

01

Nice to meet you!

SPEAKING
Introductions
GRAMMAR
The verb *be*
LISTENING
Information questions
READING
Biographies

Vocabulary: Australia, Brazil, Canada, Germany, Mexico, South Korea, Thailand, the US; Can you repeat that? Can you say that again? What's her name? What's your name? Where are they from? Where are we? Where are you from? Where is that?

Conversation: Introducing yourself

Language Practice: Statements and questions with *be*;

Pronunciation: Syllable stress

Listening: A teacher and students introduce themselves

Smart Talk: An information gap activity about well-known people

Reading: Hollywood stars

Writing: A social media post

Speaking: Discussing where people are from

VOCABULARY

The goal of this section is to present and practice the target vocabulary: countries.

WARM-UP

- Books closed. Tell students your name and where you are from. Have students practice asking you questions from p. 2. For example, *How do you spell _____?* *How do you pronounce _____?* *Can you repeat that please?*
- If students contributed to the Warm-Up Discussion Board as part of the Online Practice, look at their comments now with the class.

Activity 1

- Focus attention on the box.
- Focus attention on the first flag and picture. Ask *What country is this?* (Australia)
- Have students complete the activity.
- Have students check answers with a partner and then check answers as a class.
- Point to flags in any order and model the pronunciation of the country names and have students repeat.

ANSWERS

- | | |
|------|------|
| 1. a | 5. c |
| 2. f | 6. b |
| 3. e | 7. g |
| 4. h | 8. d |

EXTRA IDEA

- Bring in flag photos of various additional countries, ideally ones that represent your students' home country.
- Holding up each flag, model the pronunciation of the country name and have students repeat.

Activity 2

- Model the activity with a student. Ask the questions.
- Have students make pairs to take turns asking and answering the questions.
- Call on students to say their partner's name and country. Write their countries on the board.

VOCABULARY TIP

- Ask *What is the first letter of the first word in the group?* (A) *What is the first letter of the second country in the group?* (B)
- Point out that the countries are listed in order of the alphabet.

EXTENSION

Have students work in pairs to write the countries on the board in alphabetical order.

SMART CHOICE ONLINE

Remind students that there are extra vocabulary practice activities on Online Practice.

CONVERSATION

The goal of this section is to practice introducing yourself and others.

Note: Access the video of the conversation on the Teacher Resource Center or on the Classroom Presentation Tool.

WARM-UP

- Books closed. Briefly introduce students to one another. Then write the following on the board:
[Student A], this is [Student B].
[Student B], this is [Student A].
- Books open. Focus attention on the picture.
- Ask *Who is introducing themselves?* Encourage students to guess.

Activity 1

- Books open. Focus attention on the picture.
- Ask *Where are they?* Elicit the answer.
- Focus attention on the model conversation.
- Have students read and complete the conversation.
- Watch the video. Have students check their answers.
- Have students compare with a partner, then check as a class.
- Watch the video again before the students practice the conversation. Pause after each line of the conversation and have students repeat. Be sure to correct pronunciation and intonation.
- Have students make pairs and practice the conversation. Make sure pairs change roles, so they practice each part.

ANSWERS

1. b 2. c 3. a

EXTRA IDEA

- Books closed. To reinforce learning, play the video of the conversation while students write it down.
- Play in short sections and give students time to try to complete sections of the conversation from memory before playing the next section of the conversation.
- Play all the way through to check.

Activity 2

- Focus attention on the chart. Explain that the chart is color-coded and numbered, so items in the first column, for example, can be substituted into the first box in the conversation in Activity 1. Demonstrate this with *How are things*. Point out the other colors and numbers, and the corresponding columns in the chart and boxes in the conversation.
- Have students practice the conversation in pairs, putting the examples in the chart into the blanks in the model conversation. Make sure pairs change roles, so they practice each part.

