry! Let's go and . . .

Unit 5

Lesson B, Exercise 3 [p. 49]

Level 2, Track 68

1. *Man 1* Hello?
Man 2 John?
Man 1 Yeah.
Man 2 Are you OK? What's wrong?
Man 1 I feel awful. I have a terrible backache.
Man 2 That's too bad.
Man 1 And I don't think I can play tennis this afternoon.
Man 2 Oh, that's OK. I hope you feel better.
Man 1 Thanks.
2. *Woman 1* Hello?
Woman 2 Hi, Lisa. It's Diana.
Woman 1 Hey.
Woman 2 Listen, do you want to see a movie tonight?
Woman 1 I don't know. I don't feel so good.
Woman 2 Why? What's the matter?
Woman 1 I have a headache.
Woman 2 Oh, that's too bad.
Woman 1 But call me later. OK?
Woman 2 All right. Well, take it easy.
Woman 1 Thanks.
3. *Man 1* Hello?
Man 2 Oh, hi, Ben. Are you ready for soccer practice?
Man 1 I don't think so. I'm not feeling well.
Man 2 Oh, no.
Man 1 I think I have the flu.
Man 2 Really? Do you have a fever?
Man 1 I don't know.
Man 2 Well, do you need anything? Some juice or something?
Man 1 No, it's OK.
Man 2 All right. I hope you feel better.
Man 1 Thanks.
4. *Woman* Hello?
Man Uh, Pam?
Woman Yes.
Man Are you OK?
Woman Not really. I don't feel so good.
Man What's wrong? Are you sick?
Woman I have a sore throat. And I have a bad cough.
Man Oh, no! Do you need to see the doctor?
Woman No, I don't think so.
Man Well, that's good. Get well soon.
Woman Thanks. Talk to you later.

Lesson C, Exercise 2, Part B [p. 50]

Level 2, Track 71

- Hal* So, Laura, how much do you sleep?
Laura Oh, about seven hours a night. Some doctors say seven or eight hours is about right.
Hal I just like to sleep.
Laura But you'll feel better, and have more energy. Um, Hal, can I ask you a question?
Hal Of course.
Laura Do you wear sunscreen? I mean, do you protect your skin from the sun?
Hal No, never. Why?
Laura Your face is really red. Do you have a cap or something?

Lesson D, Exercise 2 [p. 53]

Level 2, Track 74

- Woman* Are you OK?
Man I don't know. I feel stressed out about my presentation today.
Woman Oh, don't worry. You're a good presenter.
Man Thanks, but it's in front of a lot of people.
Woman Here. Listen to this.
Man What is that? Is it music?
Woman Well, it is a song, yes, but it's a whale song. I have this CD of whale songs. I listen to them when I feel stressed out. It's really relaxing.
Man It's beautiful.
Woman I also listen to music when I'm stressed. Try it. It helps.
Man OK, thanks.
- Man 1* Mmm, those look good.
Man 2 Here. Do you want one?
Man 1 Thanks. Yum, it's good. I didn't know you baked.
Man 2 Yeah, sometimes. I just bake when I'm stressed out, you know?
Man 1 You're stressed out?
Man 2 Well, my job is kind of stressful these days.
Man 1 That's too bad. You don't eat all these cookies, do you?
Man 2 No. I give them to friends.
Man 1 Do you do anything else for stress?
Man 2 Oh, sure. I play video games. I play for an hour or two, and I usually feel better.
- Man* Wow, this is beautiful!
Woman Thank you. I made it in my pottery class.
Man Really? You made this?
Woman Yeah. I make all sorts of things. My class is on Friday night. It's a great thing to do after a stressful week at the office.
Man Why do you like it so much?
Woman I don't know . . . it just feels good to get my hands a little dirty, you know? And I have something useful at the end.
Man I see that. I need something like that, to help deal with stress.
Woman Well, I also paint. I do that on Saturdays.

- Woman 1* Are you ever stressed? You always look so relaxed.
Woman 2 Me? Well, I have stress like everybody else. I just manage it.
Woman 1 What do you mean?
Woman 2 Well, I like to take trips to different places. I come back and feel a lot better.
Woman 1 It's hard to travel.
Woman 2 I don't think so. Even a short trip makes me feel better.
Woman 1 I think travel is stressful.
Woman 2 Well, I also exercise a lot. I ride my bike. I go alone and just ride and ride. No people, no computer, no phone. It's fantastic!

Unit 6

Lesson B, Exercise 2 [p. 59]

Level 2, Track 80

- Dan* Do you want to watch TV, Amy?
Amy OK. Do you know what's on?
Dan No, but I have the TV listings here. Let's see . . . well, there's *Santa Monica*.
Amy Dan, you know I hate watching soaps. And that one is so boring.
Dan Yeah, I agree. It is pretty boring. Wait, do you want to watch a game show? *Just My Luck* is on.
Amy I love game shows. That show is great.
Dan I think so, too.
Amy I love to guess the answers. But I don't think I want to watch it now.
Dan OK.
Amy How about *The Maxine Weber Show*? That's an interesting show.
Dan A talk show? No, I hate talk shows. And hers is terrible.
Amy Well, how about a drama? *The Forbidden City* is a pretty exciting show.
Dan Really? I disagree. It's so boring! It's not on anyway.
Amy That's too bad. I really like the old Chinese costumes.
Dan I know! We can watch a reality show. Do you know the show *On Your Own*? People find their way around a forest at night, and they can't ask for help.
Amy I know that show. It's fantastic!
Dan I think so too. I watch it all the time. So let's watch that. Now, where's the remote control?

Lesson C, Exercise 2, Part B [p. 60]

Level 2, Track 83

Nora Channel 11? Is that public TV?

Zack Yeah. Do you want to come over and watch it with me sometime next week?

Nora Thanks, but I don't think I can. I have a lot to do next week.

Zack Don't you like documentaries?

Nora I do like documentaries. Actually, I'm watching one on Sunday. It's all about soccer.

Zack Really? What channel? I want to record that!

Lesson D, Exercise 2 [p. 63]

Level 2, Track 87

Claudia That was a pretty good show.

Valerie You think so? I don't really agree. I didn't like it.

Young-ho Valerie, do you have a favorite TV show?

Valerie You mean in Australia? Hmm . . . oh, I love *Australia's Next Top Model*. Do you know it? It's a reality show.

Claudia We have something like that in Brazil. It's very popular.

Valerie My favorite thing about it is the ending. At the end of each show, the judges choose one model, and she goes home. Sometimes I only watch the ending! I even watch the reruns. Young-ho, what's your favorite show in Korea?

Young-ho Let's see. There's a Korean show called *Damo*. It's a drama. It takes place during the Joseon Period. But it's not on anymore. My favorite thing about it is the costumes. Yeah, the clothes are very cool.

Valerie OK, Claudia, your turn. Tell us about TV in Brazil. What's your favorite TV show?

Claudia Well, there is one show that I like to watch. It's kind of embarrassing. It's a soap opera called *Malhação*. It's really for teenagers.

Young-ho So, why do you watch it?

Claudia I don't know, I just love the stories. That's probably my favorite thing. It's funny. You watch one show and then you can't stop.

Unit 7

Lesson B, Exercise 3 [p. 69]

Level 2, Track 95

1 *Woman* Excuse me. How much are the skis?

Seller The skis? They're \$175.

Woman Wow! They're pretty expensive.

Seller Well, they're almost new. I wore them only once.

Woman Would you take \$100?

Seller No, sorry. I think \$175 is a good price.

Woman OK, then. Well, thank you anyway.

Seller Just a moment. I'll give them to you for \$150.

Woman Really? I'll take them. Thanks!

2 *Man* How much is that?

Seller This? Oh, it's um . . . \$30.

Man Does it still work?

Seller Sure. It's not a flat screen, but the picture is very good.

Man Is there a remote control?

Seller No, sorry.

Man Would you take \$20?

Seller Sorry, but I'll let you have it for \$25.

Man All right. Thanks.

3 *Man* These are cool.

Seller Yeah, my husband doesn't want to sell them, but they're really big. And he has some new, smaller ones now. The sound is good.

Man How much?

Seller \$70.

Man Wow, that's expensive. Will you take \$40?

Seller I don't think so.

Man OK. Well, thanks anyway.

Seller Wait! You can have them for . . . say . . . \$55. Just don't tell my husband.

Man That's not bad. OK, \$55.

4 *Seller* So, do you play?

Man I do. How much are they?

Seller \$130.

Man Hmm . . . would you take \$120?

Seller I'm sorry. \$130 is the price.

Man I don't know. That's a lot of money. How about \$125?

Seller No, I'm sorry. I think \$130 is a good price.

Man All right. I'll take them. Here you go.

Seller Thank you very much.

Man Hey, these are really heavy!

Lesson C, Exercise 2, Part B [p. 70]

Level 2, Track 98

- Paul* Oh, there you are.
Allie What do you think of these?
Paul What? The pants? Hmm . . . I think they're too short.
Allie Really?
Paul Yeah. Sorry. But they're pretty.
Allie Too bad. I really like them, and they're not too expensive.

Lesson D, Exercise 2 [p. 73]

Level 2, Track 101

- Waitress* Good morning. Are you ready to order?
Dana Uh, yes. A cup of coffee and a croissant.
Waitress And how about you?
Angie The full English breakfast, with tea.
Dana Wow, Angie. You're hungry, huh?
Angie Well, we are in London after all, and we plan to go sightseeing. I need to have enough energy!
Dana I'd love to do some shopping first. What do you think?
Angie OK. Well, let's check our guidebook. Well, it says here that the Portobello Road Market has great shopping, and it's all on one long road.
Dana I think I know that market. That sounds fun.
Angie It says the outdoor market is open six days a week, but on Saturday it sells everything – vegetables, clothes, old furniture . . .
Dana What about jewelry?
Angie Um . . . yes.
Dana Is it open now?
Angie Let's see . . . it's 9:30 . . . so yes, it's open. It says a good time to visit is in the late morning. We can have lunch there, too.
Dana Sure. Now what's a good way to get there? On the bus?
Angie No, it says to take the underground. You know, the subway.
Dana OK. Sounds like a plan. Now, where's our breakfast? I'm ready to shop!

Unit 8

Lesson A, Exercise 4 [p. 77]

Level 2, Track 105

- 1 *Man* I live in Mexico City. It's a fantastic city. There are a lot of interesting things to do in Mexico City. I think people should visit the main square. It's called the Zócalo, and it's really, really big. I also think that people should go to the top of the Pyramid of the Sun. There are 250 steps to the top, but the view is fantastic!
- 2 *Woman* Right now I live in Florence, Italy. Florence is a very popular city, and we get a lot of tourists. Many people come here for the great art. People should see the statue of David, by Michelangelo. It's a really famous statue. People should also have ice cream here. Italian ice cream is delicious. You can buy it all over the city.
- 3 *Woman* I live in a great city, Istanbul, Turkey. There's so much to see and do here. One very famous tourist site is the Topkapi Palace. It's beautiful. Yeah, tourists should definitely visit the palace. Visitors should also go on a boat trip. You can take a boat from the European side of the city to the Asian side. That's pretty cool.

Lesson B, Exercise 2 [p. 79]

Level 2, Track 108

- Clerk* Can I help you?
David Hello. My wife and I would like some information about Taipei.
Carrie We're here just for the day. What would you recommend doing?
Clerk Just for one day? OK . . . well, you should visit Taipei 101.
Carrie Taipei 101?
Clerk Yes, it's a very tall, very beautiful building with 101 stories.

David Carrie, let's do that.
Carrie OK. And I heard the Shilin Night Market is very interesting. Do you think we should go there?
Clerk Oh, yes. You shouldn't miss the night market. It opens at 4:00 p.m. The food there is very good.
David Carrie, our bus to the airport is at 6 o'clock, remember? I don't think we have enough time.
Carrie Oh, right. That's too bad. Well, are there any good museums? We both love art.
Clerk I'd suggest going to the Fine Arts Museum. It's excellent.
Carrie Oh, yes. I see it here on the map.
David Let's do that now.
Carrie OK. And how should we travel around the city?
Clerk I think you should take the subway. It's fast, easy to use, and you can save time.
David Hmm . . . I don't really like subways. You can't see any of the city.
Carrie Come on, David. As he said, we can save time. That means more sightseeing.
David True. Well, let's go. So we're going to the museum first and then taking the subway to Taipei 101.
Carrie That's right. Thank you very much for your help.
Clerk You're welcome. Enjoy your stay.

Lesson C, Exercise 2, Part B [p. 80]

Level 2, Track 112

Akemi So this is a Greek café?
Peter Yeah, Sydney has a lot of Greek restaurants.
Akemi It's pretty loud. But it's beautiful.
Peter The food here is great. It's traditional Greek food.
Akemi What would you recommend here?
Peter You should try the fish. It's the specialty.
Akemi OK. That sounds good.
Peter Excuse me, waiter!

Unit 9

Lesson B, Exercise 2 [p. 89]

Level 2, Track 123

Dan I think we're ready. Everyone knows how to play, right?
All Yes. I think so.
Tony So I go first. Sports.
Rita Sports. OK. Where were the 2016 Olympics?
Tony I'm not sure, but I think they were in Sochi. Yeah, Sochi, Russia.
Rita Sorry, they were in Rio de Janeiro, Brazil. Sochi was 2014. Dan, your turn.
Dan Three. Oh, no. I have sports, too. I'm terrible at sports.
Kieko Can I read the question? Who was the winner of the 2014 World Cup?
Dan Hmm . . . I'm not certain, but I think it was Germany.
Kieko Yes, that's right. Very good.
Dan Rita, I think it's your turn.
 One, two, three, four, five, six. Art.
Dan In what century was Pablo Picasso born?
Rita That's easy. The 20th.
Dan Are you sure?
Rita Yeah, I'm positive.
Dan Actually, he was born in 1881, so he was born in the 19th century.
Rita Oh, of course. OK. Whose turn is it?
Keiko Mine. Literature.
Tony Who was the author of the play *Hamlet*?
Keiko That's an easy one. Shakespeare.
Dan Correct. Tony, you're next.
Tony OK. One, two, three, four. Politics.
Dan How long was Barack Obama president of the U.S.?
Tony I'm not positive, but I think he was president for eight years.
Dan Correct.

Lesson C, Exercise 2, Part B [p. 90]

Level 2, Track 126

- Paul* So what's he doing now?
Emma Oh, he died some time ago.
Paul Oh.
Emma Yeah, he was 87 when he died.
Paul And when was that?
Emma He died in 1997. His son and grandson are continuing his work. His son's an interesting guy, too. On Earth Day in 1997, he did the first underwater live, interactive video chat.

Lesson D, Exercise 3 [p. 93]

Level 2, Track 130

- 1 *Man 1* My neighbor, Mrs. Wong, made a big difference in my life. She lived next door when I was little. My sister and I visited her all the time, well . . . she gave us cookies and milk after school. She was a pretty talented singer. I heard she was a professional singer when she was younger, but I don't know if that's true. I do know that she was a very caring woman. Anyway, she taught me how to sing. I think that's why I love music so much.
- 2 *Woman* My Uncle Kurt is my mother's brother, and he was in the army for many years. I didn't see him very often when I was a kid, but he visited us sometimes. He seemed very brave to me and also very determined. I know Uncle Kurt wanted to quit the army sometimes, but he never did. I remember I wanted to quit my soccer team once, but he taught me never to quit. I'm glad I listened to him.
- 3 *Man 2* Mrs. Hanson was my high school English teacher. She made a big difference in my life. She loved teaching, and she was very caring. She always greeted us by name when we walked into class. I learned a lot from her – not so much about grammar or literature, but she taught me the qualities of a good teacher. She was really inspiring. I'm now a teacher, and I often think back to Mrs. Hanson when I'm having a difficult day.

Unit 10

Lesson B, Exercise 2 [p. 99]

Level 2, Track 137

1. *Waitress* Hello. Welcome to Mickey's. My name is Kate. Are you ready to order?
Man Yes, I think so. How is the fish?
Waitress Oh, it's excellent.
Man And the chicken?
Waitress They're both very good, but my favorite are the lamb chops.
Man Lamb chop? I don't know. Hmm . . . I'll have the chicken.
Waitress That comes with two side dishes.
Man Two? Oh, well, I'd like the mashed potatoes and the mixed vegetables.
Waitress Would you like any dessert?
Man Um, yeah. Can I have the apple pie?
Waitress Sure. Do you want ice cream with that?
Man No, thanks.
Waitress OK. Let me repeat that. You're having the chicken, rice, mixed vegetables, and apple pie.
Man Um, it's mashed potatoes, not rice.
Waitress Sorry . . . mashed potatoes.
Man Right.
- 2 *Waitress* Welcome to Mickey's. My name is Kate. Are you ready to order?
Man Yes. We'd like to start with some crab cakes. Then I'll have the lamb chops.
Waitress Excellent choice. You get two side dishes with that.
Man French fries . . . and a small salad.
Waitress Anything to drink?
Man Just water for me.
Waitress And what would you like?
Woman I'd like the mushroom pizza, please.
Waitress Small, medium, or large?
Woman Small, please. And can I get an iced tea?
Waitress Sure. Would you like dessert?
Woman Not for me.
Man I'll have the cheesecake.
Waitress OK. Well, let me repeat that. Crab cakes. Then the lamb chops, French fries, a small salad, water.
Man That's right.
Waitress And chocolate cake for dessert.
Man Um, cheesecake.
Waitress Oh, sorry. And for you, a medium mushroom pizza and an iced tea.
Woman Actually, a small pizza, not a medium.
Waitress Sorry . . . got it. Anything else?
Woman No, thanks.

Lesson C, Exercise 2, Part B [p. 100]

Level 2, Track 140

Ellen Hi. This is Ellen. Please leave a message!
Peter Oh, hi. Ellen. It's Peter. I just wanted tell you that World Café was wonderful, and that you should definitely go! I ordered the oysters, and they were great! I got six of them as an appetizer. For my main dish, I had a steak and a blue-cheese salad. I enjoyed the steak, but it was the first time I've had blue cheese . . . and I didn't like it at all. For dessert, I had avocado ice cream – interesting and delicious. Call me. Bye.

Lesson D, Exercise 2 [p. 103]

Level 2, Track 143

- 1 *Man* Hmm . . . that was . . . really . . . interesting.
Woman Yeah, it was. But in a good way.
Man So you liked it?
Woman Yeah, I did. The food was excellent.
Man Yeah, it was. And I didn't miss the meat.
Woman And the people were so friendly. The service was excellent.
Man I know. But I didn't really like how they did the prices.
Woman Yeah, I agree. Do you think we paid too little or too much?
Man Who knows?
- 2 *Man* That was an unusual experience. Thanks again for taking me.
Woman Thanks for joining me. So you enjoyed it?
Man Oh, yes. The food was great – a lot of choices.
Woman Yeah, I loved everything I ate. But those hallways were pretty dark. I didn't like that much. But I guess that's all part of the experience.
Man I guess so.
Woman Well, this restaurant is in a great location. We can walk around or get some coffee.
Man Great idea!
- 3 *Woman* That was really . . . unusual. What did you think?
Man I'm not sure exactly. That was a first for me.
Woman Yeah. Do you think the food tasted different from other French food?
Man I'm not sure. You do think about it more, I suppose.

Woman I liked the service. Our waiters were excellent.
Man They were good, yeah.
Woman But did you like the food?
Man Oh, yes. It was delicious. How do you think it looked?
Woman I have no idea. I thought the prices were pretty good, though.
Man I agree. French food can be expensive, but this wasn't bad.

Unit 11

Lesson B, Exercise 2 [p. 109]

Level 2, Track 149

- 1 *Woman* Hey, Kevin, do you want to do something after class?
Man Sure. Do you want to see a movie or something?
Woman Yeah, OK. Do you know what's playing?
Man No, but I can check online.
Woman Have you seen *Car Chase*?
Man No, but I don't really like action movies.
Woman So, any suggestions?
Man Let's see . . . we could see *Life on Mars*. I love animated movies.
Woman So do I. So, what time is the show?
Man There's one at 8 o'clock, and . . . another at ten.
Woman Let's go to the 8 o'clock. Do you want to meet at the movie theater?
Man OK, let's meet at the theater at 7:45.
Woman Sounds good.
- 2 *Woman 1* Lisa? Hi. How are you?
Woman 2 Oh, hi, Rebecca. Great, thanks. Long time no see. How are you?
Woman 1 Really good. So, what are you doing?
Woman 2 Nothing much. I was just at the library.
Woman 1 Do you have dinner plans?
Woman 2 No, do you want to get something to eat?
Woman 1 Yeah. I know a couple of nice places near here.
Woman 2 What do you suggest?
Woman 1 We could go to Brando's, or there's a nice Mexican place.
Woman 2 Let's try Brando's. I heard it's really good.
Woman 1 Why don't we meet there in an hour?
Woman 2 Oh, OK, see you at the restaurant at 6:15?
Woman 1 Yeah, 6:15. See you there.

- 3 *Man 1* I'm so bored. Do you want to go out and do something?
Man 2 Sure. Do you have any suggestions?
Man 1 Yeah, the Lions are playing tonight.
Man 2 Yeah, let's do that. Do you think we can get tickets?
Man 1 I think so. Why don't we call first?
Man 2 Their line is always busy.
Man 1 Well, why don't we just go to the stadium?
Man 2 OK. I have to do a few things first. Let's meet there and get the tickets.
Man 1 OK, at the stadium. When exactly?
Man 2 Well, the ball game is at 7 o'clock, so we could meet at . . . say . . . 6:30.
Man 1 All right. The first person there can buy the tickets.

Lesson C, Exercise 2, Part B [p. 110]

Level 2, Track 152

- Ingrid* Well, that was . . . interesting.
John Yes.
Ingrid Do the children like to play classical music?
John Oh, no. None of them do.
Ingrid What do they prefer to play? Pop?
John No, they prefer hip-hop, but their teachers don't like it very much.

Lesson D, Exercise 2 [p. 113]

Level 2, Track 156

Radio Host Good evening everyone, and welcome to Classical Music Hour here on Radio K-YOU. I'm your host, Vanessa Hanson. We have a special program for you this evening – one hour of great piano music. We start our program with Lang Lang. His first music lessons were at age 3, and he received his first award at age 5! He performs in concert halls from Bangkok to Budapest to Buenos Aires. Lang Lang loves to share his music with young people from all over the world. This amazing young man from China also works with UNICEF, the United Nations Children's Fund. He raises money for young people in need all over the world. Lang Lang of course plays classical music but also loves jazz, hip-hop, and pop music. So let's listen now and . . .

Unit 12

Lesson B, Exercise 2, Part B [p. 119]

Level 2, Track 162

- 1 *Woman* Hey, Mark. Are you OK?
Man Yeah, why do you ask?
Woman I don't know. You don't look very happy.
Man Oh, well, I just came from class.
Woman Class? But it's summer vacation.
Man I know. I failed a class, so I'm taking a class this summer.
Woman Oh. I'm sorry to hear that. Is it going OK?
Man Yeah, I like the teacher. The class is pretty interesting.
Woman Well, I hope you have some free time, too.
Man Oh, I do. The class is in the afternoon, so I have the mornings and evenings free.
- 2 *Woman* Hey, Brandon.
Man Oh, hi, Lucia.
Woman How are you?
Man I'm great, thanks. How are you doing?
Woman Fantastic. I have some great news.
Man Really? What?
Woman I have a new job. I start tomorrow.
Man That's wonderful. So . . . what's the job?
Woman I have a job at Mario's Place. It's that nice new Italian restaurant downtown.
Man Oh, I think I know it. Are you going to work nights?
Woman Yeah. My hours are from five until midnight. I'm going to save my money to buy a computer.
- 3 *Woman* Jeff?
Man Oh, hi, Hannah.
Woman What are you doing on the bus?
Man I'm going to work.
Woman But by bus? You have a new car, right?
Man I do. I saved all of my money to buy a new car.
Woman I remember.
Man And I bought it last month. A new car.
Woman That's great to hear.
Man Well, yes, but there were some problems.
Woman What?
Man Yeah, it's not running very well. Yesterday, it stopped completely on the highway.
Woman That's a shame.

- 4 *Man* Wendy! How was your trip?
Woman Oh, Rome was amazing.
Man I'm happy to hear that. So you had a good time?
Woman Oh, yes. It was wonderful. What a beautiful city.
Man Who did you go with again?
Woman My cousin Sandra. It was great because she speaks Italian.
Man And you don't?
Woman Not a word. Well, gelato, spaghetti, pizza . . .
Man Did you only visit Rome?
Woman No, we went to Florence, too. We went there to see the art.
Man Nice. Well, I'm glad you're back. Want to get some pizza?

Lesson C, Exercise 2, Part B [p. 120]

Level 2, Track 165

- Tim* So, what about you, Craig? What's new?
Craig Oh, not much. I'm planning to rent my own apartment. I found a nice place closer to work. I don't really like taking the subway, and I can't wait to walk to work instead.
Tim That's great to hear! Do you think you'll get a roommate?
Craig No. It's only a one-bedroom. But I might get a pet!

Lesson D, Exercise 2 [p. 123]

Level 2, Track 169

- Interviewer* Thank you for agreeing to answer a few questions, Suzanne. How do you feel?
Suzanne Great! Thirsty. Tired. But mostly great. I'm always happy to finish.
Interviewer Tell me, is this your first marathon?
Suzanne Oh, no, it's my seventh. My seventh in five years.
Interviewer Really? That's quite an achievement.
Suzanne Thank you.
Interviewer Is this your best time?
Suzanne No, the Boston Marathon was my best time. I finished it in 3 hours, 27 minutes, and 12 seconds. I didn't win, but I was so happy that day. It was a dream come true.
Interviewer Amazing. Did you dream about running marathons as a child?

- Suzanne* Oh no, not at all. I ran on a team in high school but in my first race I finished last! I quit the next week. I didn't run for a very long time, until I was in my mid 30s. I'm 43 now. At age 39, I decided I wanted to make some changes in my life.

Interviewer Like what?

Suzanne Well, I wanted to have a personal goal and work to achieve it. Some of my friends ran marathons. They talked about how difficult it was, but also how wonderful.

Interviewer Was training difficult for you?

Suzanne Oh yes, that's the most difficult thing. But for my first five marathons, I was in graduate school as a full-time student. That was another dream of mine. There was never enough time in the day, so that was pretty stressful. But having two goals – to run marathons and to go back to school – helped me achieve both dreams, I think. When graduate school was stressful, I ran. When running was causing me stress, I studied.

Interviewer So what's next for you? Do you have another dream you hope to achieve?

Suzanne Well, my next race is in Chicago. I hope to run all of the big marathons, such as New York, Berlin, and London, all in under three and a half hours.

Interviewer Well, I'm sure you'll be successful. Thank you, Suzanne, for talking to me. Now, please enjoy a good long rest.

Before you watch

A Look at the picture. Answer the questions. Then compare with a partner.

1 Where is Emi?

2 What is Emi's job?

3 What is Emi doing?

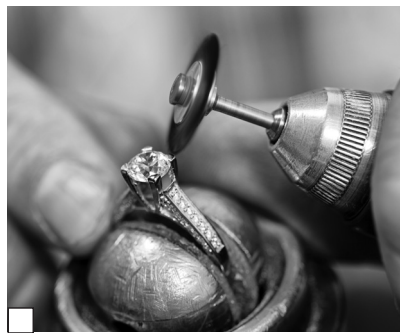


B Match the words and the pictures. Then compare with a partner.

a collect buttons b make a sweater c make jewelry d play chess



1



2



3



4

While you watch

A Who does each thing? Check (✓) the correct answers. (More than one answer is possible.)

	Emi	Tim	Alicia	The man in the park
1 Who collects buttons?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2 Who plays chess?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3 Who makes jewelry?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4 Who makes sweaters?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

B Read the sentences about Tim's collection. Write T (true) or F (false).

- 1 Tim has about a thousand buttons. _____
- 2 He buys them on vacation. _____
- 3 Friends and family members also give the buttons to him. _____
- 4 Emi doesn't like the button from Tim's sister. _____
- 5 His sister lives in Brazil now. _____
- 6 Tim gives Emi a button. _____



B Read the sentences about Alicia's interest. Circle the correct answers.

- 1 Alicia makes jewelry because it's _____.
a hard b fun c boring
- 2 The necklace takes a few _____ to make.
a minutes b hours c days
- 3 _____ are a little difficult to make.
a Necklaces b Earrings c Necklaces and earrings
- 4 Alicia doesn't _____ her jewelry.
a buy b make c sell
- 5 Alicia makes jewelry as a _____.
a job b hobby c homework assignment

After you watch

A PAIR WORK What do you think about Emi, Tim, and Alicia's interests? Do you know anyone with the same interests as them? Tell your partner.

A: I think Tim's hobby is interesting.

B: Me, too. Do you collect buttons from different places?

A: No, I don't. But I collect postcards.

B GROUP WORK Interview four classmates about their interests. Complete the chart with their information.

Name	Interest or hobby	Why he or she likes it
Roberto	does karate	It's good exercise.

C GROUP WORK Tell another group about your classmates' interests and hobbies.

"Roberto does karate. He likes karate because it's good exercise."

Before you watch

A Complete the sentences with the correct names. Then compare with a partner.

- 1 _____ has short curly brown hair.
- 2 _____ has long straight blond hair.
- 3 _____ has short straight brown hair.
- 4 _____ has short gray hair.
- 5 _____ and _____ are middle-aged.
- 6 _____ is elderly.
- 7 _____ is young.



B What do your family and friends usually do on your birthday? Check (✓) the items.

- | | |
|--|---|
| <input type="checkbox"/> eat out with me | <input type="checkbox"/> make a video for me |
| <input type="checkbox"/> give me a gift | <input type="checkbox"/> make special food for me |
| <input type="checkbox"/> go dancing with me | <input type="checkbox"/> sing "Happy Birthday!" to me |
| <input type="checkbox"/> have a party for me | <input type="checkbox"/> other: |

C **GROUP WORK** Share your information from Part B. Ask and answer questions for more information.

A: My mother usually makes me a special meal on my birthday.

B: That's nice! What does she make?

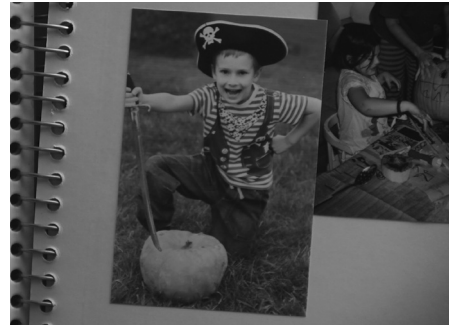
While you watch

A Circle the correct answers.

- 1 Right now, Eric is _____.
a at home b in California c in Italy
- 2 He is _____ there.
a at school b on vacation c working
- 3 Today is Eric's _____ birthday.
a 18th b 20th c 22nd
- 4 Eric's Aunt Lily has the _____.
a birthday cake b gift c video camera
- 5 Eric's family _____.
a eats the cake b shows Eric pictures c sings "Happy Birthday"

B Write T (true) or F (false).

- 1 Now Eric has blond hair. _____
- 2 Eric plays the guitar. _____
- 3 Eric draws pictures. _____
- 4 His sister Lizzy plays the piano. _____
- 5 Eric's family took a trip to Florida. _____



C Who describes Eric with the words below? Check (✓) the correct answers.
(More than one answer is possible.)

	Mom	Dad	Lizzy	Grandpa Joe
1 creative	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2 funny	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3 handsome	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4 hardworking	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5 serious	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6 short	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7 tall	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

After you watch

A PAIR WORK Do you like Eric's birthday video? Do you want a birthday video from your family? Why or why not? Tell your partner.

B PAIR WORK Interview your partner about a friend or family member. Complete the chart with his or her answers.

Questions	Name: _____
1 Is this person a friend or family member?	
2 What is his or her name?	
3 What is he or she like?	
4 What does he or she look like?	

C GROUP WORK Tell another pair about your partner's friend or family member.

"Sandra's sister is friendly and talkative. She's tall and thin, and has long, wavy hair."

Before you watch

A Look at the pictures of Vancouver, Canada. Number the pictures from 1 to 3. Then compare with your partner.

- Vancouver is a great place to ski in the winter.
- You can ride your bike in Vancouver in the spring or summer when it's warm.
- You can see many colorful leaves in the park in the fall.



B PAIR WORK Would you like to go on vacation in Vancouver? What would you like to do there? Tell your partner.

While you watch

A Circle the correct answers.

- Ben has a _____.
a website b live travel blog c TV show
- Ben and Nick want to get _____.
a emails and letters b phone calls and texts c emails and texts
- The date is Thursday, _____ 14.
a January b May c July
- Ben and Nick would like to talk about _____ Vancouver.
a the people in b the food in c a good time to visit
- Ben and Nick have a problem because they want to _____ in Vancouver.
a do different things b eat different food c visit different friends

B Check (✓) the correct answers. (More than one answer is possible.)

	Ben	Ben's mom	Nick	Nick's mom
1 Who likes to ski?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2 Who wants to ride a bicycle?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3 Who doesn't like the snow?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4 Who thinks they should go in the spring?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5 Who thinks Ben and Nick's apartment isn't clean?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

B Write T (true) or F (false).

- 1 Ben and Nick both want to go to Vancouver. _____
- 2 Ben wants to go in January. _____
- 3 Nick likes hot weather. _____
- 4 Nick and Ben's mothers are watching Ben's blog. _____
- 5 Ben and Nick agree on when to go to Vancouver. _____



After you watch

A Complete the summary with the correct words and expressions. Then compare with a partner. (There are two extra words.)

fall	park	problem	snows quite a bit	summer
opinion	pretty warm	ski	spring	winter

Ben and Nick have a _____. Ben wants to go to Vancouver in the _____. He'd like to go to the _____.

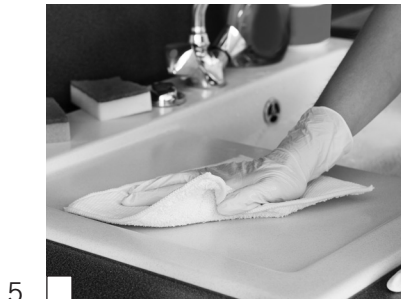
But Nick wants to go in the _____ because he'd like to _____. Nick's mom has a different _____. She thinks spring is a good time because it's _____ in the city, but it _____ in the mountains.

C **PAIR WORK** What's your opinion? When is a good time to visit Vancouver? Why?

"I'd say summer is a good time. I'd like to swim and walk in the park."

Before you watch

A Match the pictures and the descriptions. Then compare with a partner.



- a There are a lot of dishes in the sink.
- b He is wiping off the counter.
- c There are a few magazines on the coffee table.
- d He is putting away his clothes.
- e There is a lot of light.
- f The room is a mess.

B Label the pictures in Part A with the correct names of the rooms. Then compare with a partner.

bathroom bedroom kitchen living room

While you watch

A Write T (true) or F (false).

- 1 Tim and Bo's kitchen is a mess. _____
- 2 Bo usually puts the dishes away. _____
- 3 Tim watches TV and studies in the living room. _____
- 4 Tim and Bo's living room is clean. _____
- 5 Tim has a big bedroom, but there is a small closet. _____

B What's in Tim's apartment? Check (✓) the correct answers.

- | | | | |
|---------------------------------------|--|---|---------------------------------------|
| <input type="checkbox"/> a big closet | <input type="checkbox"/> a few boxes | <input type="checkbox"/> a lot of clothes | <input type="checkbox"/> a sofa |
| <input type="checkbox"/> books | <input type="checkbox"/> a few magazines | <input type="checkbox"/> a lot of garbage | <input type="checkbox"/> some noise |
| <input type="checkbox"/> a cat | <input type="checkbox"/> a guitar | <input type="checkbox"/> a lot of light | <input type="checkbox"/> a TV |
| <input type="checkbox"/> a dishwasher | <input type="checkbox"/> a lot of CDs | <input type="checkbox"/> a roommate | <input type="checkbox"/> two bedrooms |

C Circle the correct answers.

- Tim lives _____ his parents.
a near b far away from c next door to
- Tim washes the dishes _____.
a every day b once a week c once a month
- Bo is Tim's _____.
a student b classmate c roommate
- Bo plays _____.
a the guitar b the piano c the drums
- Tim says that Bo is a _____ guy.
a fun b creative c boring
- Bo is a _____ person.
a clean b noisy c hardworking



After you watch

A What do you like about Tim's apartment? What don't you like? Make a list.

Things I like	Things I don't like
There is a big kitchen.	The kitchen is a mess.

B **PAIR WORK** Make a request for each of the things you don't like in Part B. Your partner agrees to the requests. Take turns.

A: The kitchen is a mess. Could you clean it up, please?

B: No problem.

Before you watch

A Match the stressful situations and the ways to manage them. Then compare with a partner.