Activity 3

- Focus attention on the instructions for Students A, B and C. Explain that students follow these to make their own conversation.
- Write the conversation on the board. Underline the names, the places, the nationality, and *history*.
- Model the role play with two students. Show students how they can use their own ideas, using the conversation in Activity 1 for help.
- Have students practice the role play.
- Have students video their role plays using a cell phone.
- Have students show their videos to others and offer feedback to one another.
- CULTURE NOTE:** In the US, it is natural to gesture towards a person when you are introducing him/her to someone else. It is considered friendly and appropriate to smile and make eye contact with the person you are being introduced to.

EXTRA IDEA

- Have students practice using body language while making introductions, as demonstrated in the video and described in the Culture Note above.

VARIATION

- If you are unable to use cell phones in class, students can take turns performing their conversations for the class.

EXTENSION

- If you and your students use a Learning Management System or a Social Learning Platform, have students share their videos. Together with the class, decide on criteria which students can use to give feedback to each other. For example, *Student A speaks naturally. Student A speaks clearly.* etc. You can use a scale from 1 to 5.

TEACHER RESOURCE CENTER

Print Unit 1 Video Worksheet from the Teacher Resource Center for additional in-class video practice.

SMART CHOICE ONLINE

Remind students that there are extra conversation practice activities on Online Practice.

LANGUAGE PRACTICE

The goal of this section is to present and practice the target grammar: statements and questions with the simple present of *be*.

- Books closed. Present the personal pronouns (*I, you, he, she*, etc.) by writing them on the board. Then point to yourself and to students to establish meaning. Explain the contractions (*I am = I'm*, etc.) and the negatives (*I'm not, He isn't*, etc.)
- Books open. Write the examples from the Language Practice box on the board. Change these examples to make them true for you and your students. For example: *I'm a teacher.* and *You're a student.*
- Focus on the personal pronouns you wrote on the board. Point to yourself and say *My name is _____*. Write *my* next to *I*. Provide or elicit the other possessive adjectives. Write the questions and answers from the Language Practice box on the board.
- Focus attention on the *yes/no* questions first. Change the examples on the board to make them true for you and your students. For example:
A Is she a teacher?
B No, she isn't. She's a student.
- Focus attention on the *wh-* questions. Explain that these kinds of questions require a detailed answer, not just yes or no. Ask different students the questions. Have them provide full answers. For example: *What's your name? My name is Dan.* Write the answers on the board.
- When asking *Who's that?* gesture to another student. Make sure that students understand that this question refers to a third person.
- Direct students to page 114 of the Grammar Reference for more information and practice.
- LANGUAGE NOTE:** Students may ask how they can identify whether the pronoun *you* in a question is singular or plural. Explain that we can only tell from the context.

TEACHER RESOURCE CENTER

Launch Unit 1 PowerPoint™ slide show from the Teacher Resource Center for additional grammar presentation and practice.

Activity 1

- Make sure students understand how to do this kind of matching activity.
- Have students complete the activity on their own.
- Have the students check answers in pairs and then confirm answers as a class.

ANSWERS

- | | |
|------|------|
| 1. e | 4. d |
| 2. f | 5. c |
| 3. a | 6. b |

VARIATION

- Ask any question in Activity 1 and elicit the correct answer.
- Have students make pairs and take turns asking and answering the questions in random order.

Activity 2

- Make sure students understand that the expressions in column A and column B are two parts of the same conversation.
- Have the students put the lines in the correct order on their own. Then have students check their answers with a partner.
- Check answers as a class. Then have students make pairs and practice the conversation with their own information.

ANSWERS

- A: Hi! Are you a student?
B: Yes, I am. And you? Are you a student?
A: Yes, I am. What's your name?
B: My name's _____. What's your name?
A: My name's _____.
B: Nice to meet you, _____.
A: Nice to meet you, too.

PRONUNCIATION

The goal of this section is to focus on syllable stress.

Activity 1

- Focus attention on the example and model the syllable stress for the students.
- Play the recording and have students do the activity on their own.

ANSWERS

- Ad|am
To|ron|to
Me|xi co
Ko|re|a
Ca|na da
stu|dent

Activity 2

- Play the recording again and have students say the words.
- Have students discuss which words have the same syllable stress in pairs.
- Check answers.