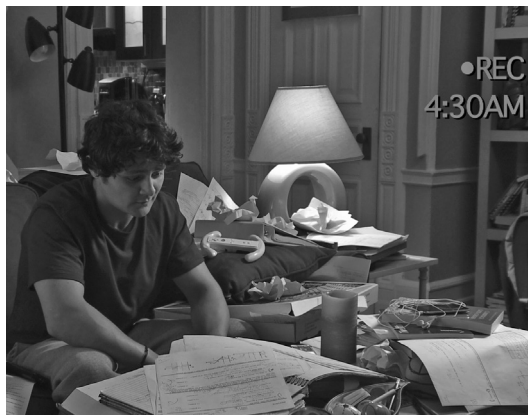
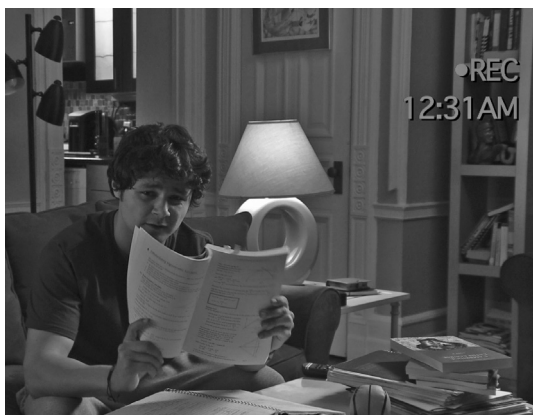
- | | |
|--|---|
| 1 Your computer broke, but you don't have enough money to buy a new one. _____ | a Get help from other students in the class. Study with them. |
| 2 You have a big test tomorrow, but you don't know the information well. _____ | b Go to an Internet café or use a computer in a public library. |
| 3 You have a lot of work to do, but you don't have enough time to do it. _____ | c Walk to class more often and do quick exercises in the morning at home. |
| 4 You want to exercise, but you don't have enough time. _____ | d Ask someone to help you or decide which things you can do later. |

B PAIR WORK What do you do in each of the stressful situations in Part A? Tell your partner.

While you watch

A How does Marco manage his stress? Check (✓) the correct answers.

- | | |
|--|--|
| <input type="checkbox"/> He cleans up his apartment. | <input type="checkbox"/> He plays soccer. |
| <input type="checkbox"/> He does aerobics. | <input type="checkbox"/> He plays video games. |
| <input type="checkbox"/> He does nothing. | <input type="checkbox"/> He reads a book. |
| <input type="checkbox"/> He does yoga. | <input type="checkbox"/> He talks to someone. |
| <input type="checkbox"/> He listens to relaxing music. | <input type="checkbox"/> He uses a stress ball. |
| <input type="checkbox"/> He meditates. | <input type="checkbox"/> He watches a funny video. |



B Marco explains how to meditate. Number the steps from 1 to 9.

- _____ Close your eyes.
- _____ Relax and watch your breath.
- 1 Sit comfortably.
- _____ Breathe slowly and deeply.
- _____ Cross your legs.
- _____ Count the breaths silently.
- _____ Put your hands on your knees.
- _____ Keep your neck and back straight.
- _____ Continue to breathe slowly and deeply.



C Write T (true) or F (false).

- 1 Marco is a student. _____
- 2 He has one part-time job. _____
- 3 He has a really hard class. _____
- 4 He has a big French test tomorrow. _____
- 5 Marco's number one tip is: Talk to somebody. _____

After you watch

A **PAIR WORK** Which of Marco's tips for managing stress is your favorite? Why?

"My favorite tip is the stress ball. I use one of those, too."

B **GROUP WORK** Interview four classmates about their stress. Complete the chart with their answers.

Name	What makes you stressed?	How do you manage your stress?
Li-ming	biology class; boss at work	swimming; TV; talk to friends

C **CLASS ACTIVITY** What is your number one tip for managing stress? Tell the class.

Before you watch



- A** Look at the pictures. Complete the sentences with the correct words.
Then compare with a partner.

competition contestants judges reality star win

This is a _____ show. There are three _____.

They sing and dance on the show. Each one wants to be a _____.

Emi, Alicia, and Ian are the _____. They make comments

about the singers and the dancers. They help decide which one is going to

_____. Let the _____ begin!

- B PAIR WORK** Can you make a new sentence with each of the words in Part A?
Tell your partner.

While you watch

- A** Write T (true) or F (false).

- 1 The contestants are shy and hardworking. _____
- 2 Some judges are friendly. _____
- 3 All of the contestants sing about TV shows. _____
- 4 Contestant 2 doesn't think Ian is nice. _____
- 5 Ian thinks Contestant 3 raps well. _____



B Who does each thing? Check (✓) the correct answers.



	Contestant 1	Contestant 2	Contestant 3
1 Who dances?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2 Who writes songs?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3 Who sings a song about love?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4 Who sings a song about rainy day activities?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5 Who sings a song about TV?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6 Who does Ian tell to learn a new activity?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

C Which contestants are the judges talking about? Number the judges' comments 1, 2, or 3.

Judge	Comment	Contestant
Emi	I think you're really good!	
	You're hardworking and very noisy.	
	You're a really creative performer.	
Alicia	He's pretty cool!	
	You're funny and very exciting to watch!	
	That's a very interesting song.	
Ian	Do not sing again. Ever!	
	You dance like a refrigerator.	
	He's boring.	

After you watch

A **PAIR WORK** Judge each contestant. Explain your opinions.

"Contestant number 3 is my favorite. He's a funny dancer. I didn't like..."

B **GROUP WORK** Discuss the questions.

- Do you enjoy watching TV talent shows? What is your opinion of them?
- Do you usually agree or disagree with the judges?
- Which singers are now famous for being on a TV talent show?

Before you watch

A Look at the picture. Circle the correct answers. Then compare with a partner.



- What is this a picture of?
a a supermarket b a farmers' market c a bake sale
- What kind of food is *not* in the picture?
a fast food b fresh food c fruits and vegetables
- Who usually sells the food there?
a waiters b cooks c vendors

B PAIR WORK How many food items can you identify in the picture?

While you watch

A What does Ben buy at the farmers' market? Check (✓) the correct answers.

- | | | | |
|--------------------------------------|----------------------------------|----------------------------------|-----------------------------------|
| <input type="checkbox"/> apple cider | <input type="checkbox"/> bread | <input type="checkbox"/> eggs | <input type="checkbox"/> pasta |
| <input type="checkbox"/> apple juice | <input type="checkbox"/> carrots | <input type="checkbox"/> flowers | <input type="checkbox"/> a plant |
| <input type="checkbox"/> apples | <input type="checkbox"/> cheese | <input type="checkbox"/> jam | <input type="checkbox"/> potatoes |
| <input type="checkbox"/> bananas | <input type="checkbox"/> donuts | <input type="checkbox"/> milk | <input type="checkbox"/> tomatoes |

B Write T (true) or F (false).

- 1 The carrots at the supermarket are usually three dollars. _____
- 2 Ben sometimes bargains for a lower price at the farmers' market. _____
- 3 Apple cider is like apple jam. _____
- 4 The bread at the farmers' market is very fresh. _____
- 5 Nick usually goes grocery shopping at the supermarket. _____



C Circle the correct answers.

- 1 The food at the farmers' market is _____ than the food at the supermarket.
a too fresh b not fresh enough c fresher
- 2 The food in the supermarket is _____ than the food at the farmers' market.
a more expensive b less expensive c too expensive
- 3 The farmers' market has great apples in the _____.
a summer b fall c spring
- 4 Ben's favorite jam is _____.
a blueberry b strawberry c apple
- 5 Ben says jam and bread are great for _____.
a breakfast b lunch c a snack
- 6 Ben bought a plant for his _____.
a kitchen b bedroom c living room



After you watch

GROUP WORK Discuss the questions.

- What things would you buy at Ben's farmers' market? Why?
- Is there a farmers' market where you live? Do you ever go there?
- Where do you usually buy your food? Why?
- What's better to buy at a farmers' market than at a supermarket? Why?
- What's better to buy at a supermarket than at a farmers' market? Why?
- Do you bargain for a lower price when you shop for food? Why?

Things to do in New York City for less than \$5.00

Before you watch

A Match the words and the places. Then compare with a partner.

a bridge b ferry c library d museum d statue



B Circle the correct answers. Then compare with a partner.

- A ferry is a kind of _____ .
a train b bus c boat
- A food cart is a small shop _____ where you can buy food.
a on the street b in a restaurant c at home
- If something is free, it costs _____ .
a five dollars b less than five dollars c nothing

While you watch

A What cheap activities in New York City does Soon-mi recommend? Check (✓) the correct answers.

- | | | | |
|---|---|--|---|
| <input type="checkbox"/> eat from a food cart | <input type="checkbox"/> go to a mall | <input type="checkbox"/> go to a zoo | <input type="checkbox"/> see a famous statue |
| <input type="checkbox"/> go to a dance club | <input type="checkbox"/> go to a museum | <input type="checkbox"/> ride a ferry boat | <input type="checkbox"/> take a train |
| <input type="checkbox"/> go to a library | <input type="checkbox"/> go to a park | <input type="checkbox"/> see a Broadway play | <input type="checkbox"/> walk across a bridge |

B Match Soon-mi's comments and the places they describe.

- | | |
|--|------------------------------|
| 1 You can see it for free on the ferry. _____ | a New York Public Library |
| 2 I really love the lion statues. _____ | b Metropolitan Museum of Art |
| 3 I think it's about 150 years old. _____ | c Staten Island Ferry |
| 4 Here's one thing you shouldn't miss. _____ | d Brooklyn Bridge |
| 5 Everyone thinks it costs twenty dollars. _____ | e Statue of Liberty |

C Write T (true) or F (false).

- 1 Soon-mi lives in New York City. _____
- 2 The Staten Island Ferry goes between Staten Island and Manhattan. _____
- 3 The Brooklyn Bridge connects Brooklyn and Staten Island. _____
- 4 Food carts have a lot of expensive food. _____
- 5 Canal Street is the busiest street in Chinatown. _____
- 6 You can use the Internet for free in the Metropolitan Museum. _____
- 7 The recommended cost to enter the museum is one dollar. _____



After you watch

A **PAIR WORK** Would you like to do any of the activities Soon-mi describes in New York City? What other things would you like to do there? Tell your partner.

"I'd like to ride the Staten Island Ferry and walk across the Brooklyn Bridge. I'd like to see a Broadway play, too."

B **GROUP WORK** What fun activities are free or cheap to do in your town or city? Tell your group.

Before you watch

A Match the verbs and the definitions. Then compare with a partner.

- | | |
|-----------------|--|
| 1 admire _____ | a to learn about something |
| 2 inspire _____ | b to give someone knowledge or information |
| 3 study _____ | c to like someone for what he or she does |
| 4 teach _____ | d to make someone want to do something |

B Complete the sentences with the correct words. Then compare with a partner.

beautiful exciting modern passionate

- I am _____ about music. I listen to it every day.
- Soccer is my favorite sport. I think it's so _____ to watch!
- This computer uses new technology. It is very _____.
- I went to Grenada two years ago. The weather was _____ there!

While you watch



Aunt Gloria



Alicia

A In what ways did Aunt Gloria inspire Alicia? Check (✓) the correct answers.
(More than one answer is possible.)

- | | |
|--|---|
| <input type="checkbox"/> Gloria gave Alicia drawing lessons. | <input type="checkbox"/> She taught Alicia about art. |
| <input type="checkbox"/> She taught Alicia how to paint. | <input type="checkbox"/> She is a famous artist. |
| <input type="checkbox"/> She took Alicia to art museums. | <input type="checkbox"/> She is passionate about art. |

B Circle the correct answers.

- 1 In the video, Alicia _____.
a calls her aunt b goes to a museum with her aunt c visits her aunt
- 2 Alicia wants to _____.
a thank her aunt b give her aunt a gift c both a and b
- 3 Alicia's family is from _____.
a a very small town b a big city c a small city
- 4 The museums in the city had many _____ paintings.
a simple and boring b old and modern c big and small
- 5 Alicia gives Aunt Gloria _____.
a some jewelry b a painting c an art book

C Write T (true) or F (false).

- 1 Alicia is a high school student. _____
- 2 She can make her own jewelry. _____
- 3 She wants to be an actress. _____
- 4 Aunt Gloria and Alicia went to museums about once a year. _____
- 5 They want to go to a museum again soon. _____



After you watch

A PAIR WORK Interview your partner. Take notes.

Questions	Name: _____
1 Do you know anyone like Aunt Gloria? Who? How are they similar?	
2 Like Alicia, do you have any of the same talents or interests as a family member? Who?	
3 Who inspires you?	
4 How does he or she inspire you?	
5 What personality adjectives describe him or her?	
6 What is he or she passionate about?	

B PAIR WORK Tell another classmate about your partner's answers. Do your partners have similar stories about the people who inspired them?

Before you watch

A Label the pictures with the correct words. Then compare with a partner.

blueberries a hamburger soda strawberries



1 _____ 2 _____ 3 _____ 4 _____

B Circle the correct answers. Then compare with a partner.

1 What is a diner?

- a a type of restaurant b a meal c a waiter

2 What is a fresh fruit plate?

- a a plate with fruit painted on it b a fruit salad c a bag of apples

3 What is dessert?

- a breakfast b sweet food you eat after a meal c a side dish

While you watch

A Which food items do Ben and Marco say are on the menu? Check (✓) the correct answers.

- | | | | |
|---------------------------------------|---|--|---------------------------------------|
| <input type="checkbox"/> carrot juice | <input type="checkbox"/> hamburgers | <input type="checkbox"/> oysters | <input type="checkbox"/> spring rolls |
| <input type="checkbox"/> cheesecake | <input type="checkbox"/> lamb chops | <input type="checkbox"/> rice | <input type="checkbox"/> squid |
| <input type="checkbox"/> crab cakes | <input type="checkbox"/> mixed vegetables | <input type="checkbox"/> seaweed salad | <input type="checkbox"/> steak |
| <input type="checkbox"/> fruit salad | <input type="checkbox"/> onion rings | <input type="checkbox"/> soy milk | <input type="checkbox"/> tomato soup |

A Who orders what? Draw a line from each food item to Marco or Ben.



Marco

- fresh fruit plate
- a hamburger
- onion rings
- mixed vegetables
- carrot juice
- a large soda
- frozen yogurt

apple pie with vanilla ice cream



Ben

B Write T (true) or F (false).

- 1 The menu at Olga's Diner is really big. _____
- 2 The service is very fast. _____
- 3 Olga's Diner is very expensive. _____
- 4 After dinner, Ben has a stomachache. _____
- 5 Marco and Ben take a taxi home. _____







Olga's Diner

After you watch

A **PAIR WORK** Ask and answer the questions.

- 1 What would you order at Olga's Diner?
- 2 What wouldn't you try at Olga's Diner?
- 3 What's the name of a restaurant you haven't been to but want to try? Why?
- 4 Have you ever had a stomachache after eating in a restaurant? What happened?
- 5 What restaurant would you recommend in your city or town? Why?

B Imagine you have a restaurant. Make a menu of the foods you would serve.

Checkered border			
	Appetizers	_____ \$	
		_____ \$	
		_____ \$	
	Main Dishes	_____ \$	
		_____ \$	
		_____ \$	
	Side Dishes	_____ \$	
		_____ \$	
		_____ \$	
	Desserts	_____ \$	
		_____ \$	
		_____ \$	

C **GROUP WORK** Tell your classmates about the foods on your menu.

"My restaurant's name is Sofia's Diner. I'd serve ..."

Before you watch

A Look at the pictures. Number the pictures from 1 to 3. Then compare with a partner.

- 1 Someone is interviewing someone else.
- 2 Someone is telling a story to someone else.
- 3 Someone is translating a word for someone else.



B PAIR WORK When is the last time you did each thing in Part A? Who were you with? Tell your partner.

While you watch

A What types of music do they say they listen to? Check (✓) the correct answers.
(More than one answer is possible.)



	Emi	Peter	Alicia	Rebecca
1 classical music	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2 country music	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3 jazz	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4 music from movies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5 pop music	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6 pop music from India	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7 reggae	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

B Write T (true) or F (false).

- 1 Emi thinks reggae music is relaxing. _____
- 2 Bob Marley is a famous singer from Nigeria. _____
- 3 Peter says most of the people in Texas listen to reggae. _____
- 4 Alicia thinks most Indian pop songs are about pop culture. _____
- 5 Emi and Rebecca are friends. _____

C Circle the correct answers.

- 1 Peter loves country music because the words are really _____.
a inspiring b intelligent c interesting
- 2 Peter says a lot of country music songs _____.
a are serious b tell a story c are on the radio
- 3 Alicia thinks that Indian musical movies are _____.
a fun b boring c interesting
- 4 Some of Alicia's friends can _____ the words.
a sing b spell c translate
- 5 Emi and Rebecca plan to go to a _____ concert together.
a jazz b reggae c rock

After you watch

A **PAIR WORK** Do you listen to any of the same music as Emi, Peter, Alicia, or Rebecca? Why or why not? Tell your partner.

"I listen to reggae like Emi and Rebecca, because it's relaxing. But I don't listen to classical music like Emi. It's too relaxing. It makes me fall asleep!"

B Make a playlist of songs. Choose songs from all of the types of music that you like.

Name of song	Singer, musician, group	Type of music
"One Love"	Bob Marley	Reggae

C **PAIR WORK** Tell your partner about your playlist. Ask and answer questions for more information.

A: I love the song "One Love" by Bob Marley.

B: Why do you love it?

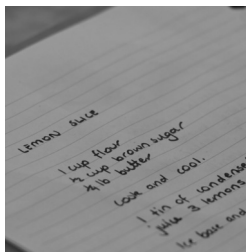
A: It's a really cool, relaxing reggae song.



Before you watch

A Label the pictures with the correct words. Then compare with a partner.

coffee cookies a cupcake a muffin a recipe



1 _____ 2 _____ 3 _____ 4 _____ 5 _____

B Check (✓) the correct answers. Then compare with a partner.

- 1 What is a business?
 - It's a job you get after you graduate.
 - It's a company or organization that sells something to make money.
- 2 Who are customers?
 - They're people who buy things.
 - They're people who sell things.
- 3 What does it mean to do research?
 - It means you look for information about something and study it.
 - It means you prepare for an exam.

While you watch

A Write T (true) or F (false).

- 1 Tim's dream is to have a cookie store. _____
- 2 Tim's friends don't think he should open a cookie store. _____
- 3 Tim talks to Amelia because she has her own shop. _____
- 4 Amelia says it's really important to know your cupcakes. _____
- 5 Amelia didn't have any problems making her dream come true. _____



Tim and Amelia

B Circle the correct answers.

- 1 Tim's video is for his business _____.
a class b bank c plan
- 2 Tim asks Amelia for _____.
a her cupcake recipe b business advice c a job
- 3 At first, Amelia sold only _____.
a coffee and muffins b coffee and donuts c coffee and cupcakes
- 4 Amelia thinks Tim might have a problem selling only _____.
a coffee b cookies c cupcakes
- 5 A business plan shows that a new business will _____.
a sell cookies b buy new products c make money
- 6 Amelia offers Tim _____.
a a business plan b a job c a cup of coffee

C How did Amelia's dream come true? Number the steps from 1 to 7.

- _____ She went to the bank for a loan, but the bank said "no."
_____ She used her research to write a business plan.
___ 1 ___ She worked part-time at a coffee shop to learn about the business.
_____ The bank liked Amelia's business plan, and it gave her the money.
_____ She went to a second bank, and that bank said "no," too.
_____ She did a lot of research.
_____ She took a class to learn about business.

After you watch

A **PAIR WORK** How will Tim make his dream happen? Make predictions. Use the expressions below and your own ideas.

do research	get a job	learn about his customers	take another class
finish his video report	get a loan	save money	write a business plan

A: I think Tim will write a business plan.

B: I think he might get a loan.



B **GROUP WORK** Share your predictions with another pair. How many different predictions did you make?

1 Unusual interests

Story summary

In this episode of *Street Talk*, Emi K. interviews people about their hobbies and interests. We meet Tim who collects buttons, we meet Alicia who makes jewelry, and we watch Emi engaged in her hobby: playing chess.

Language summary

Grammar

- Present of *be*
- Simple present

Vocabulary

- Interests

Interactions

- Asking for repetition

Before you watch (page T-177)

A

In this activity, Ss look at the picture and answer the questions.

- **Preview the activity** Direct Ss' attention to the picture of Emi K. Explain that Ss will watch a video with Emi as the main character. Go over the instructions.
- **Do the activity** Have Ss look at the picture and answer the questions.
- **Check answers** Have Ss compare answers with a partner. Go over the answers with the class.

Answers

1. Emi is in the park.
2. She's a reporter.
3. She is interviewing someone.

B

In this activity, Ss match vocabulary words to pictures.

- **Preview the activity** Direct Ss' attention to the pictures. Go over the instructions.
- **Do the activity** Have Ss match the phrases to the pictures.
- **Check answers** Have Ss compare answers with a partner. Go over the answers with the class.

Answers

1. d 2. c 3. a 4. b

- **Option** Have volunteers guess which hobby is Emi's.

While you watch (pages T-177–178)

A

In this activity, Ss identify who does each hobby.

- **Preview the activity** Explain that Ss will identify who does each hobby mentioned in the video. Go over the instructions. Have Ss read the questions.
- **Play the video** Have Ss check the correct answers as they watch the video. Play the video again, if necessary.
- **Check answers** Go over the answers with the class.

Answers

- | | |
|-----------------------------|-----------|
| 1. Tim | 3. Alicia |
| 2. Emi, the man in the park | 4. Emi |

B

In this activity, Ss identify sentences about Tim's hobby as true or false.

- **Preview the activity** Go over the instructions. Have Ss read the sentences.
- **Play the video** Have Ss write *T* for the true sentences and *F* for the false ones. Play the video again, if necessary.
- **Check answers** Go over the answers with the class. Elicit the correct version of each false sentence.

Answers

1. F 2. T 3. T 4. F 5. F 6. F

- **Option** Have Ss answer the questions from memory. Then play the video for Ss to check their answers.

C

In this activity, Ss complete sentences about Alicia's interest.

- **Preview the activity** Go over the instructions. Have Ss read the incomplete sentences.
- **Play the video** Have Ss circle the correct answers.
- **Check answers** Go over the answers with the class.

Answers

1. b 2. a 3. b 4. c 5. b

- **Option** Have Ss answer the questions from memory. Then play the video for them to check their answers.

After you watch (page T-178)

A

In this activity, Ss talk with a partner about their own interests.

- **Preview the activity** Go over the instructions. Model the conversation with a volunteer.
- **Do the activity** Have Ss share their ideas and information.
- **Follow-up** Have Ss report to the class on their partner's information.

B

In this activity, small groups interview each other about their interests.

- **Preview the activity** Put Ss in small groups. Go over the instructions. Model the activity with a volunteer. Ask *Do you have any unusual interests or hobbies?* and *Why do you enjoy (hobby name)?*
- **Do the activity** Have Ss interview each other and record the information in their charts.
- **Check answers** Have Ss confirm with their groups that the information in their notes is correct.

C

In this activity, groups share what they've learned about each other's interests with the class.

- **Preview the activity** Make new groups. Go over the instructions.
- **Do the activity** Have Ss tell their new groups about their other classmates' interests.
- **Follow-up** Have a few volunteers tell the class about their classmates' interests.
- **Option** Have Ss describe a classmate's hobby without naming the student. Then the class guesses who it is.

Action video note

Instruct Ss to make their own videos about their family and friends' interests and hobbies. For further instructions, visit www.cambridge.org/fourcorners/teacher

2 Happy birthday, Eric!

Story summary

In this video, it's Eric's 20th birthday. But he's away in Italy studying, so his family makes him a birthday video. The family goes through a photo album of Eric and compares his look and personality traits in the past to the present day. His family misses him!

Language summary

Grammar

- *be* + adjective (+ noun)
- Order of adjectives

Vocabulary

- Personality adjectives
- Appearance

Before you watch (page T-179)

A

In this activity, Ss look at the picture and complete the sentences.

- **Preview the activity** Direct Ss' attention to the picture of the family. Explain that Ss will watch a video the family made for Eric's birthday while he is studying abroad. Go over the instructions.
- **Do the activity** Have Ss look at the picture and complete the sentences with the characters' names.
- **Check answers** Have Ss compare answers with a partner. Go over the answers with the class.

Answers

1. Dad
2. Lizzy
3. Mom
4. Grandpa Joe
5. Mom, Dad
6. Grandpa Joe
7. Lizzy

B

Ss check their own true answers.

- **Preview the activity** Direct Ss' attention to the phrases. Go over the instructions. Explain that Ss will check the birthday activities in the list that their own families and friends do for them.
- **Do the activity** Have Ss check the phrases.

C

Groups share their answers to Part B.

- **Preview the activity** Put Ss in small groups. Go over the instructions. Model the dialogue with a volunteer.
- **Do the activity** Have Ss share their answers with their group.

- **Follow-up** Have Ss report to the class on their partner's birthday traditions.
- **Option** Have a volunteer name something their friends and family do and have class members ask questions for more information.

While you watch (pages T-179–180)

A

In this activity, Ss identify basic facts in the video.

- **Preview the activity** Explain that Ss will identify basic facts about the video. Go over the instructions. Have Ss read the sentences.
- **Play the video** Have Ss circle the correct answers as they watch the video. Play the video again, if necessary.
- **Check answers** Go over the answers with the class.

Answers

1. c
2. a
3. b
4. c
5. b

B

In this activity, Ss identify sentences about Eric and his family as true or false.

- **Preview the activity** Go over the instructions. Have Ss read the sentences.
- **Play the video** Have Ss write *T* for the true sentences and *F* for the false ones. Play the video again, if necessary.
- **Check answers** Go over the answers with the class. Elicit the correct version of each false sentence.

Answers

1. F
2. F
3. T
4. T
5. F

- **Option** Have Ss answer the questions from memory. Then play the video for Ss to check their answers.

C

In this activity, Ss identify who said what.

- **Preview the activity** Go over the instructions. Have Ss read the list of adjectives.
- **Play the video** Have Ss check which people use each word to describe Eric.
- **Check answers** Go over the answers with the class.

Answers

- | | | |
|---------------------|----------------|--------|
| 1. Mom | 4. Grandpa Joe | 7. Mom |
| 2. Lizzy | 5. Grandpa Joe | |
| 3. Mom, Grandpa Joe | 6. Mom | |

- **Option** Have Ss check off the names from memory. Then play the video for them to check their answers.

After you watch (page T-180)

A

In this activity, pairs talk with a partner about birthday videos.

- **Preview the activity** Go over the questions. Model a conversation with a volunteer, if helpful.
- **Do the activity** Have pairs share their opinions and ideas.
- **Follow-up** Have Ss report to the class on their partner's responses.

B

In this activity, pairs interview each other about a friend

or family member.

- **Preview the activity** Go over the instructions. Read the questions. Model the activity with a volunteer, if helpful.
- **Do the activity** Have Ss interview each other and record the information in their charts.
- **Check answers** Have Ss confirm with their partners that the information in their notes is correct.

C

In this activity, groups share what they've learned about their partner's friends or family.

- **Preview the activity** Put Ss in groups of four. Go over the instructions.
- **Do the activity** Have Ss talk about their classmates' friends or family.
- **Follow-up** Have a few volunteers tell the class about their classmates' friends or family members.
- **Option** Have Ss ask information questions about the appearance and personality traits of a volunteer's friend or family.
- **Option** Have a volunteer describe a classmate's appearance and personality, without naming the student. The rest of the class guesses who it is.

Action video note

Instruct Ss to make their own birthday video for a family member or a friend. For further instructions, visit www.cambridge.org/fourcorners/teacher

3 January or July?

Story summary

This video is Ben's live travel blog. In this episode, they ask viewers: When is a good time to visit Vancouver, Canada? But there's a problem. Ben wants to go in the summer, and his friend Nick wants to go in the winter. They ask viewers to email or text their opinions. Unfortunately, the only people who are watching their blog are their mothers.

Language summary

Grammar

- Adverbs of intensity
- Quantifiers with verbs
- *Would like* + infinitive

Vocabulary

- Weather

Interactions

- Asking for an opinion
- Giving an opinion

Before you watch (page T-181)

A

In this activity, Ss match the sentences to the pictures.

- **Preview the activity** Direct Ss' attention to the pictures. Explain that Ss will watch Ben's travel blog about Vancouver. Go over the instructions.
- **Do the activity** Have Ss number the pictures from 1 to 3.
- **Check answers** Have Ss compare answers with a partner. Go over the answers with the class.

Answers

2, 3, 1

B

In this activity, pairs discuss Vancouver.

- **Preview the activity** Direct Ss' attention to the questions. Explain that Ss will discuss with a partner if they would like to go to Vancouver based on the pictures in Part A or any other information they know about the city.
- **Do the activity** Have pairs talk about Vancouver.
- **Follow-up** Have Ss report to the class on their partner's responses.

While you watch (pages T-181–182)

A

In this activity, Ss identify basic facts about the video.

- **Preview the activity** Explain that Ss will identify basic facts about the video. Go over the instructions. Have Ss read the sentences.

- **Play the video** Have Ss circle the correct answers as they watch the video. Play the video again, if necessary.
- **Check answers** Go over the answers with the class.

Answers

1. b 2. c 3. b 4. c 5. a

B

In this activity, Ss check who said what.

- **Preview the activity** Go over the instructions. Have Ss read the questions.
- **Play the video** Have Ss check the correct answers. Play the video again, if necessary.
- **Check answers** Go over the answers with the class.

Answers

1. Nick 3. Ben 5. Ben's mom
2. Ben 4. Nick's mom

- **Option** Have Ss answer the questions from memory. Then play the video for Ss to check their answers.

C

In this activity, Ss identify sentences about Ben and Nick as true or false.

- **Preview the activity** Go over the instructions. Have Ss read the sentences.
- **Play the video** Have Ss write *T* for the true sentences and *F* for the false ones. Play the video again, if necessary.
- **Check answers** Go over the answers with the class. Elicit the correct version of each false sentence.

Answers

1. T 2. F 3. F 4. T 5. F

- **Option** Have Ss answer the questions from memory. Then play the video for Ss to check their answers.

After you watch (page T-182)

A

In this activity, Ss fill in the blanks.

- **Preview the activity** Go over the instructions. Explain that there are two words the Ss will not use.
- **Do the activity** Have Ss write the words to complete the paragraph.
- **Check answers** Have Ss compare answers with a partner. Go over the answers with the class.

Answers

Ben and Nick have a problem. Ben wants to go to Vancouver in the summer. He'd like to go to the park. But Nick wants to go in the winter because he'd like to ski. Nick's mom has a different opinion. She thinks spring is a good time because it's pretty warm in the city, but it snows quite a bit in the mountains.

B

In this activity, pairs discuss when is a good time to visit Vancouver.

- **Preview the activity** Go over the instructions. Read the questions and example answer. Model the activity with a volunteer, if helpful.
- **Do the activity** Have pairs share their opinions.
- **Follow-up** Elicit the answers from the class.
- **Option** Put Ss in small groups. Assign a season to each group and have the group come up with good reasons to visit Vancouver (or somewhere else, such as your city) at that time. Share the results with the class.

Action video note

Instruct Ss to make their own travel blog. For further instructions, visit www.cambridge.org/fourcorners/teacher

4 My new apartment!

Story summary

In this video, Tim creates a video touring his new apartment to send to his parents. He shows us the kitchen, the living room, and his bedroom. Tim apologizes for the messes in both the kitchen and the living room, which have been caused by his roommate Bo, whom we never see.

Language summary

Grammar

- How many / much
- Quantifiers before nouns
- Separable two-word phrasal verbs

Vocabulary

- Things in a home
- Household chores

Before you watch (page T-183)

A

In this activity, Ss match pictures with their descriptions.

- **Preview the activity** Direct Ss' attention to the pictures. Explain that Ss will watch a video tour of Tim's new apartment. Go over the instructions.
- **Do the activity** Have Ss match the descriptions to the pictures.
- **Check answers** Have Ss compare answers with a partner. Go over the answers with the class.

Answers

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

B

In this activity, Ss label the names of the rooms in Part A.

- **Preview the activity** Go over the instructions.
- **Do the activity** Have Ss write the names of the rooms on the lines.
- **Check answers** Have Ss compare answers with a partner. Go over the answers with the class.

Answers

1. bedroom 3. kitchen 5. kitchen
2. bathroom 4. bedroom 6. living room

While you watch (pages T-183–184)

A

In this activity, Ss identify sentences about Tim's apartment as true or false.

- **Preview the activity** Go over the instructions. Have Ss read the sentences.
- **Play the video** Have Ss write *T* for the true sentences and *F* for the false ones as they watch the video. Play the video again, if necessary.
- **Check answers** Go over the answers with the class. Elicit the correct version of each false sentence.

Answers

1. T 2. F 3. T 4. F 5. F

B

In this activity, Ss check what's in Tim's apartment.

- **Preview the activity** Go over the instructions. Have Ss read the list of items.
- **Play the video** Have Ss check the correct answers. Play the video again, if necessary.
- **Check answers** Go over the answers with the class.

Answers

A big closet; books; a few boxes; a guitar; a lot of clothes; a lot of garbage; a lot of light; a roommate; a sofa; some noise; a TV; two bedrooms

- **Option** Have Ss answer the questions from memory. Then play the video for Ss to check their answers.

- **Option** Pause the video when an item appears and have Ss call out the name and check it.

C

In this activity, Ss circle the correct answers.

- **Preview the activity** Go over the instructions. Have Ss read the sentences.
- **Play the video** Have Ss circle the correct answers. Play the video again, if necessary.
- **Check answers** Go over the answers with the class.

Answers

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

- **Option** Have Ss answer the questions from memory. Then play the video for Ss to check their answers.

After you watch (page T-184)

A

In this activity, Ss fill in a chart of things they like and don't like about Tim's apartment.

- **Preview the activity** Go over the instructions and the examples in the chart.
- **Do the activity** Have Ss write their ideas in the chart.
- **Follow-up** Have Ss share their ideas with a partner. Elicit responses from the class.

B

In this activity, pairs practice making requests.

- **Preview the activity** Go over the instructions. Read the example conversation with a volunteer.
- **Do the activity** Have pairs make and agree to requests.
- **Follow-up** Have volunteers role-play their requests for the class.
- **Option** Have pairs make several requests for the same problem to practice using different phrases.

Action video note

Instruct Ss to make their own video tour of their home. For further instructions, visit www.cambridge.org/fourcorners/teacher

5 Don't stress out!

Story summary

In this video blog, Marco explains that he is a full-time student with a heavy course load and two part-time jobs. He's pretty stressed out. Marco demonstrates some of his techniques to combat stress, using a stress ball, meditating, listening to music, playing video games, and calling a friend to chat, no matter what time it is!

Language summary

Grammar

- Imperatives
- Adverbs of manner

Vocabulary

- Parts of the body
- Healthy habits

Before you watch (page T-185)

A

In this activity, Ss match the situations with their solutions.

- **Preview the activity** Direct Ss' attention to the sentences. Explain that Ss will watch a video about how Marco manages stress. Go over the instructions.
- **Do the activity** Have Ss match the situations to the solutions.
- **Check answers** Have Ss compare answers with a partner. Go over the answers with the class.

Answers

1. b 2. a 3. d 4. c

B

In this activity, pairs discuss their own solutions to the problems in Part A.

- **Preview the activity** Go over the instructions.
- **Do the activity** Have Ss tell their partner their own solutions.
- **Follow-up** Have Ss report to the class on their partner's solutions.

While you watch (pages T-185–186)

A

In this activity, Ss check the things Marco does to manage his stress.

- **Preview the activity** Explain that Ss will watch the video to see how Marco manages stress. Go over the instructions. Have Ss read the sentences.

- **Play the video** Have Ss check the correct answers as they watch the video. Play the video again, if necessary.
- **Check answers** Go over the answers with the class.

Answers

He listens to relaxing music; he meditates; he plays video games; he talks to someone; he uses a stress ball.

B

In this activity, Ss number the steps in meditating.

- **Preview the activity** Go over the instructions. Have Ss read the list of steps for meditation.
- **Play the video** Have Ss number the steps. Play the video again, if necessary.
- **Check answers** Go over the answers with the class.

Answers

5, 7, 1, 6, 3, 9, 4, 2, 8

- **Option** Have Ss read the steps and number them from memory. Then play the video for Ss to check their answers.
- **Option** Pause the video when a step is mentioned and have Ss number it.

C

In this activity, Ss identify sentences as true or false.

- **Preview the activity** Go over the instructions. Have Ss read the sentences.
- **Play the video** Have Ss write *T* for the true sentences and *F* for the false ones. Play the video again, if necessary.
- **Check answers** Go over the answers with the class. Elicit the correct version of each false sentence.

Answers

1. T 2. F 3. T 4. F 5. T

- **Option** Have Ss identify the sentences as true or false from memory. Then play the video for Ss to check their answers.

After you watch (page T-186)

A

In this activity, pairs discuss their favorite stress management tips.

- **Preview the activity** Go over the instructions and read the example. Model a conversation with a volunteer if helpful.
- **Do the activity** Have pairs give and explain their opinions.
- **Follow-up** Have Ss report to the class on their partner's opinions.

B

In this activity, Ss interview their group about their stress.

- **Preview the activity** Go over the instructions. Read the example.
- **Do the activity** Have Ss interview their groups.
- **Check answers** Have Ss confirm with their partners that the information in their notes is correct.
- **Follow-up** Have Ss report to the class on their group's responses.

B

In this activity, the class decides on the number one tip for managing stress.

- **Preview the activity** Go over the instructions. Give an example, such as *My number one tip for managing stress is to get organized.*
- **Do the activity** Have Ss say their number one tip. Write the tips on the board.
- **Follow-up** Have the class vote to decide the best tip.

Action video note

Instruct Ss to make their own video about helpful tips. For further instructions, visit www.cambridge.org/fourcorners/teacher

6 Are you a star?

Story summary

In this video, three contestants compete in a TV reality show. There is a singer / songwriter, a singer, and a singer / dancer. The judges comment on the contestants, offering criticisms, praise, and advice. But the main problem seems to be a lack of talent!

Language summary

Grammar

- Verb + infinitive or gerund

Vocabulary

- Types of TV shows
- Television

Interactions

- Agreeing with an opinion
- Disagreeing with an opinion

Before you watch (page T-187)

A

In this activity, Ss look at the pictures and fill in the blanks.