ANSWERS

- 1, 3, 5, 6 (first syllable stressed)
2, 4 (second syllable stressed)

SMART CHOICE ONLINE

Remind students that there are extra grammar practice activities on Online Practice.

LISTENING

The goal of this section is to practice listening selectively for key information and introduce some new vocabulary.

Activity 1

- Focus attention on the picture. Call on students to say something about the picture.
- Ask specific questions to practice the grammar on p. 6. (For example: *Who is the teacher? Where are the students from? Is the teacher a woman?*)

Activity 2

- Explain that students will listen to a conversation in a classroom.
- Focus on the expressions. Say each one. Focus particular attention on the contractions for *What's* and *Where's*.
- Play the recording and have students do the activity.
- Have students check in pairs and then confirm answers as a class.

ANSWERS

Check: 1, 3, 6, 8

Activity 3

- Focus attention on the questions. Tell students to write answers on the lines. Point out that when people say where they are from, they can say the city or the country or both.
- Encourage students to write both city and country if they hear both.
- Play the recording and have students do the activity.
- Have the students compare answers with a partner, then check as a class.

ANSWERS

- | | |
|-----------|--------------------|
| 1. Ray | 3. Nagoya, Japan |
| 2. Canada | 4. Santiago, Chile |

Activity 4

- Focus attention on the picture. Ask *Who do you see?* (three students).
- Explain that students will listen to more of the conversation between Tomas and Yuko.
- Have students read the statements. Play the recording. Pause the recording when you hear the information in the first statement. Say the statement. Ask students if it is true or false (true). Tell students to check *True*.
- Continue watching the video. Have students complete the activity.
- Have students compare answers in pairs. If necessary, play the recording again.
- Check answers with the class.

ANSWERS

1. T
2. F
3. F
4. T

EXTRA IDEA

Have students work in pairs to create short conversations using as many of the questions in Activity 2 as they can. Ask pairs to perform the conversations for the class.

SMART TALK

Teaching notes for the Smart Talk activity begin on page T-84.

SMART CHOICE ONLINE

Remind students that there is an extra video activity on Online Practice.

READING

The goal of this section is to practice reading selectively for key information.

Activity 1

- Focus attention on the photos. Ask *Who is in the photos?* (Emma Stone and Chris Hemsworth)
- Ask *What do you know about Emma Stone?* Elicit what students know about the actor. In addition to the *Spiderman* movies and *Superbad*, her movies include: *Aloha*, *Birdman*, *The Help*, *La La Land*, and *The Favourite*.
- Write any other information students know about Emma Stone on the board.
- Ask *What do you know about Chris Hemsworth?* Elicit what students know and write the information on the board. His movies include: *Thor*, the other *Avengers* movies, *Star Trek*, and *Snow White and the Huntsman*.

Activity 2

- Focus attention on the sentences. Explain that students will decide if the sentences are true or false while they read the text.
- Have students read the text and do the activity on their own, then compare answers with a partner. Check answers as a class.

ANSWERS

- | | |
|------|------|
| 1. F | 4. T |
| 2. F | 5. F |
| 3. T | 6. F |

CHALLENGE WORDS

- Focus attention on the words in blue in the article and explain that these are challenge vocabulary items.
- Write each sentence containing blue words on the board.
- If these challenge words haven't been defined by this point, ask students to use the context of the sentence to guess the definition of each one and then check their guesses in a dictionary. Elicit and write the correct definitions on the board.
- Have students create new sentences for each of the challenge items and share them with the class.

EXTENSION

- Have students correct the false statements.
- Ask other comprehension questions:
What is Emma Stone's real name?
How old is she?
Where are her family members from?
Where are Chris Hemsworth's relatives from?
What was his first major movie role?
What do his brothers do?

Activity 3

- Model the questions aloud and have the students repeat.
- Put students in pairs to discuss the questions.
- Call on students to share their partner's answers with the class.

WRITING

Teaching notes for the Writing section are on page T-108.

SPEAKING

The goal of this section is to practice the language in the unit in an enjoyable, meaningful, and personalized way.