- **Preview the activity** Direct Ss' attention to the pictures. Explain that Ss will watch a talent show video. Go over the instructions.
- **Do the activity** Have Ss fill in the blanks in the paragraph.
- **Check answers** Have Ss compare answers with a partner. Go over the answers with the class.

Answers

This is a reality show. There are three contestants. They sing and dance on the show. Each one wants to be a star. Emi, Alicia, and Ian are the judges. They make comments about the singers and the dancers. They help decide which one is going to win. Let the competition begin!

B

In this activity, pairs use the words from Part A in their own sentence.

- **Preview the activity** Go over the instructions. Model an example, such as *I enjoy watching dance competitions.*
- **Do the activity** Have Ss tell their partner their own sentences.
- **Follow-up** Have Ss share their most interesting sentences with the class.

While you watch (pages T-187–188)

A

In this activity, Ss identify sentences as true or false.

- **Preview the activity** Go over the instructions. Have Ss read the sentences.
- **Play the video** Have Ss write *T* for the true sentences and *F* for the false ones. Play the video again, if necessary.
- **Check answers** Go over the answers with the class. Elicit the correct version of each false sentence.

Answers

1. F 2. T 3. F 4. T 5. F

B

In this activity, Ss check what each contestant does.

- **Preview the activity** Go over the instructions. Have Ss read the questions. Explain that there may be more than one answer for each contestant.
- **Play the video** Have Ss check the correct answers as they watch the video. Play the video again, if necessary.
- **Check answers** Go over the answers with the class.

Answers

1. Contestant 3 4. Contestant 3
2. Contestant 1 5. Contestant 1
3. Contestant 2 6. Contestant 2

- **Option** Have Ss answer the questions from memory. Then play the video for Ss to check their answers.

C

In this activity, Ss match the comments to the judges.

- **Preview the activity** Go over the instructions. Have Ss read the list of comments. Explain that Ss will write, for example, *number 1* if the comment was about contestant number 1.
- **Play the video** Have Ss number the comments. Play the video again, if necessary.
- **Check answers** Go over the answers with the class.

Answers

Emi: 3, 2, 1

Alicia: 1, 3, 2

Ian: 2, 3, 1

- **Option** Pause the video when a comment is mentioned, and have Ss number it.

After you watch (page T-188)

A

In this activity, pairs share their opinions of the contestants.

- **Preview the activity** Go over the instructions and read the example.
- **Do the activity** Have pairs give their opinions.
- **Follow-up** Have a few Ss report to the class on their partner's opinions.

B

In this activity, groups hold a discussion.

- **Preview the activity** Go over the instructions. Read the questions. If helpful, model a discussion about TV talent shows with a few volunteers.
- **Do the activity** Have groups discuss the questions.
- **Follow-up** Have groups summarize their discussions for the class.
- **Option** Have Ss discuss what kind of talent show they would like to be on. If your class enjoys role play, you can hold a talent show in class.

Action video note

Instruct Ss to make their own talent show video.

For further instructions, visit

www.cambridge.org/fourcorners/teacher

Story summary

In this video, Ben shares his tip of the week: why shopping at the farmers' market is better and less expensive than shopping at the grocery store. Ben shows us his purchases: carrots, potatoes, apples, apple cider, bread, strawberry jam, and a plant. Then Ben tells his roommate Nick about the "new" farmers' market, but it turns out Nick has been buying their groceries there all along.

Language summary

Grammar

- Comparative adjectives
- *Enough* and *too*

Vocabulary

- Opposites

Before you watch (page T-189)

A

In this activity, Ss look at the picture and answer the questions.

- **Preview the activity** Direct Ss' attention to the picture. Go over the instructions.
- **Do the activity** Have Ss look at the picture and circle the correct answers.
- **Check answers** Have Ss compare answers with a partner. Go over the answers with the class.

Answer

1. b. 2. a 3. c

B

In this activity, Ss name the items in the picture in Part A.

- **Preview the activity** Direct Ss' attention to the picture in Part A. Go over the instructions.
- **Do the activity** Put Ss in pairs. Have pairs name as many items as they can in the picture.
- **Check answers** Have pairs compare answers with another pair. Elicit the answers from the class.

Possible Answers

carrots, peppers, broccoli, onions, beans, eggplant, watermelon, cabbage

While you watch (pages T-189–190)

A

In this activity, Ss identify what Ben buys at the farmers' market.

- **Preview the activity** Explain that Ss will watch a video in which Ben talks about things he bought at a farmers' market. Go over the instructions. Have Ss read the list of items.
- **Play the video** Have Ss check the correct answers as they watch the video. Play the video again, if necessary.
- **Check answers** Go over the answers with the class.

Answers

apple cider, apples, bread, carrots, jam, potatoes, a plant

B

In this activity, Ss identify sentences as true or false.

- **Preview the activity** Go over the instructions. Have Ss read the sentences.
- **Play the video** Have Ss write *T* for true sentences and *F* for false ones. Play the video again, if necessary.
- **Check answers** Go over the answers with the class. Elicit the correct version of each false sentence.

Answers

1. T 2. T 3. F 4. T 5. F

- **Option** Have Ss answer the questions from memory. Then play the video for Ss to check their answers.

C

In this activity, Ss complete the sentences.

- **Preview the activity** Go over the instructions. Have Ss read the incomplete sentences.
- **Play the video** Have Ss circle the correct answers.
- **Check answers** Go over the answers with the class.

Answers

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

- **Option** Have Ss answer the questions from memory. Then play the video for them to check their answers.

After you watch (page T-190)

In this activity, groups discuss shopping at a farmers' market.

- **Preview the activity** Put Ss into small groups. Go over the instructions and read the questions. If necessary, model each question with a volunteer.
- **Do the activity** Have groups discuss their responses to the questions.
- **Follow-up** Have groups summarize their discussions for the class.
- **Option** During the follow-up, write the answers on the board to create a class poll.

Action video note

Instruct Ss to make their own videos about helpful shopping tips. For further instructions, visit www.cambridge.org/fourcorners/teacher

8 Things to do in NYC for less than \$5.00

Story summary

In this video, Soon-mi shows us her recommendations for fun things to do in New York City for under \$5.00. She tells us about the Staten Island Ferry, the Statue of Liberty, the Brooklyn Bridge, food carts, the New York Public Library, and how to get into the Metropolitan Museum of Art for \$1.00!

Language summary

Grammar

- *Should* for recommendations
- *Can* for possibility
- Superlative adjectives

Vocabulary

- Places to see
- Adjectives to describe cities

Interactions

- Giving a recommendation

Before you watch (page T-191)

A

In this activity, Ss match pictures and words.

- **Preview the activity** Direct Ss' attention to the pictures of places and things in New York City. Go over the instructions.
- **Do the activity** Have Ss match the words to the pictures.
- **Check answers** Have Ss compare answers with a partner. Go over the answers with the class.

Answers

1. c 2. e 3. a 4. d 5. b

B

In this activity, Ss complete the sentences about vocabulary that will appear in the video.

- **Preview the activity** Direct Ss' attention to the sentences. Go over the instructions. Explain that Ss will complete the sentences.
- **Do the activity** Have Ss complete the sentences.
- **Check answers** Have Ss compare answers with a partner. Go over the answers with the class.

Answers

1. c 2. a 3. c

- **Option** Have volunteers name an example of each kind of place or thing mentioned in Parts A and B.

While you watch (page T-192)

A

In this activity, Ss identify activities mentioned in the video.

- **Preview the activity** Explain that Ss will identify cheap activities mentioned in the video. Go over the instructions. Have Ss read the phrases.
- **Play the video** Have Ss check the correct answers as they watch the video. Play the video again, if necessary.
- **Check answers** Go over the answers with the class.

Answers

eat from a food cart, go to a library, go to a museum, ride a ferry boat, see a famous statue, walk across a bridge

B

In this activity, Ss match Soon-mi's comments to the places they describe.

- **Preview the activity** Go over the instructions. Have Ss read the comments.
- **Play the video** Have Ss match the comments to the places.
- **Check answers** Go over the answers with the class.

Answers

1. e 2. a 3. d 4. c 5. b

- **Option** Have Ss answer the questions from memory. Then play the video for them to check their answers.

C

In this activity, Ss identify sentences as true or false.

- **Preview the activity** Go over the instructions. Have Ss read the sentences.
- **Play the video** Have Ss write *T* for true sentences and *F* for false ones. Play the video again, if necessary.
- **Check answers** Go over the answers with the class. Elicit the correct version of each false sentence.

Answers

1. F 3. F 5. T 7. F
2. T 4. F 6. T

- **Option** Have Ss answer the questions from memory. Then play the video for Ss to check their answers.

After you watch (page T-192)

A

In this activity, pairs discuss which activities they would like to do.

- **Preview the activity** Go over the instructions and read the questions. Model a conversation with a volunteer, if necessary.
- **Do the activity** Have Ss share their opinions and ideas.
- **Follow-up** Have Ss report to the class about the activities their partner would like to do in New York City.

B

In this activity, groups discuss free or cheap activities to do in their town or city.

- **Preview the activity** Put Ss into small groups. Go over the instructions.
- **Do the activity** Have Ss tell each other about free or cheap things to do in their towns or cities.
- **Follow-up** Have groups share their ideas with the class.

Action video note

Instruct Ss to make their own video about free or cheap things to do. For further instructions, visit www.cambridge.org/fourcorners/teacher

An inspiring person

Story summary

In this video, Alicia explains where her love of art comes from – her Aunt Gloria. Alicia is making this video for her aunt, and we tag along as Alicia delivers a gift to Aunt Gloria to thank her for inspiring Alicia to pursue a career as an artist. The gift is a painting that Alicia made herself.

Language summary

Grammar

- Past of *be*
- Simple past

Vocabulary

- Personality adjectives

Before you watch (page T-193)

A

In this activity, Ss match vocabulary words to their definitions.

- **Preview the activity** Direct Ss' attention to the list of verbs. Go over the instructions.
- **Do the activity** Have Ss match the verbs and their definitions.
- **Check answers** Have Ss compare answers with a partner. Go over the answers with the class.

Answers

1. c 2. d 3. a 4. b

A

In this activity, Ss complete the sentences.

- **Preview the activity** Direct Ss' attention to the adjectives. Go over the instructions.
- **Do the activity** Have Ss complete the sentences with the correct adjectives.
- **Check answers** Have Ss compare answers with a partner. Go over the answers with the class.

Answers

1. passionate 3. modern
2. exciting 4. beautiful

While you watch (pages T-193–194)

A

In this activity, Ss identify basic facts about the video.

- **Preview the activity** Explain that Ss will identify how Aunt Gloria inspired Alicia. Go over the instructions. Have Ss read the sentences.
- **Play the video** Have Ss check the correct answers as they watch the video. Play the video again, if necessary.
- **Check answers** Go over the answers with the class.

Answers

She took Alicia to art museums.
She taught Alicia about art.
She is passionate about art.

B

In this activity, Ss complete the sentences.

- **Preview the activity** Go over the instructions. Have Ss read the incomplete sentences.
- **Play the video** Have Ss circle the correct answers. Play the video again, if necessary.
- **Check answers** Go over the answers with the class.

Answers

1. c 2. c 3. a 4. b 5. b

- **Option** Have Ss answer the questions from memory. Then play the video for Ss to check their answers.

C

In this activity, Ss identify sentences as true or false.

- **Preview the activity** Go over the instructions. Have Ss read the sentences.
- **Play the video** Have Ss write *T* for the true sentences and *F* for the false ones. Play the video again, if necessary.
- **Check answers** Go over the answers with the class. Elicit the correct version of each false sentence.

Answers

1. F 2. T 3. F 4. F 5. T

- **Option** Have Ss answer the questions from memory. Then play the video for Ss to check their answers.

After you watch (page T-194)

A

In this activity, Ss interview their partner.

- **Preview the activity** Go over the instructions. Read the questions. Model the interview, if necessary.
- **Do the activity** Have pairs interview each other and take notes.
- **Check answers** Have Ss confirm with their partner that the information in their notes is correct.

B

In this activity, Ss tell about their partner from Part A.

- **Preview the activity** Go over the instructions. Read the question. Model the activity with a volunteer if helpful.
- **Do the activity** Have Ss talk about their partner from Part A and compare the information.
- **Follow-up** Elicit the answers from the class.
- **Option** Put Ss in small groups based on their interests and talents. Have them compare the people who inspired them. Elicit answers from the class.

Action video note

Instruct Ss to make their own video about someone who inspired them. For further instructions, visit www.cambridge.org/fourcorners/teacher

10 Olga's Diner

Story summary

In this video, Ben and Marco visit Olga's Diner, which is famous for its hamburgers. After reading off the items on the extensive menu, Marco and Ben order. Marco orders a hamburger, onion rings, a soda, apple pie, and ice cream. But he can't believe what Ben orders: fruit salad, mixed vegetables, carrot juice, and frozen yogurt. Ben says he's trying to eat healthier these days. When it comes time to go home, guess who'd like to go for a walk!

Language summary

Grammar

- Articles
- Present perfect for experience

Vocabulary

- Menu items
- Interesting food

Interactions

- Ordering food
- Checking information

Before you watch (page T-195)

A

In this activity, Ss match the pictures with the vocabulary words.

- **Preview the activity** Direct Ss' attention to the pictures. Go over the instructions.
- **Do the activity** Have Ss write the words under the corresponding pictures.
- **Check answers** Have Ss compare answers with a partner. Go over the answers with the class.

Answers

1. soda
2. blueberries
3. strawberries
4. a hamburger

B

In this activity, Ss answer vocabulary questions.

- **Preview the activity** Go over the instructions.
- **Do the activity** Have Ss circle the correct answers.
- **Check answers** Have Ss compare answers with a partner. Go over the answers with the class.

Answers

1. a
2. b
3. b

While you watch (pages T-195–196)

A

In this activity, Ss identify words from the video.

- **Preview the activity** Go over the instructions. Have Ss read the list of words. Explain that Ss will listen for the food items on the menu.
- **Play the video** Have Ss check the food items that are on the menu as they watch the video. Play the video again, if necessary.
- **Check answers** Go over the answers with the class.

Answers

crab cakes, hamburgers, lamb chops, mixed vegetables, oysters, rice, seaweed salad, soy milk, spring rolls, squid, steak

C

In this activity, Ss match food items to Ben or Marco.

- **Preview the activity** Go over the instructions. Have Ss read the list of items.
- **Play the video** Have Ss draw a line from each food item to the person who ordered it: Ben or Marco. Play the video again, if necessary.
- **Check answers** Go over the answers with the class.

Answers

Marco: hamburger, onion rings, soda, apple pie with vanilla ice cream
Ben: fresh fruit plate, mixed vegetables, carrot juice, frozen yogurt

- **Option** Have Ss answer the questions from memory. Then play the video for Ss to check their answers.
- **Option** Pause the video when an item appears and have Ss match it.

C

In this activity, Ss identify sentences as true or false.

- **Preview the activity** Go over the instructions. Have Ss read the sentences.
- **Play the video** Have Ss write *T* for the true sentences and *F* for the false ones. Play the video again, if necessary.
- **Check answers** Go over the answers with the class. Elicit the correct version of each false sentence.

Answers

1. T 2. T 3. F 4. F 5. F

- **Option** Have Ss answer the questions from memory. Then play the video for Ss to check their answers.

After you watch (page T-196)

A

In this activity, Ss discuss their own experience with a partner

- **Preview the activity** Go over the instructions. Read the questions. Model answers to the questions, if helpful.
- **Do the activity** Have pairs interview each other.
- **Follow-up** Have Ss report to the class on their partner's responses.

B

In this activity, Ss create a menu.

- **Preview the activity** Go over the instructions. Model an example for each type of dish, if necessary. For example: *Nachos are often an appetizer. Corn bread or green beans can be a side dish.*
- **Do the activity** Have Ss fill in their menus.
- **Check answers** Have Ss share their menus with a partner to check that the food items are in the correct categories and have appropriate prices.

C

In this activity, Ss share their menus in groups.

- **Preview the activity** Put Ss in small groups. Go over the instructions.
- **Do the activity** Have Ss tell their group about their menu.
- **Follow-up** Have groups report to the class on their menus.
- **Option** Have each group choose their favorite menu. Share the menu with the class and have the Ss decide which menu they like best.

Action video note

Instruct Ss to make their own video tour of a favorite restaurant or meal. For further instructions, visit www.cambridge.org/fourcorners/teacher

Story summary

In this episode of *Street Talk*, Emi K. tells us what kind of music she listens to: jazz, classical, pop, and reggae, including a lot of Bob Marley. Then Emi interviews Peter, Alicia, and her friend Rebecca about the kind of music they listen to. Upon learning that they both love reggae, Emi and Rebecca make plans to go to a concert together!

Language summary

Grammar

- *So, too, either, and neither*
- Determiners

Vocabulary

- Types of movies
- Types of music

Interactions

- Asking for suggestions
- Giving a suggestion

Before you watch (page T-197)

A

In this activity, Ss label the pictures.

- **Preview the activity** Direct Ss' attention to the pictures. Go over the instructions. Have Ss read the sentences.
- **Do the activity** Have Ss number the pictures to match the sentences.
- **Check answers** Have Ss compare answers with a partner. Go over the answers with the class.

Answers

3, 2, 1

B

In this activity, pairs discuss their examples of the situations in Part A.

- **Preview the activity** Go over the instructions. Model an example, if necessary.
- **Do the activity** Have Ss tell their partner their own examples.
- **Follow-up** Have Ss report to the class on their partner's responses.

While you watch (pages T-197–198)

A

In this activity, Ss check the types of music each person listens to.

- **Preview the activity** Explain that Ss will watch a video about the types of music people listen to. Go over the instructions and read the list of musical types. Explain any types that are unfamiliar.

- **Play the video** Have Ss check the correct answers as they watch the video. Play the video again, if necessary.
- **Check answers** Go over the answers with the class.

Answers

1. Emi 3. Em 5. Emi 7. Emi, Rebecca
2. Peter 4. Alicia 6. Alicia

B

In this activity, Ss identify sentences as true or false.

- **Preview the activity** Go over the instructions. Have Ss read the list of sentences.
- **Play the video** Have Ss write *T* for the true sentences and *F* for the false ones. Play the video again, if necessary.
- **Check answers** Go over the answers with the class. Elicit the correct version of each false sentence.

Answers

1. T 2. F 3. F 4. F 5. T

C

In this activity, Ss complete the sentences.

- **Preview the activity** Go over the instructions. Have Ss read the incomplete sentences.
- **Play the video** Have Ss circle the correct answers. Play the video again, if necessary.
- **Check answers** Go over the answers with the class.

Answers

1. c 2. b 3. a 4. c 5. b

- **Option** Have Ss answer the questions from memory. Then play the video for Ss to check their answers.

After you watch (page T-198)

A

In this activity, pairs compare their musical taste to the characters in the video.