Activity 1

- Focus attention on the map and the names of the countries. Ask *Where is Mexico? Where is Sophia from?* Have students point to Mexico on the map. Have students write *Mexico* in line 1 for Sophia.
- Have students work in pairs to find each country on the map and label it on the line for the correct student.
- Check answers. Say the names of the countries and have students point to them on their maps.

ANSWERS

- | | |
|----------------|--------------|
| 1. Mexico | 5. the US |
| 2. Canada | 6. Brazil |
| 3. Germany | 7. Thailand |
| 4. South Korea | 8. Australia |

EXTRA IDEA

Write *Where is _____? It's here.* on the board. Elicit the names of other countries and write them on the board. Have students make pairs and take turns asking and answering questions about the countries.

Activity 2

- Focus attention on the conversation in the example. Say each line and have students repeat.
- Model the activity. Say another famous person and write his/her name on the map.
- Say where the person is from and invite and answer questions.
- Have the class do the activity.

Activity 3

- Focus attention on the example. Read it to the class.
- Model the activity. Show the class a photo on your phone of someone from another country. If you don't have one, take a photo of a student (with their permission), and tell the class about him or her.
- Pair or group students to complete the activity.

Activity 4

- Have students go online to find out information about one of the countries on the map. Suggest that they can search for information on an official website for the country, or check an online encyclopedia.
- Have students write a text with the information, or present it to the class.
- Remind students that they can also share the information they find on the Discussion Board on Online Practice. You might also want to ask them to use the Discussion Board for the next unit's Warm-Up activity.

TEACHER RESOURCE CENTER

Print Unit 1 Worksheets 1 and 2 from the Teacher Resource Center for additional in-class speaking practice.

Print Unit 1 Test from the Teacher Resource Center for an end-of-unit assessment.

02

What do you do?

SPEAKING
Comparing jobs
GRAMMAR
The simple present
LISTENING
Personal information
READING
Three jobs

Vocabulary: actor, architect, chef, doctor, journalist, musician, pilot, police officer, singer, teacher; personal assistant, nurse, TV host

Conversation: Talking about jobs

Language Practice: The simple present

Pronunciation: Reduction of *do you*

Listening: People talking about jobs and where they live

Smart Talk: An information gap activity about jobs

Reading: An article about a student with three jobs

Writing: A personal information form

Speaking: A group discussion about the world of work

VOCABULARY

The goal of this section is to present and practice the target vocabulary: jobs.

WARM-UP

- Books closed. Write *S, M, A, R, T* vertically on the board. Then elicit jobs that students already know in English and write them on the board. When these jobs start with *S, M, A, R,* or *T* (for example: *teacher*), write the word after the appropriate letter on the board.
- Then have students focus on the letters. Ask them to think of jobs that start with these letters. Complete the activity yourself if students are unable to do so.
- If students contributed to the Warm-Up Discussion Board as part of the Online Practice, look at their comments now with the class.

POSSIBLE ANSWERS

S: student, sales person **R:** reporter, receptionist
M: model, manager **T:** teacher, truck driver
A: actor, accountant

Activity 1

- Books open. Focus attention on the pictures. Check to see which jobs the students already know.
- Model the target vocabulary items: *architect, singer, doctor*, etc. Then model the names.
- Have students complete the activity on their own.
- Play the recording. Allow time for students to change incorrect answers and check with a partner. Then, check answers as a class.
- LANGUAGE NOTE:** Job titles in English are becoming less and less gender specific. Although *waiter* and *waitress* are still used, *server* is more frequently used for both men and women. *Actor* is now used for men and women.

ANSWERS

1. f 2. d 3. h 4. i 5. c
6. g 7. b 8. a 9. j 10. e

Activity 2

- Focus attention on the words in the word box. Say each word and have students repeat.
- Model the example conversation and have students repeat. Write on the board: *Where does a(n) _____ work? A(n) _____ works in a(n) _____.*
- Model the activity with a student and show how it can be adapted. For example:
T *Where does a chef work?*
S *A chef works in a restaurant.*
- Have students make pairs and ask and answer questions about the jobs in Activity 1.

ANSWERS

theater: actor, singer, musician
hospital: doctor
school: teacher
restaurant: chef
office: architect, journalist
airport: pilot

Activity 3

- Model the example conversation and have students repeat. Write the sentences on the board and show how they can be adapted. For example: *I'd like to be a _____. How about you? Would you like to be a(n) _____?*
- Model the conversations with a student. Change the model on the board with the student's answers.
- Have students make pairs and do the activity. Then have pairs present their conversations to the class.

EXTRA IDEA

Have students tell the class about their partners' information. For example: *Kenji would like to be an architect.*

SMART CHOICE ONLINE

Remind students that there are extra vocabulary practice activities on Online Practice.

CONVERSATION

The goal of this section is to present and practice the target vocabulary and grammar of the unit in a typical conversation.

Note: Access the video of the conversation on the Teacher Resource Center or on the Classroom Presentation Tool.

Warning: This video contains flashing images. Ask students if any of them have light sensitivity. An alternative to watching the video is playing the audio.

WARM-UP

- Books closed. Elicit some situations where people often meet and speak to strangers. Write these on the board. For example: *waiting in line, on a train, etc.*
- Elicit questions you can ask someone when you meet them for the first time. For example: *What's your name?* and *Where do you live?*
- Books open. Focus attention on the picture. Ask *Where do you think these people are?* Encourage students to be creative with their answers.

Activity 1

- Focus attention on the model conversation.
- Preteach words and phrases students might not be familiar with. For example: *Really?* and *Small world!*
- Have students read the conversation silently, without doing the activity.
- Much of the conversation is about a person not in the picture. Point out that Tom lives in the same town as Diana's sister, Sara. To do this, ask *Where does Tom live?* and *Where does Sara live?* Explain how this coincidence relates to the expression *Small world!*
- Have students do the activity on their own.
- Watch the video. Allow time for students to change incorrect answers and check with a partner. Check answers as a class.
- Watch the video again before students practice the conversation. Pause after each line of the conversation and have students repeat. Be sure to correct pronunciation and intonation.
- Have students practice the conversation in pairs. Make sure pairs change roles, so they practice each part.
- **KEY VOCABULARY:** *Small world!* is an idiom which is used to express surprise when you find something in common with someone else, usually when you are talking to somebody and find out that you both know the same person.

ANSWERS

1. c 2. a 3. b

VARIATION

- When students are familiar with the conversation, have them close their books. Pause the video before Stacy's lines and have students say her lines.
- Divide the class in half. Have one half say Diana's lines and the other half say Tom's lines, and then switch roles.

Activity 2

- Focus attention on the chart. Explain that the chart is color-coded and numbered, and that items in the first column, for example, can be substituted into the first box in the conversation. Demonstrate this with *Mexico City*. Point out the other colors and numbers, their columns in the chart, and boxes in the conversation.
- Elicit other words or phrases that can go in each column. Explain to students that they can practice with their own ideas and write them in the blanks on the bottom row of the chart.
- Have students make pairs and practice the conversation. Make sure pairs change roles, so they practice each part.

Activity 3

- Focus attention on the instructions for Student A and B. Explain that students follow these to make their own conversation.
- Model the role play with two students. Show students how they can use their own ideas, using the conversation in Activity 1 for help.
- Have students practice the role play.
- Have students video their role plays using a cell phone.
- Have students show their videos to others and offer feedback to one another.

VARIATION

- If you are unable to use cell phones in class, students can take turns performing their conversations for the class.

EXTENSION

- If you and your students use a Learning Management System or a Social Learning Platform, have students share their videos. Together with the class, decide on criteria which students can use to give feedback to each other. For example, *Student A speaks naturally. Student A speaks clearly.* etc. You can use a scale from 1 to 5.

Conversation Tip

- Focus attention on the Conversation Tip.
- Explain that asking follow-up questions (like *What does she do?*) can keep a conversation going. Elicit other typical follow-up questions and write them on the board. For example: *How about you?* and *What do you think?* Give examples if students are unable to do so.

TEACHER RESOURCE CENTER

Print Unit 2 Video Worksheet from the Teacher Resource Center for additional in-class video practice.