- **Preview the activity** Go over the instructions and read the example.
- **Do the activity** Have pairs share their opinions.
- **Follow-up** Have Ss report to the class on their partner's opinions.

B

In this activity, Ss create their own playlists.

- **Preview the activity** Go over the instructions. Explain the example. Suggest that Ss think of four or five different kinds of songs.
- **Do the activity** Have Ss write their playlists.

C

In this activity, pairs discuss their playlists.

- **Preview the activity** Go over the instructions. Model the conversation with a volunteer.
- **Do the activity** Have pairs discuss their lists and ask information questions.
- **Follow-up** Have Ss report to the class on their partner's playlist. Have Ss share additional information about the songs or explain why their partner likes them.

Action video note

Instruct Ss to make their own video about favorite music. For further instructions, visit www.cambridge.org/fourcorners/teacher

12 My dream: Starting a business

Story summary

In this video for his business class, Tim interviews a coffee shop owner for advice because he'd like to have his own cookie store someday. Amelia, the coffee shop owner, tells Tim about opening her own shop and gives him some suggestions to start his career. Amelia even offers Tim a job so he can learn about the business!

Language summary

Grammar

- Infinitives of purpose
- *Will* for predictions
- *May, might* for possibility

Vocabulary

- Personalized goals
- Milestones

Interactions

- Reacting to bad news
- Reacting to good news

Before you watch (page T-199)

A

In this activity, Ss label the pictures of vocabulary words.

- **Preview the activity** Direct Ss' attention to the pictures. Go over the instructions.
- **Do the activity** Have Ss write the correct words under the corresponding pictures.
- **Check answers** Have Ss compare answers with a partner. Go over the answers with the class.

Answers

1. a recipe
2. a cupcake
3. a muffin
4. cookies
5. coffee

B

In this activity, Ss answer questions about key concepts in the video.

- **Preview the activity** Go over the instructions. Have Ss read the questions and answers.
- **Do the activity** Have Ss check the correct answers.
- **Check answers** Have Ss compare their answers with a partner. Elicit the answers from the class.

Answers

1. It's a company or organization that sells something to make money.
2. They're people who buy things.
3. It means you look for information about something and study it.

While you watch (pages T-199–200)

A

In this activity, Ss identify sentences as true or false.

- **Preview the activity** Go over the instructions. Have Ss read the sentences.
- **Play the video** Have Ss write *T* for the true sentences and *F* for the false ones as they watch the video. Play the video again, if necessary.
- **Check answers** Go over the answers with the class. Elicit the correct version of each false sentence.

Answers

1. T
2. F
3. T
4. F
5. F

B

In this activity, Ss complete the sentences.

- **Preview the activity** Go over the instructions. Have Ss read the incomplete sentences.
- **Play the video** Have Ss circle the correct answers. Play the video again, if necessary.
- **Check answers** Go over the answers with the class.

Answers

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

- **Option** Have Ss answer the questions from memory. Then play the video for Ss to check their answers.

C

In this activity, Ss number the steps.

- **Preview the activity** Go over the instructions.
- **Play the video** Have Ss number the steps Ameila took from 1 to 7. Play the video again, if necessary.
- **Check answers** Go over the answers with the class.

Answers

2, 6, 1, 7, 3, 5, 4

- **Option** Have Ss answer the questions from memory. Then play the video for Ss to check their answers.

After you watch (page T-200)

A

In this activity, Ss make predictions about how Tim will make his dream come true.

- **Preview the activity** Go over the instructions. Have Ss read the phrases. Model the example conversation with a volunteer.
- **Do the activity** Have pairs make predictions.

B

In this activity, pairs share their answers to Part A.

- **Preview the activity** Go over the instructions. Read the question.
- **Do the activity** Have pairs share their predictions. Encourage them to make as many predictions as they can.
- **Follow-up** Have groups report to the class on their most creative prediction and the total amount of predictions they made.

Action video note

Instruct Ss to make their own video about achieving their dream. For further instructions, visit www.cambridge.org/fourcorners/teacher

Video scripts

Unit 1

Unusual interests

Emi K., a reporter for Street Talk, interviews Tim and Alicia to find out about their unusual interests and hobbies.

Female announcer Street Talk! With Emi K.

Emi Hey, I'm Emi K., and this is Street Talk. Today's question is: "Do you have an unusual interest or hobby?" For example, I'm interested in sports and games. I play chess in the park! It's fun! And I'm interested in fashion. I make sweaters in my free time. OK. So, let's ask some people about their unusual interests. Ready? Let's go!

Emi Excuse me, sir? I'm Emi K., from *Street Talk*. What's your name?

Tim I'm sorry, can you repeat that, please?

Emi Sure. What's your name? This is an interview for TV.

Tim Oh, OK. My name's Tim.

Emi Good. So, Tim, today's question is, "Do you have an unusual interest or hobby?"

Tim Yeah, I do. I collect buttons.

Emi Hey, I like them! How many buttons do you have?

Tim Oh, I have about 100. A lot of them are at home.

Emi Where are the buttons from? Where do you get them?

Tim Oh, I buy them on vacation. And my friends give them to me, too. Some of them are old – like, from junior high school.

Emi I really like this button. Where is it from?

Tim That's from England. That's from my sister. She lives there now.

Emi That's interesting. Hey! Do you want this button?

Tim Yeah. Thanks!

Emi OK, everyone, this is Alicia. So, Alicia, do you have an unusual interest or hobby?

Alicia Yeah, I do. I make jewelry.

Emi Really? Is that difficult?

Alicia No. It's easy, and it's fun. Like, look at this necklace.

Emi Wow! That's really cool.

Alicia Thanks. It's easy to make. It takes a few minutes, and it isn't expensive.

Emi That's great. Hey, what about those earrings?

Alicia Oh, yeah, I make earrings, too. These are a little difficult, but I like them.

Emi Cool. Do you sell your jewelry?

Alicia No, no, it's just a hobby.

Emi That's too bad, because I want to buy some!

Emi So, wow! A lot of people have interesting hobbies. Tim collects buttons. Alicia makes jewelry. And I play chess. And I'm pretty good at chess, right? Check.

Old man Checkmate. I win!

Emi OK, guys! Thanks for watching *Street Talk*! See you next time. Good-bye!

Unit 2

Happy birthday, Eric!

Eric's family makes a home video wishing him a happy birthday while he's studying abroad in Italy.

Mom Eric, happy birthday! Oh, and buon compleanno! That's "happy birthday" in Italian . . . right? Oh, Eric! You're in Italy for school, and we're here, at home. Italy is so far away! We really miss you, all of us! Your dad and I . . .

Dad Happy birthday, son!

Mom . . . and your little sister, Lizzy . . . Put the hat on, dear.

Lizzy Wow, Eric! You're 20 now! You're really old!

Mom . . . and Grandpa Joe is here, too!

Grandpa *Don't listen to Lizzy! You're not old, Eric. You're young. I'm old!*

Mom And Aunt Lily has the video camera. Anyway, this video is for you. I hope you like it! We have some really cute pictures of you . . . like this one!

Dad Oh, look at that. Who's that little baby?

Mom That's you, Eric. Look at your curly, blond hair. Now you have brown hair.

Lizzy Look at this one! Ha, ha! Look at that. He looks funny!

Mom Oh, Lizzy! That's his Halloween costume. I think it's very creative. And you're very creative now, too, Eric! You play the piano, you draw pictures . . .

Lizzy Hey, I'm creative, too! I play the piano, too!
 Mom I know, dear, I know.
 Grandpa Oh, I like this one.
 Lizzy Ha, ha! Look!
 Mom Oh, Lizzy. I think he's very handsome.
 Grandpa Well, of course he's very handsome. He has a handsome grandfather!
 Dad This one's my favorite. Remember this? It's our trip to California.
 Mom Wow, in this picture you're short. And now you're so tall!
 Grandpa Ah, your graduation day. You're a serious student, Eric. You're very hardworking. That's a good thing.
 Mom He's so tall and handsome. OK, Eric! That's our birthday video for you!
 Dad Have a great day in Italy!
 Grandpa Arrivederci!
 All Happy birthday! Bye!

Unit 3

January or July?

On "Ben's Travel Blog," Ben and his friend Nick debate whether it's better to travel to Vancouver, Canada, in January or July.

Ben Hey, everybody. I'm Ben, and this is my live travel blog. That's right, it's happening right now, live, on the Internet. So send me an email or a text, and we'll chat! It's Thursday, May 14, at 3:32 p.m. I have got a great show for you today. And . . . my friend Nick is here!

Nick Hello, everyone!

Ben Yeah, we are both really excited today. Why? Because Nick and I are talking about one of our favorite places . . .

Ben and Nick Vancouver, Canada!

Nick Today we'd like to talk about a good time of year to go to Vancouver.

Ben Yeah. I would like to go to Vancouver in July, in the summer, when it's warm and sunny. But Nick likes to go in January, in the winter.

Nick That's right. I like to ski. So I'd like to go in January. It snows a lot in January, and it's a great time to ski.

Ben Yeah, but I don't ski, and I don't like really cold weather, and I don't like the snow. So I'd rather go in July or August.

Nick So, you guys watching, what's your opinion? When's a good time to visit Vancouver? January? July? April? October? Winter or summer? Send us a text or email!

Ben OK, here's a picture of Vancouver in July. Hey, look at that! It's Stanley Park, a really big park in Vancouver. It's beautiful. It's very sunny. It's not cloudy at all. It's beautiful! Wouldn't you like to ride a bike there? I would! And look at this . . . here's Vancouver in October – nice colors, right? So what's your opinion? Please text us! We got a text! It's from . . . my mom. Hi, Mom. "What's the weather like at school today? The weather here is great." Ah, the weather here is cloudy, Mom. OK, back to Vancouver.

Nick Yeah – look at this! That looks fun! Right?

Ben It looks extremely cold.

Nick I like cold weather. Lots of people like cold weather, right? Some of you like Vancouver when it's cold? Talk to us, people.

Ben What? A message?

Nick Yeah! It's from . . . my mom. She says, "I'm watching your blog. In my opinion, I'd like to go in the spring. It's pretty warm in the city, but it snows quite a bit in the mountains . . ."

Ben ". . . In the spring, you can ski and go to the beach on the same day!" Good point, Nick's mom.

Nick Thanks, Mom. OK. Please don't tell me that our moms are the only ones watching this show. Is there anyone else watching our show? What's your opinion on Vancouver?

Ben Wow! Here's a text. It's from . . . my mom again.

Nick "I can see your apartment. It isn't clean. Please clean it!"

Ben So, Nick, what do you think?

Nick Your mom's right. Our apartment isn't clean.

Ben No, I mean, about the show. Are we done?

Nick I think so.

Ben and Nick OK, well, thanks for watching, and we'll see you next time on "Ben's Travel Blog."

Unit 4

My new apartment!

In this home video, Tim takes his parents on a visual tour of his new apartment.

Tim Hi, Mom! Hi, Dad! It's your son, Tim. And this is my new apartment!

Tim OK, this is the kitchen. It's really big! And . . . it's . . . not very clean. Actually, it's a mess. Wow. There are a . . . lot of dishes. Well, I'm going to clean up the kitchen today. I'm going to wash the dishes and put them away. There isn't a dishwasher, but there's a big sink. I wash the dishes every day. My roommate Bo cleans up a little. He washes the dishes once a week or sometimes once a month. He usually doesn't put the dishes away. But, look. The counter is pretty clean! I wipe off the counter every day. Bo usually doesn't wipe it off. My roommate, Bo, he's a musician! He plays the guitar. There he is . . . He doesn't clean up very much, but he's a fun guy, and he's very friendly!

Tim OK, so, anyway, there's a great living room. There are big windows, and there's a lot of light. And there are . . . a lot of things. Well, I usually clean up the living room, but . . . well, um, Bo doesn't. I sit on this sofa, and I watch TV at night. Bo's clothes are not always here. Oh, and I study here, too. These are my books . . . under Bo's boxes. Bo really doesn't clean up at all, but he's a fun guy! Anyway, next is my bedroom.

Tim OK, it's not a big bedroom, but there's a big closet. Look! I can hang up all my clothes in here. Ah! There's Bo now . . . let me introduce you.

Tim OK. And this is Bo's room . . . ah. That's Bo now! He plays the guitar! I guess he's busy. Anyway . . . so Mom . . . Dad that's my apartment . . . my apartment. How do you like it? I think it's great. Ah, that's Bo's garbage. Anyway, I'll see you soon. Bye!

Unit 5

Don't stress out!

Marco creates a video blog to give his followers tips on how to relieve stress.

Marco Hey, guys. It's Marco. As you can see, I'm a student. So I have a lot of homework and tests. I also have two part-time jobs. So, I have a lot of stress. For example, this class, this class is really hard. We have tests every week! So I'm a little stressed out. So, how do I manage stress? That's a good question. Well, I sometimes use this. It's called a "stress ball." Look. Breathe deeply, squeeze slowly. Breathe deeply. Squeeze slowly. Ahhh . . . , I feel better. That's one way I manage stress. Now watch. Here are some other ways.

Marco OK, I'm kind of stressed out. When I'm this stressed out, I meditate. Let me show you. OK. Sit comfortably. Keep your neck and back straight. Cross your legs. Put your hands on your knees like this. Close your eyes. Breathe slowly and deeply. Relax and watch your breath. Continue to breathe slowly and deeply. Count the breaths silently.

Marco OK, I'm pretty stressed out again. So, here's another tip. I sit quietly and listen to music. Wrong music. Ahhh . . . Yeah, that's great. Yeah . . .

Marco OK, guys, now I'm very stressed out. I have a big English test tomorrow! So, how do I manage stress now? I take a break and play a video game! OK, I feel better now. Well, I feel a *little* better.

Marco OK, guys. Here is my number-one tip. Are you really, really, *really* stressed out? Talk to somebody about it. I do! Hello, Alicia? It's Marco. Oh, are you sleeping? Sorry, Well, I'm really stressed out. I have a lot of tests, and . . .

Unit 6

Are you a star?

Tim, a reporter for Cool TV News, introduces their new reality show, Are You a Star?, and narrates what happens the first day of the competition.

Tim Tim Wilson here for Cool TV News. Cool TV News now has its own reality show – *Are You a Star?* The contestants are confident and creative. The judges are serious but friendly. Well, some judges are friendly. Today is the first day of competition.

Contestant 1 Hi. I sing and write songs. I hope to be a big star. Listen!

Contestant 1 [singing] “Back in my bedroom I watch a cartoon. But it’s so bad that I fast forward to a sitcom. But it’s a rerun. Wish my remote control could make my head numb . . .”

Emi I like you. You’re a really creative performer.

Alicia Yeah! I think so, too. He’s pretty cool!

Ian No, no, no, no. No! He’s boring. You are NOT a star! Next!

Contestant 2 Hi. I really hope you like this song.

Contestant 2 [singing] “I love you, I really, really do! And I will always be true to you!”

Alicia That’s a very . . . interesting song.

Emi Yes. You’re . . . hardworking . . . and very . . . noisy.

Ian That’s terrible! She can’t sing. Maybe you should play golf, do karate, learn to ski, bake cookies, I don’t care – but you should not sing anymore. Do not sing again. Ever!

Contestant 2 You know, you’re not very nice.

Emi I agree.

Alicia I think so, too.

Ian I disagree. I’m a very nice person. You just can’t sing. Next!

Tim It’s not going well so far. Will Contestant 3 make the judges happy?

Contestant 3 Hi. I can sing and dance. Watch this!

Contestant 3 [singing] “It’s a very rainy day outside, and I don’t know what to do – play a board game, play some cards, or make a video or two. Do a crossword, do a jigsaw, bake some cookies, when I’m done I’ll take a nap, and when I wake, I’m hoping I will see the sun.”

Ian That’s awful! You dance like a refrigerator. And you can’t rap. I have a headache.

Emi I’m afraid I disagree. I think you’re really good.

Alicia I agree. You’re funny and very exciting to watch.

Tim Clearly the judges don’t agree. Who will be the winner? Watch tonight at 8:00 p.m. to find out. This is Tim Wilson for Cool TV News.

Ian You dance like a refrigerator, I tell you.

Unit 7

A farmer’s market

In his “Tip of the Week” video, Ben discusses the advantages of shopping at your local farmers’ market.

Ben Oh, hey, Ben here. It’s Monday morning, and it’s time for my “Tip of the Week.” I want to tell you about a new and better place to shop in my town. Here’s my tip – two words: FARMERS’ MARKET. I love shopping there! The food at the farmers’ market is fresher than the food at the supermarket. The food is less expensive, too. Sometimes you can bargain for a lower price. Look at this. The farmers’ market has great vegetables. Look at these carrots. Very fresh, very nice, and very cheap – just one dollar! What a bargain! I mean, carrots at the supermarket are usually three dollars. And these potatoes are nice. Look at all the different colors. This one is a purple potato. That’s cool, right? The farmers’ market also has wonderful fruit. Yeah, look at this apple. It’s fall now, so the apples at the farmers’ market are great. Look at it. It’s – it’s beautiful! Mmm! It’s more delicious than the apples at the supermarket. Oh, and this is from the farmers’ market, too. This is apple cider. It’s like apple juice. At the supermarket, it costs five dollars. At the farmer’s market, four dollars. BUT, I bargained, and guess what? The vendor let me have it for three dollars. That is a really great price! Ahhh . . . That is so great! So, they have apples, the apple cider, and this. I love jam from the farmers’ market. My favorite is strawberry. I like it on fresh-baked bread. The bread is from the farmers’ market, too. All right. That is so good! It’s great for breakfast in the morning, too. Oh, and one more thing. This is from the farmers’ market, too. It’s a nice plant, right? It’s for my living room. Five dollars! It is so cheap! So, these are my things from the new farmers’ market: the carrots, the potatoes, the apple, the apple cider, the fresh-baked bread and strawberry jam, and the houseplant. Actually, there are many more things

to buy at the farmers' market, but my bag isn't big enough! Oh, hey! It's my roommate, Nick. Hey, Nick, come over here. I'm doing my "Tip of the Week." This week, it's all about eating better and saving money at the new farmers' market. Gotta see this place! Great food, healthy, too, cheap prices –

Nick I know all about the farmers' market. It isn't really new.

Ben You do?! It isn't?

Nick Yeah, I mean, that's where all our food always comes from.

Ben Uh, it does?

Nick Yeah. I usually go grocery shopping for us, right?

Ben Yeah.

Nick Well, I always buy food from the farmers' market.

Ben My roommate Nick, taking Ben's "Tip of the Week." He agrees with me! Shopping at the farmers' market is better and less expensive than shopping at the supermarket. Way to go, Nick!

Unit 8

Things to do in New York City for less than \$5.00

Soon-mi creates a web video to share fun things to do in New York City for less than \$5.00.