SMART CHOICE ONLINE

Remind students that there are extra conversation practice activities on Online Practice.

LANGUAGE PRACTICE

The goal of this section is to present and practice the target grammar: simple present *wh*- questions.

- Books closed. Write the following sentences from the conversation on page 11 on the board:

What do you do?

I'm an English teacher.

What does she do?

She's a singer.

Explain that *do* is used with *I, you, we, and they*. *Does* is used with *he, she, and it*.

- Books open. Write the examples from the Language Practice box on the board. Underline the words that are written in bold in the Language Practice box. Explain to students why these words change.
- Write several names of well-known people and couples on the board. Elicit statements, such as *He's an actor. They are actors*.
- Direct students to page 115 of the Grammar Reference for more information and practice.

TEACHER RESOURCE CENTER

Launch Unit 2 PowerPoint™ slide show from the Teacher Resource Center for additional grammar presentation and practice.

Activity 1

- Focus attention on the columns of questions and answers. Make sure students understand how to do this kind of matching activity.
- Explain the meaning of *the University of Texas*.
- Have students complete the activity on their own and then check answers with a partner.
- Check answers as a class.

ANSWERS

1. b 2. d 3. a 4. c

EXTENSION

- Divide the class into two groups: A and B. Have Group A read the first question aloud. Group B reads the correct answer aloud.
- Have Group B read the second question. Group A reads the correct answer aloud.
- Continue like this until the students have read all the questions and answers.

Activity 2

- Make sure students understand *Los Angeles* and *Seoul*.
- Explain that students may have to write more than one word for each blank.
- Have students complete the activity on their own and then check with a partner.
- Check answers as a class.

ANSWERS

1. A: do you live	2. A: does, live
B: live	B: lives
A: do you do	A: does, do
B: am/'m	B: is/'s

Activity 3

- Draw two columns on the board, labeled *You* and *Your partner*.
- Have a student ask you the questions. Write the answers on the board in the *You* column. Ask another student the questions. Write his/her answers under *Your partner*.
- Focus attention on the chart in the book. Have students complete the *You* column on their own.
- Have students make pairs and ask each other the questions in the chart.
- To check answers, have students present a conversation to the class.

ANSWERS

Answers will vary.

PRONUNCIATION

The goal of this section is to focus on the reduction of *do you*.

Activity 1

Model the examples. Then play the recording. Have students practice saying the examples.

Activity 2

- Elicit other questions and write them on the board (for example, *What do you do on weekends? Who do you live with? Where do you work?*)
- Then have students ask the questions to a partner, focusing on the linking of *do* and *you*.

SMART CHOICE ONLINE

Remind students that there are extra grammar practice activities on Online Practice.

LISTENING

The goal of this section is to practice listening for the main idea, to practice listening for specific information, and to introduce some new vocabulary.

Activity 1

- This activity introduces three new vocabulary items: *personal assistant, nurse, TV host*.
- Focus attention on the pictures in Activity 2 and model the pronunciation of the new items.
- Focus attention on the squares where students need to write the letters.
- Have students do the activity on their own and then check answers with a partner.
- Check answers as a class.

ANSWERS

- | | | | |
|------|------|------|------|
| 1. d | 2. c | 3. a | 4. b |
|------|------|------|------|

Activity 2

- Focus attention on the lines under the pictures where students need to write the locations of the people.
- Play the recording and have students do the activity, then check their answers with a partner.
- Check answers as a class.

ANSWERS

1. in a café
2. outside a hospital
3. in an airport
4. on an airplane

Activity 3

- Focus attention on the words in the box and the chart. Elicit which types of words go in which column.
- Play the recording, making sure students write words from the box in the correct column, and then have them check their answers with a partner.
- Check answers as a class.

ANSWERS

1. Jane, personal assistant, Boston, San Francisco
2. Sergio, nurse, Rio de Janeiro, Chicago
3. Jason, chef, Taiwan, New York City
4. Barbara, TV host, Miami, Los Angeles

EXTRA IDEA

- Have students make pairs and create conversations like the ones on the recording.
- Students can use the audio script on pages 126–127 for help.
- Have pairs perform one conversation for the class.

Activity 4

- In this activity, students listen to a continuation of one of the conversations in Activity 2.
- Focus attention on the questions, so students know what information they are listening for in the recording.
- Play the recording and have students answer the questions, then check their answers with a partner.
- Check answers as a class.

ANSWERS

- | | |
|---------------------|----------------------------------|
| 1. a movie director | 3. He's an actor. |
| 2. a woman | 4. He wants to be a movie actor. |

EXTENSION

When you have checked the answers, ask follow-up questions, such as:

In the first conversation, does Jane remember Ben?

Does Jane's job sound interesting? Why or why not?

In the second conversation, why does he say, "Hey! Wait a second!"?

What does Ben want from Jane? Elicit that Ben may want help getting a job in the movies.

EXTRA IDEA

- Have students practice using the appropriate intonation to express emotions.
- Elicit different emotions and write them on the board. For example: *boredom, surprise, excitement, and interest*.
- Play the recording, pausing after each speaker. Have students repeat each line of the conversation, modeling the emotion of the speaker.
- Students can use the audio script on pages 126–127 for help.

TEACHER RESOURCE CENTER

Print Unit 2 Worksheet 1 from the Teacher Resource Center for additional in-class speaking practice.

SMART TALK

Teaching notes for the Smart Talk activity begin on page T-86.

SMART CHOICE ONLINE

Remind students that there is an extra video activity on Online Practice.

READING

The goal of this section is to practice reading comprehension.

Activity 1

- Focus attention on the pictures. Ask *What do you see?* Elicit one or two answers.
- Have students make pairs and discuss the questions. Ask a few students to share their ideas with the class.

ANSWERS

1. library, movie theater, and a restaurant
2. during the day, at night, in the evening

Activity 2

- Focus attention on the picture and title of the article. Ask *What does the person do? (She's a student.)* How many jobs does she have? (*three*)
- Tell students not to be concerned if they do not understand every word.
- Have students read the article individually and do the activity. Then have them check their answers with a partner.
- Check answers as a class.

ANSWERS

1. in Highland Park
2. Yes, in a restaurant and library
3. Yes, in a movie theater
4. every day
5. Not at all

VARIATION

If your students need extra support with reading, play the recording to the class.

CHALLENGE WORDS

- Focus attention on the words in blue in the article and explain that these are challenge vocabulary items.
- Write each sentence containing blue words on the board.
- If these challenge words haven't been defined by this point, ask students to use the context of the sentence to guess the definition of each one, and then check their guesses in a dictionary. Elicit and write the correct definitions on the board.
- Have students create new sentences for each of the challenge items and share them with the class.

EXTRA IDEA

- Have students make pairs.
- Students take turns dictating one section of the reading to their partner.
- This is an opportunity to recycle important expressions, such as *How do you spell...?* and *Can you say that again?*

EXTRA IDEA

Have students write other questions about the reading. They can ask and answer the questions with a partner.

Activity 3

- Have students make groups and discuss the questions.
- Have students share their ideas with the class.

VARIATION

Have students make groups of three. Designate one student as the leader, one as the note-taker, and one as the reporter. The leader asks the questions and makes sure everyone has a chance to respond. The note-taker writes down the answers. The reporter reports their answers to the class.

WRITING

Teaching notes for the Writing section are on page T-108.

SPEAKING

The goal of this section is to practice the language in the unit in an enjoyable, meaningful, and personalized way.

Activity 1

- Focus attention on the pictures. Have students look at the first picture. Ask *Who uses these?* Elicit *police officer*.
- Have students complete the activity on their own and check answers with a partner.
- Check answers as a class.

ANSWERS

- | | |
|-------------------|-------------------|
| 1. police officer | 5. doctor |
| 2. blogger | 6. writer |
| 3. architect | 7. window washer |
| 4. pilot | 8. movie director |

VARIATION

Have students make pairs or small groups to complete the activity.

Activity 2

- Have students make pairs and make a list of five more jobs.
- Elicit the jobs and write them on the board.