Soon Mi Hi, everyone. I'm Soon-mi. I live here, in Seoul, but I love to visit New York City. In my opinion, New York is the most exciting city in the world! Now, everybody says, "New York is expensive." But you can do a lot of fun things in New York for less than five dollars. Here are my recommendations. OK, so here's one thing you shouldn't miss. And it's free! You can take a ride on the Staten Island Ferry. I'd definitely recommend it. OK, so this is the ferry. It's a big boat. It goes between Staten Island and Manhattan. And it goes very near this. Yeah, that's the Statue of Liberty. It's probably the most famous place in New York, and you can see it for free on the ferry. OK. Now, this is another cool place in New York. Yeah, that's the Brooklyn Bridge. I think it's about 150 years old. Anyway, people drive their cars across the bridge – from Manhattan to Brooklyn, and from Brooklyn to Manhattan. But I think you should walk across it – that's really fun! Wow, that's beautiful. What a great view of the Manhattan skyline! And how much does it cost? Guess. That's right. It's free! OK. So there's the Staten Island Ferry and the Brooklyn Bridge. But what about food? Well, you can get the cheapest and most delicious food in New York. You can buy many kinds of food on the street. So, this is a

typical food cart in New York. These carts sell everything. You can find hot dogs, hamburgers, soda, ice cream, and other kinds of fast food. And the food is less than five dollars. Now, look at this. You can also get Chinese food on the street in New York! These rice noodles cost about four dollars. They're spicy and delicious! You can get them on Canal Street in Manhattan. Canal Street is the busiest street in Chinatown. What can you do for free on a rainy day? Well, you can go to the New York Public Library in Manhattan! I really enjoy reading here. It's nice and quiet. Also, you can use the Internet for free. I really love the lion statues in front of the library. Aren't they cool? Do you like museums? Here's one more recommendation. This is the Metropolitan Museum of Art. You can see a lot of amazing pictures here. Now, everyone thinks it costs twenty dollars. But that's not really true. The sign in the museum says twenty dollars is "recommended." This means you can pay twenty dollars, or you can pay ten dollars. Or you can pay one dollar! OK, everyone, those are my recommendations for cheap fun in New York. So, good luck and have fun!

Unit 9

An inspiring person

In this home video, Alicia discusses how her Aunt Gloria has inspired her to pursue a career as an artist.

Alicia Are you ready? OK. Hello. This is Alicia Martinez. Right now, I'm a college student. I'm studying art. I want to be an artist one day. I can make my own jewelry, and I like to paint. Look. I did this painting. I finished it a week ago. Today, I'm making this video for my Aunt Gloria. She is someone I really admire! Aunt Gloria made a difference in my life, especially when I was a child. You see, my family was from a very small town, and there weren't any museums there. But about once a month, I went into the city with Aunt Gloria, and she showed me all the museums. We looked at so many great pictures – old paintings and modern ones. So today, I'm visiting Aunt Gloria to say, "Thank you for inspiring me!" And I'm giving her a gift! I almost forgot the gift – and the camera! OK, let's go!

Alicia OK, that's my Aunt Gloria's house. She's my mother's sister. She's a teacher. She's passionate about art. I love art because of her. So today, I'm saying, "Thank you." This is exciting!

Aunt Gloria Alicia! What a . . . surprise! Oh . . . Come in.

Alicia So, Aunt Gloria, I have a gift for you!

Aunt Gloria A gift? For me?

Alicia Yes. This is it!

Aunt Gloria Oh, Alicia. This is beautiful. Did you paint it?

Alicia Yes, I did. I made it for you. It's my gift – to say, "Thank you!"

Aunt Gloria Thank you?

Alicia Thank you for inspiring me!

Aunt Gloria Really? Did I inspire you? What did I do?

Alicia Yes! Of course! You are so passionate about art. You took me to museums, you taught me about art . . . And now I love art, and I want to be an artist, and it's because of you.

Aunt Gloria Oh, Alicia. That's so kind of you. I don't know what to say.

Alicia I know what to say. Let's go to a museum again soon!

Aunt Gloria That is a great idea. Now you're inspiring me! Oh, my. This is beautiful. I love it.

Unit 10

Olga's Diner

Marco and Ben make a video reviewing Olga's Diner, where they enjoy the diner's healthy and not-so-healthy options.

Marco Hey, everyone! I'm Marco, and this is Ben.

Ben Hey, everybody! So, today we're visiting Olga's Diner.

Marco Olga's is famous for its hamburgers. But are the hamburgers really good? Let's find out! Look at the menu. It's really big! They have everything here. They have lamb chops, they have steak . . .

Ben Mixed vegetables, rice . . .

Marco Oysters, spring rolls . . .

Ben Soy milk, seaweed salad . . .

Marco Crab cakes . . . oh, and look, they have squid! Wow! I've never had squid. Oh, here's our waiter now. Service is good here, very fast.

Waiter Hey, are you ready to order? I recommend the hamburgers. They're excellent!

Marco Yeah, I heard they're good. I'll have a hamburger, please!

Waiter Excellent! And what would you like?

Ben How is the fresh fruit plate?

Waiter Oh, it's very fresh.

Ben OK . . . but what kinds of fruit are there?

Waiter Well, there's a banana, an apple, some strawberries, and blueberries.

Ben OK. I'll have that, please.

Marco What? Fruit? No hamburger?

Ben Hamburgers aren't healthy.

Marco Healthy? But you usually love hamburgers. Olga's is famous for its hamburgers!

Ben Yeah, I know. But I'm trying to eat healthier food these days.

Waiter Would you like an appetizer or a side dish? Olga's is famous for its onion rings. They're really good!

Marco OK, I'll have some onion rings, please.

Ben And I'll have some mixed vegetables, please.

Marco What?!

Ben Well, it's important to eat a balanced diet.

Waiter What would you like to drink?

Marco A large soda for me.

Ben And I'll have some carrot juice.

Waiter OK. Let me read that back to you. That's a hamburger, onion rings, and a large soda for you. And the fresh fruit plate, a side order of mixed vegetables, and some carrot juice for you.

Ben Right.

Waiter OK.

Marco Fruit? Mixed vegetables? Carrot juice?

Waiter Here you go, guys.

Ben Thank you.

Marco Oh, wow! Now, look at this burger! Oh, man. I'm so happy right now. How's the fruit?

Ben It's great! The fruit is really fresh. There are a lot of blueberries, and I love blueberries. And blueberries are really healthy.

Marco Oh yeah? That's interesting. Olga's isn't really famous for its fruit. How about the vegetables?

Ben The vegetables are excellent! The carrot juice is delicious, too. And very –

Marco Healthy, I know.

Marco OK. It's dessert time. Oh, yeah! This is so good!

Olga's has great apple pie. And it's delicious with vanilla ice cream! How's your frozen yogurt?

Ben It's really good . . . and . . . really healthy!

Waiter Thanks, guys.

Ben Hey, look at the bill. Olga's isn't very expensive. The prices are great!

Marco So . . . that's Olga's Diner. The hamburgers are . . . delicious. And the onion rings are . . . great, and the apple pie and the ice cream . . . are really good, too. I definitely recommend this place. What about you . . . Ben?

Ben Yeah, I love this place! I mean, the fruit plate is really fresh. The mixed vegetables and carrot juice are excellent. AND the frozen yogurt is really good. And everything is –

Marco Very healthy . . .

Ben Marco, are you OK, buddy? How're you doing?

Marco Yeah. No. I think I ate too much. I have a stomachache. I'd like to take a walk.

Ben Good idea. Let's walk home. Exercise is . . .

Marco . . . very healthy. Maybe next time I'll order the fruit plate.

Ben Have you ever had carrot juice? It's really healthy...

Unit 11

World music

Emi K. of Street Talk interviews Alicia and others she encounters on the street to find out what type of music they like to listen to.

Emi Hi, everyone. I'm Emi K., and this is Street Talk. Today's question is: "What type of music do you listen to?" For example, I listen to many types of music. Let's see . . . jazz, classical, pop music, and – oh, yeah! I listen to a lot of Bob Marley. You know Bob Marley, right? He's a very famous reggae singer and musician, from Jamaica. I love reggae music. It's very relaxing. OK, so let's ask some people about the kind of music they listen to. Excuse me, sir? Can I interview you?

Peter Sorry? Oh, OK, sure.

Emi Thanks. So, what's your name? And what type of music do you listen to?

Peter I'm Peter. What music do I listen to? Here, listen.

Emi This is country music.

Peter Yeah, I love country music. I went to college in Texas, and most of the people there listen to country music. At first, I didn't like it.

Emi Of course.

Peter But then I started listening to the words. The words are really interesting. A lot of country music songs tell a story. Sometimes the stories are sad, and sometimes, they're funny.

Emi Oh, I didn't know that. Hey, yeah. This is kind of cool!

Emi OK, so tell us. What's your name, and what type of music do you listen to?

Alicia Well, I'm Alicia, and I love a lot of types of music. But right now, my favorite type of music is . . . ah, here it is. Listen.

Emi This is interesting. What is it?

Alicia It's pop music from India.

Emi Oh, cool.

Alicia This song is from a movie. Most of the movies in India have songs. The actors sing and dance, and they're really fun.

Emi I don't understand the words.

Alicia Neither do I. They're in another language. I think it's Hindi. Some of my friends from India can translate the words.

Emi Oh. So what is this song about?

Alicia It's about love. I think most of their songs are about love.

Emi Yeah, like all of the pop music here in the U.S. Thanks!

Alicia Sure!

.....

Emi Hey, look, everyone, it's my friend Rebecca.

Rebecca Hi, Emi, how are you?

Emi Good. So, Rebecca, here's the question: "What type of music do you listen to?"

Rebecca That's easy. Reggae! I love reggae music.

Emi Really? I didn't know that. So do I!

Rebecca Yeah, and I really love Bob Marley.

Emi Hey! So do I! That's amazing.

Rebecca This is so cool! None of my other friends like reggae. Why don't we go to a reggae concert sometime?

Emi That's a great idea. Where can we go? Any suggestions?

Rebecca Yeah, we could go to that reggae club near the station.

Emi Cool. Let's go there! OK, everyone. Thanks for watching. See you next time!

Unit 12

My dream: Starting a business

Tim makes a video for his class, revealing his dream to one day own a cookie store. He interviews Amelia, a coffee shop owner, to get advice on how to make his dream a reality.

Tim Good morning, Mr. Abrams. Hello, classmates. I'm making this video to show in our class. So, this is my kitchen. And these are my cookies. My grandmother taught me how to make these cookies. It's a secret family recipe. My dream is to have my own cookie store. I mean, my friends always say to me, "Tim! You should have a cookie store!" So that's my dream. But how will I make it happen? Today, I'm asking a coffee shop owner for advice. I think her ideas will be very interesting! Let's go.

Tim This is Amelia da Silva. And this is her coffee shop. It's called "The Cupcake Station," and she started it a year ago.

Amelia That's right. It's really hard work, but I always wanted to have my own coffee shop. It's a dream come true.

Tim That's wonderful!

Amelia Here, have a cupcake.

Tim Oh, thanks! Mmm. That's a great cupcake! So, Amelia, how did you achieve your dream?

Amelia That's a good question. First, I worked part-time at another coffee shop to learn about the business.

Tim What did you learn?

Amelia Well, I learned it's very important to know your customers.

Tim Know your customers . . . what do you mean?

Amelia You need to know what your customers like. For example, I sold only cupcakes and coffee here at first. But my customers wanted other things – like muffins, donuts, and pie. So now I'm selling those things to get more customers and to improve my business.

Tim I see. Well, my store will only sell cookies.

Amelia Hmm. You might have a problem.

Tim Really? I think people will love my cookies. Try one!

Amelia Mmm! These are good. But, really, it's a difficult job. You'll work at night. You'll work on weekends. You'll work early in the morning.

Tim I see. Well, what about money? How did you get the money to start your business?

Amelia I went to the bank to get a loan.

Tim Oh, that's easy.

Amelia But the bank said no.

Tim Oh. That's too bad.

Amelia So I went to a different bank, and they said no, too.

Tim That's a shame. Then what did you do?

Amelia Well, I took a class to learn about business. The teacher showed me how to write a business plan.

Tim You mean a plan to show how your business will make money?

Amelia Right! First, I did a lot of research. I studied the customers, the neighborhood, and other coffee shops. Then I wrote a business plan, using my research.

Tim Oh. That sounds hard.

Amelia Yeah, it was. But the bank liked my business plan, and it gave me the money.

Tim I'm happy to hear that.

Amelia Yeah, I'm really excited.

Tim Well, Amelia, thanks so much for your advice.

Amelia No problem. So, what do you think you'll do now, Tim?

Tim Well, I'm taking a business class now. I'll finish this video for the class. Then I think I'll write my own business plan. And I may get a job to save money to start my cookie business.

Amelia Hey, why don't you try working here? You might like it, and you'll learn about the business.

Tim Really? Wow, that's great. Thanks, Amelia!

Amelia You're welcome. And I know my customers. They'll love your cookies!

Tim That's great to hear! Have another cookie.

Amelia Thanks! And have another cupcake.

Tim Thanks.

Grammar

Present of *be*

<i>Wh-</i> questions	Affirmative statements
Where are you from?	I'm from Korea.
Where is he from?	He's from Korea.
How old is she?	She's five.
How old is it?	It's five years old.
What are your names?	We're John and Greg.
What are our names?	You're John and Greg.
Where are they?	They're at home.

Yes / no questions with *be*

<i>Yes / no</i> questions	Short answers Affirmative	Negative statements
Am I	Yes, you are .	No, you aren't .
Are you	Yes, I am .	No, I'm not .
Is he old?	Yes, he is .	No, he isn't .
Is she	Yes, she is .	No, she isn't .
Is it	Yes, it is .	No, it isn't .
Are you	Yes, we are .	No, we aren't .
Are we	Yes, you are .	No, you aren't .
Are they	Yes, they are .	No, they aren't .

Simple present

<i>Wh-</i> questions
Where
Why do I / you / we / they play table tennis?
When does he / she
How often

Affirmative statements	Negative statements
I play	I don't
You play	You don't
He plays	He doesn't
She plays	She doesn't
It plays golf.	It doesn't play golf.
We play	We don't
You play	You don't
They play	They don't

- In negative statements, you can use the full forms *do not* and *does not*.

<i>Yes / no</i> questions	Short answers Affirmative	Short answers Negative
Do I	Yes, you do .	No, <i>you</i> don't .
Do you	Yes, I do .	No, <i>I</i> don't .
Does he	Yes, he does .	No, <i>he</i> doesn't .
Does she	Yes, she does .	No, <i>she</i> doesn't .
Does it play golf?	Yes, it does .	No, <i>it</i> doesn't .
Do you	Yes, we do .	No, <i>we</i> don't .
Do we	Yes, you do .	No, <i>you</i> don't .
Do they	Yes, they do .	No, <i>they</i> don't .

Vocabulary

Interests

art
fashion
languages
literature
politics
pop culture
sports
technology
travel

Sports and exercise

They ...
bowl.
ski.
swim.
They play ...
baseball.
golf.
table tennis.
They do ...
gymnastics.
karate.
yoga.

Function

Asking for repetition

Can you repeat that, please?
Could you repeat that, please?
Could you say that again, please?

Asking someone to speak more slowly

Can you say that more slowly, please?
Could you say that more slowly, please?
Could you speak more slowly, please?

Grammar

What . . . like? and What . . . look like?

What . . . like?	What . . . look like?
What are you like?	What do you look like?
What am I like?	What do I look like?
What is he like?	What does he look like?
What is she like?	What does she look like?
What is it like?	What does it look like?
What are we like?	What do we look like?
What are they like?	What do they look like?

- Use *What . . . like?* to ask about personality.
- Use *What . . . look like?* to ask about appearance.
- We use adjectives to answer these questions.

Be + adjective (+ noun)

Be + adjective	Be + adjective + noun
I am talkative.	I am a talkative guy.
You are friendly.	You are a friendly person.
He is serious.	He is a serious teacher.
She is confident.	She is a confident girl.
It is hardworking.	It is a hardworking class.
We are creative.	We are creative students.
They are generous.	They are generous people.

- Adjectives explain how people look or act.
- Adjectives usually follow the verb *be* or come before a noun.
- More than one adjective can be used in a sentence
I'm tall and thin.

Order of adjectives

Size, age, shape, color
She has long brown hair.
He has little square glasses.
I have new pink glasses.
My sister and I have curly black hair.

- Use adjectives in the order of size, age, shape, and color.
She has long red hair. NOT *She has red long hair.*

Vocabulary

Personality adjectives

confident
creative
friendly
funny
generous
hardworking
serious
shy
talkative

Appearance

bald
blonde
curly
elderly
little round glasses
long gray hair
medium height
middle-aged
mustache
overweight
red hair
short
short white beard
shoulder-length hair
straight brown hair
tall
wavy
young

Functions

Saying you think something is true

I think so.
I believe so.
I guess so.

Saying you think something isn't true

I don't think so.
I don't believe so.
I'm not really sure.

Grammar

Adverbs of intensity

It's + adverb + adjective	
It's extremely hot.	It's pretty rainy.
It's very sunny.	It's fairly warm.
It's really cold.	It's somewhat windy.

- Adverbs give more information about adjectives.
- Adverbs of intensity answer the question *How + adjective + is it?*
- Adverbs of intensity can range from weak (*somewhat, fairly*) to strong (*very, extremely*).

Quantifiers with verbs

Affirmative statements	Negative statements
It rains a lot .	It doesn't rain very much .
It snows quite a bit .	It doesn't rain at all .
It rains a little .	

- Quantifiers come after verbs.
- Quantifiers answer the question *How much does it . . . ?*
- Quantifiers can range from none (*not at all*) to a small amount (*a little*) to a large amount (*a lot*).

Would like + infinitive

Wh- questions
What When would I / you / he / she / it / we / you / they like to play? Why

Affirmative statements	Negative statements
I	I
You	You
He	He
She would like to eat.	She wouldn't like to eat.
It	It
We	We
You	You
They	They

- In affirmative statements, you can use the contraction 'd instead of *would*.
She'd like to play a board game.

Yes / no questions	Short answers Affirmative	Short answers Negative
I you he Would she like to eat? it we you they	you I he Yes, she would. it you we they	you I he No, she wouldn't. it you we they

Vocabulary

Weather

cloudy
rainy
snowy
sunny
windy

Temperature

cold
cool
hot
warm

Seasons

dry season
fall
rainy season
spring
summer
winter

Indoor activities

bake cookies
do a crossword
do a jigsaw puzzle
make a video
make popcorn
play a board game
play chess
take a nap

Function

Asking for an opinion

What do you think?
What are your thoughts?
What's your opinion?

Giving an opinion

I think . . .
I'd say . . .
In my opinion, . . .

Grammar

How many; quantifiers before count nouns

Questions with <i>many</i>	Quantifiers + count nouns
How many chairs are there?	There are a lot of chairs.
How many shelves are there in the living room?	There are some shelves in the living room.
How many closets are there?	There are a few closets.
Are there many cupboards in the kitchen?	There aren't many cupboards in the kitchen.
Are there many curtains?	There aren't any curtains.

- Count nouns are things that can be counted; we can use them in the plural.
- Use *how many* or *many* in questions with plural count nouns.
- Use quantifiers *a lot of*, *some*, *a few*, *many* / *not many*, and *not any* before count nouns.

How much; quantifiers before noncount nouns

Questions with <i>much</i>	Quantifiers + noncount nouns
How much space is there?	There is a lot of space.
How much light is there in the living room?	There is some light in the living room.
How much light is in the bedroom?	There is a little light in the bedroom.
Is there much noise from outside?	There isn't much noise from outside.
Is there much space for shelves in the kitchen?	There isn't any space for shelves in the kitchen.

- Noncount nouns are things that cannot be counted; we cannot use them in the plural.
- Use *how much* or *much* in questions with noncount nouns.
- Use quantifiers *a lot of*, *some*, *a little much* / *not much*, and *not any* before noncount nouns.

Separable two-word phrasal verbs

Followed by a noun	Separated by a noun	Separated by a pronoun
I put away my clothes.	I put my clothes away .	I put them away .
She cleaned out her closet.	She cleaned her closet out .	She cleaned it out .

- A *phrasal verb* is a verb + particle (a particle is a small word like *up* or *off*).
- Some phrasal verbs can be separated by a noun or a pronoun.
- A noun can come after a phrasal verb, but a pronoun cannot.
I took out the garbage. NOT *I ~~took out~~ it.*

Vocabulary

Things in a home

armchair
bathtub
bed
closet
coffee table
cupboards
curtains
dishwasher
dresser
refrigerator
shelves
shower
sink
sofa
stove
toilet

Rooms in a home

bathroom
bedroom
kitchen
living room

Household chores

clean out the closet
clean up the yard
drop off the dry cleaning
hang up the clothes
pick up the magazines
put away the dishes
take out the garbage
wipe off the counter

Function

Making a request

Can you turn down the music, please?
Could you turn down the music, please?
Would you turn down the music, please?

Agreeing to a request

Sure.
No problem.
I'd be happy to.

Grammar

Imperatives

Affirmative statements	Negative statements
Walk for 20 minutes every day. Stretch before you exercise. Eat 30 minutes before you lift weights.	Don't walk right after eating. Don't stretch too quickly. Don't eat a big meal before you lift weights.

- Imperatives can be affirmative or negative.
- The subject (*you*) is implied; it is not directly stated. The sentence begins with the verb.
- Use imperatives to give instructions or directions.

Adverbs of manner

Statements with adjectives	Statements with adverbs
My sister is a deep sleeper. They are slow runners. You are a careful eater. I am a noisy breather.	She sleeps deeply . They run slowly . You eat carefully . I breathe noisily .

- Add *-ly* or *-ily* to an adjective to form most adverbs of manner.
- The adverb follows the verb.
- Adverbs of manner describe how something is done.

How questions

Questions with adverbs	Answers
How often do you drink coffee?	Three times a day.
How long do you sleep every night?	About six hours.
How well do you relax?	Not very well. / Extremely well.

Questions with adjectives	Answers
How healthy is your diet?	Somewhat healthy.
How stressed are you?	Pretty stressed.

Questions with quantifiers	Answers
How many cups of coffee do you drink?	Three cups.
How much sleep do you get?	Quite a bit.

- In questions, use *how* before an adverb, an adjective, or a quantifier.
- *How* + adjective is usually followed by the verb *be* (not *do*).

Vocabulary

Parts of the body

ankle
 arm
 back
 ear
 eye
 finger
 foot (feet, plural)
 hand
 head
 knee
 leg
 mouth
 neck
 nose
 shoulder
 stomach
 throat
 toe
 tooth (teeth, plural)
 wrist

Health problems

a backache
 a cold
 a cough
 an earache
 a fever
 the flu
 a headache
 a sore throat
 a stomachache
 a toothache

Functions

Saying how you feel

I'm not feeling well.
 I don't feel so good.
 I feel awful.

Wishing someone well

Take it easy.
 Get well soon.
 I hope you feel better.

Healthy habits

eat a balanced diet
 eat a good breakfast
 exercise daily
 get enough sleep
 go for a walk
 lift weights
 protect your skin
 wash your hands

Other words

breathe
 stretch
 hold
 repeat
 relax

Grammar

Verb + infinitive or gerund

Verb + infinitive	Verb + gerund	Verb + gerund or infinitive
I want to watch my favorite TV show. My brother hopes to buy a new TV soon.	I enjoy watching sports on TV. He dislikes watching reality TV shows.	I like to watch / watching cartoons. We love to see / seeing famous actors. She prefers to listen / listening to the radio. I hate to watch / watching talk shows.

- An infinitive is *to* + verb. A gerund is verb + *-ing*.
- Some verbs (*hope, want*) are followed by infinitives.
- Some verbs (*enjoy, dislike*) are followed by gerunds.
- Some verbs (*like, love, prefer, hate*) are followed by a gerund or infinitive, with no difference in meaning.

Present continuous for future plans

Wh- questions			
	am	I	
	are	you	
	is	he	
What	is	she	doing tonight?
	is	it	
	are	we	
	are	you	
	are	they	

Affirmative statements		Negative statements	
I	am	I	am not
You	are	You	are not
He	is	He	is not
She	is	She	is not watching TV.
It	is	It	is not
We	are	We	are not
You	are	You	are not
They	are	They	are not

- In affirmative statements, you can use the contractions *'m*, *'re*, or *'s*.
- In negative statements, you can use the contractions *'m not*, *'re not* or *aren't*, or *'s not* or *isn't*.

Yes / No questions	Short answers Affirmative	Short answers Negative
Am I	you Am	you aren't.
Are you	I Are	I'm not.
Is he	he Is	he isn't.
Is she coming over?	Yes, she Is	No, she isn't.
Is it	it Is	it isn't.
Are we	you Are	you aren't.
Are you	we Are	we aren't.
Are they	they Are	they aren't.

Vocabulary

Types of TV shows	Television
a cartoon	commercials
a documentary	fast-forward
a drama	public TV
a game show	record
a reality show	remote control
a sitcom	reruns
a soap opera	satellite TV
a talk show	skip
the news	

Functions

Agreeing with an opinion

I agree.
I agree with you.
I think so, too.

Disagreeing with an opinion

I disagree.
I don't really agree.
I'm afraid I disagree.

Grammar

Comparative adjectives

Adjectives with one or two syllables	Affirmative statements with comparative adjectives
This laptop is light . Your camera is nice . The new printer is fast . The laptop is slow . This car is quiet . This cell phone is thin . Your watch is big . The red phone is heavy .	This laptop is lighter than the other one. Your camera is nicer than mine. The new printer is faster than the old one. The laptop is slower than the desktop. This car is quieter than mine. This cell phone is thinner than that one. Your watch is bigger than mine. The red phone is heavier than the white one.
Adjectives with three or more syllables	Affirmative statements with comparatives
The laptop is expensive . The new camera is difficult to use.	The laptop is more expensive than the desktop. The desktop is less expensive . The new camera is more difficult to use than my old one. The old camera is less difficult to use than my new one.
Irregular adjectives	Affirmative statements with comparatives
The new printer is good . The new cell phone is bad .	The new printer is better than my old one. The new cell phone is worse than my old one.

- To form comparatives of adjectives with one or two syllables, add *-er*.
- For adjectives ending with vowel + consonant, double the consonant before adding *-er* (*big – bigger*).
- For adjectives ending with *-y*, replace the *-y* with *-ier* (*heavy – heavier*).
- To form comparatives of adjectives with three or more syllables, use *more / less + adjective*.
- Use comparative adjectives to compare or contrast two things.

Enough and too

Enough before nouns		
Do you have	enough money	for the jacket?
I don't have	enough time	to try it on.
I have	enough shirts.	I don't need a new one.

Enough after adjectives			
Is the dress	small	enough?	
The pants aren't	long	enough.	I'm tall.
This shirt is	big	enough.	It fits well.

Too before adjectives			
Are the pants	too	large?	
The shoes aren't	too	small.	They fit well.
The belt is	too	big.	Do you have a smaller one?

- *Enough* means “the right amount of something.”
- *Too* means “more than necessary or possible.”

Vocabulary

Opposites

big / small
 expensive / cheap
 heavy / light
 loud / quiet
 slow / fast
 thick / thin

Adjectives to describe clothing

baggy
 bright
 comfortable
 plain
 pretty
 tight
 ugly
 uncomfortable

Functions

Bargaining for a lower price

How about . . . ?
 Will you take . . . ?
 Would you take . . . ?

Suggesting a different price

You can have it / them for . . .
 I'll let you have it / them for . . .
 I'll give it / them to you for . . .

Grammar

Should for recommendations; can for possibility

Wh- questions		
Where		
Why	should	I / you / he / she / we / they travel?
When	can	
How often		
What	should	I / you / he / she / we / they visit?
What places	can	

Affirmative statements	Negative statements
You should go to the palace. You can take trains and taxis.	You shouldn't see it in one day. You can't walk everywhere.

Yes / no questions	Short answers	Short answers
	Affirmative	Negative
Should I see the square? Can I find statues there?	Yes, you should . Yes, you can .	No, you shouldn't . No, you can't .

- *Should* and *can* are special types of verbs called *modals*. Use them with a main verb in base form.
- Do not use third-person singular *-s* in sentences with *should* and *can*.
- Use *should* to express advice / recommendations.
- Use *can* for things that are possible or not possible.

Superlative adjectives

Adjectives with one syllable	Affirmative statements with superlatives
This city is clean . The neighborhood is safe . Is the park big ? Is the hotel ugly ?	This is the cleanest city in the country. It's the safest neighborhood in the city. It's the biggest park in Tokyo. It's the ugliest hotel in town.
Adjectives with two or more syllables	Affirmative statements with comparatives
The building is modern . The fountain is beautiful .	It's the most modern building here. It's the most beautiful fountain in Italy.
Irregular adjectives	Affirmative statements with comparatives
The restaurant is good . The restaurant is bad .	It's the best restaurant in the city. It's the worst restaurant in the city.

- To form superlatives of adjectives with one syllable, add *-est*.
- For adjectives ending with vowel + consonant or two, double the consonant before adding *-er* (*big - biggest*).
- For adjectives ending with *-y*, replace *-y* with *-iest* (*ugly - ugliest*).
- To form superlatives of adjectives with three or more syllables, add use *the most* + adjective.
- When comparing three or more things, use superlatives to show *the most*.

Vocabulary

Places to see

botanical gardens
castle
fountain
monument
palace
pyramid
square
statue

Adjectives to describe cities

beautiful
clean
dangerous
dirty
modern
relaxing
safe
stressful
traditional
ugly

Function

Asking for a recommendation

What would you recommend doing there?
What would you suggest doing there?
What do you think I should do there?

Giving a recommendation

I'd recommend going . . .
I'd suggest going . . .
I think you should go . . .

Grammar

Was / Were born

Wh- questions			
When	was	I / he / she / it	born?
Where	were	you / we / they	born?

Affirmative statements		Negative statements	
I	was	I	wasn't
You	were	You	weren't
He	was	He	wasn't
She	was	She	wasn't
It	was	It	wasn't
We	were	We	weren't
You	were	You	weren't
They	were	They	weren't
	born in Peru.		born in Brazil.

Yes / no questions	Short answers Affirmative	Short answers Negative
Was he born in 1879?	Yes, he was.	No, he wasn't.
Were they born in Mexico?	Yes, they were.	No, they weren't.

He was born in 1879. NOT He ~~borned~~ in 1879. He ~~was borned~~ in 1879.

Past of be

Wh- questions		
Where	was	I / he / she / it on Sunday?
When	were	you / we / they there?

Affirmative statements	Negative statements
Van Gogh was an artist.	He wasn't an athlete.
Reagan and Washington were U.S. presidents.	Reagan and Washington weren't scientists.

Yes / no questions	Short answers Affirmative	Short answers Negative
Was van Gogh an artist?	Yes, he was.	No, he wasn't.
Were Ronald Reagan and George Washington alive at the same time?	Yes, they were.	No, they weren't.

- Use the past of *be* for actions that were completed in the past or for states of being in the past (such as where people lived, or what their jobs were).

Period of time + ago
I finished my research paper three days ago .
Diego Rivera died more than 50 years ago .
I saw the new action movie a week ago .

- Use *ago* with periods of time, not specific times or dates.
- Use *ago* to refer to a period of time in the past in relation to the present moment.

Vocabulary

Careers

astronaut
athlete
composer
designer
director
explorer
politician
scientist

Personality adjectives

brave
caring
determined
honest
inspiring
intelligent
passionate
talented

Functions

Expressing certainty

I'm positive.
I'm certain.
I'm sure.

Expressing uncertainty

I'm not sure, but I think . . .
I'm not certain, but I think . . .
I'm not positive, but I think . . .

Grammar

Articles

A / an		
Let's go to	a	restaurant.
I'd like	an	ice cream cone.

Some		
I know	some	good restaurants here.
Let's get	some	ice cream.

The		
Let's go to	the	restaurant on 6th Avenue.
I love	the	ice cream at World Café.

- Use *a / an* before a nonspecific singular count noun. (A noun is *nonspecific* when it doesn't matter which one you are talking about.)
- Use *some* before a nonspecific plural count noun or a noncount noun.
- Use *the* before a specific count or noncount noun (a noun is *specific* when both speaker and listener understand which thing they are talking about, OR when it is the second mention of the noun).
- Use *an* before vowel sounds.

Present perfect for experience

Wh- questions			
What	have	I / you / we / they	eaten?
Where	has	he / she / it	eaten?

Affirmative statements	Negative statements
I have	I haven't
You have	You haven't
He has	He hasn't
She has eaten.	She hasn't eaten.
It has	It hasn't
We have	We haven't
You have	You haven't
They have	They haven't

- In affirmative statements, you can use the contractions 've and 's.
In negative statements, you can use the contractions 've not and 's not.

Yes / no questions	Short answers Affirmative	Short answers Negative
Have I	you have.	you haven't.
Have you	I have.	I hasn't.
Has he	he has.	he hasn't.
Has she eaten?	Yes, she has.	No, she hasn't.
Has it	it has.	it hasn't.
Have we	you have.	you haven't.
Have you	we have.	we haven't.
Have they	they have.	they haven't.

- Use the present perfect to talk about experiences between some point in the past and now.

Vocabulary

Menu items

appetizers
cheese ravioli
cheesecake
chicken stir-fry
crab cakes
desserts
French fries
fruit salad
garlic bread
ice cream
lamb chops
main dishes
mashed potatoes
mixed vegetables
onion rings
pie
rice
side dishes
steak
tomato soup

Interesting food

avocados
blue cheese
carrot juice
dates
frozen yogurt
oysters
plantains
seaweed
soy milk
squid

Functions

Ordering food

I'll have . . . , please.
I'd like . . . , please.
Can I have . . . , please?

Checking information

Let me check that.
Let me read that back.
Let me repeat that.

Grammar

So, too, either, and neither

Affirmative statements	Agreement	Disagreement
I'm a fan of comedies. I like to watch dramas.	So am I. / I am, too. So do I. / I do, too.	Oh, I'm not. Oh, I don't.
Negative statements	Agreement	Disagreement
I'm not a fan of comedies. I don't like to watch dramas.	Neither am I. / I'm not, either. Neither do I. / I don't, either.	Oh, I am. Oh, I do.

- Use *so am I / I am, too* to agree with affirmative statements with the verb *be*.
- Use *so do I / I do, too* to agree with statements that use other verbs in the simple present.
- Use a negative form of *be* or *do* to disagree with affirmative statements.
- Use *neither am I / I'm not, either* to agree with negative statements with the verb *be*.
- Use *neither do I / I don't, either* to agree with negative statements that use other verbs.
- Use an affirmative form of *be* or *do* to disagree with negative statements.

Determiners

Determiner + plural noun
All of Most of A lot of my friends like jazz. Some of Not many of None of
Determiner + plural noun
All of Most of A lot of them like jazz. Some of us Not many of None of

- These determiners come before plural nouns (or pronouns *them / us*) and answer the question *how many?*
- Determiners show general quantities of something, not specific numbers (compare: *some of the students; five students*). They range from 100% of something (*all of*) to 0% (*none of*).
- Use *of + the* or *of + possessive adjective* before a noun.
Most of my friends OR *Most of the students*.
NOT *Most of friends* OR *Most of students*.

Vocabulary

Types of movies

an action movie
an animated movie
a comedy
a drama
a horror movie
a musical
a science-fiction movie
a western

Types of music

blues
classical
country
folk
hip-hop
jazz
pop
reggae
rock
techno

Functions

Asking for suggestions

Do you have any suggestions?
What do you suggest?
Any suggestions?

Giving a suggestion

Let's ...
Why don't we ... ?
We could ...

Grammar

Infinitives of purpose

Statement with infinitive	Meaning
I'm saving money to travel next summer.	I'm saving money because I want to travel next summer.
We exercise to lose weight.	We exercise because we want to lose weight.
She studied hard to get good grades.	She studied hard because she wanted to get good grades.

- An infinitive (*to* + verb) can state the reason for or purpose of something; it can answer the question *why?* and replace a clause with *because*.
- Infinitives of purpose can appear in sentences using any verb tense or time frame.

Will for predictions

Questions with <i>will</i>	
What do you think you'll do next summer? Do you think you'll get a job? Will you rent an apartment or will you buy a house?	
Affirmative statements	Negative statements
I will take English classes. He'll work part-time. We'll take a trip. They'll have a big party.	I won't take English classes. He won't work part-time. We won't take a trip. They won't have a big party.

- *Will* is followed by the base form of the main verb.
- Do not use third-person singular *-s* in sentences with *will*.
- In affirmative statements, you can use the contraction *'ll*.
- In negative statements, you can use the contractions *won't* or *'ll not*.
- *Will* shows certainty about future predictions

May, might for possibility

Affirmative statements	Negative statements
I may take English classes. I might take English classes. He may work part-time. He might work part-time. We may take a trip. We may not take a trip. They may have a big party. They might have a big party.	I may not take English classes. I might not take English classes. He may not work part-time. He might not work part-time. We may not take a trip. We might not take a trip. They may not have a big party. They might not have a big party.

- Use *may* and *might* with a main verb. Do not change the form of *may* / *might* or the main verb with *he*, *she*, or *it*.
- *May* and *might* for future possibility do not contract.
- *May* and *might* show future possibility. There is no difference in meaning between the two verbs.
- *May* and *might* are often used with the phrases *I don't really know* or *I'm not sure*.

Vocabulary

Personal goals

get a credit card
join a gym
learn an instrument
lose weight
make more friends
pass a test
save money
start a new hobby
work / study harder

Milestones

buy a house
get promoted
go to college
graduate from high school
rent an apartment
retire
start a career
get married
start school

Functions

Reacting to bad news

That's too bad.
That's a shame.
I'm sorry to hear that.

Reacting to good news

That's wonderful!
That's great to hear!
I'm happy to hear that!

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Student's Book

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