Activity 3

- Draw the chart from the book on the board.
- Preteach *difficult*, *interesting*, *dangerous*, and *boring*.
- Use *writer* as an example. Ask a student where in the chart they would put this job. Write it in the chart.
- Have students complete the activity on their own.

POSSIBLE ANSWERS

Difficult jobs: police officer, doctor, window washer
Interesting jobs: writer, architect, pilot, movie director
Dangerous jobs: police officer, pilot, window washer
Boring jobs: writer, pilot, window washer

Activity 4

- Ask *Do you think a window washer is a dangerous job?* Write the example sentences on the board. Show how the sentences can be adapted. Say *I think a writer is an interesting job*. In the sentences on the board, substitute *window washer* with *writer* and *dangerous* with *interesting*.
- Explain to students that they will compare their charts and their opinions of the jobs.
- Have students make groups and do the activity. Make sure students use the articles *a* and *an*, as they practice.
- Ask a few students to share their ideas and answers with the class.
- **LANGUAGE NOTE:** When making generalizations, you can use plural nouns. For example: *I think architects have an interesting job*.

EXTRA IDEA

- Write these excerpts from the reading on page 14 on the board and underline the words as shown:
I'm a server at a restaurant in Chicago.
I bring food and drink to customers.
I work at the movie theater.
I love it because I see movies for free.
- Pick one of the jobs from Activity 1 and change the underlined words on the board, so that they apply to this job. For example, for a writer:
I'm a writer at the New York Times.
I write articles about sports.
I work in an office building.
I love it because I played sports in high school.
- Have students make groups. Have each group pick a job and write a description of it, using sentences like the ones on the board.
- To extend this activity, a student from each group can read their sentences without saying the name of the job while other groups try to guess the job.

Activity 5

- Have students go online to find out more about an interesting job. Suggest that they can search for the name of the job and *training*, *skills*, and/or *job information*. If necessary, explain that they can often find this information on websites for job postings, career office websites, and government websites.
- Have students write a text with the information or present it to the class.
- Remind students that they can also share the information they find on the Discussion Board on Online Practice. You might also want to ask them to use the Discussion Board for the next unit's Warm-Up activity.

TEACHER RESOURCE CENTER

Print Unit 2 Worksheet 2 from the Teacher Resource Center for additional in-class speaking practice.
Print Unit 2 Test from the Teacher Resource Center for an end-of-unit assessment.

03

Do you like noodles?

SPEAKING
Likes and dislikes
GRAMMAR
Questions with *do*
LISTENING
Ordering in restaurants
READING
Street food

Vocabulary: beef, bread, carrots, cheese, chicken, dumplings, lettuce, noodles, onions, potatoes, rice, salmon, shrimp, soup, tomatoes, tuna; fish, hamburger, meatballs, pizza, salad, spaghetti, tacos

Conversation: Talking about food likes and dislikes

Language Practice: Questions with *do*

Pronunciation: Question intonation

Listening: Ordering in restaurants

Smart Talk: An information gap activity about food

Reading: An article about eating on the street

Writing: A tweet about street food

Speaking: A class discussion about food from different countries

VOCABULARY

The goal of this section is to present and practice the target vocabulary: food.

WARM-UP

- Books closed. Elicit food items students already know in English. Write some of these on the board. Have students write down three of their favorite foods. Then elicit some answers.
- If students contributed to the Warm-Up Discussion Board as part of the Online Practice, look at their comments now with the class.

Activity 1

- Books open. Focus attention on the picture. Check to see which foods the students already know.
- Model the target vocabulary items: *lettuce, onions, chicken*, etc.
- Have students complete the activity on their own.
- Play the recording. Allow time for students to change incorrect answers, then check their answers with a partner. Check answers as a class.

ANSWERS

1. a	5. d	9. o	13. p
2. f	6. j	10. e	14. b
3. n	7. h	11. g	15. c
4. m	8. l	12. i	16. k

EXTRA IDEA

Have students discuss the food in the picture. Teach the words *healthy, unhealthy, raw, boiled, and baked*. Model sentences, such as *Salmon is a healthy food*. Have students discuss in groups.

Activity 2

- Copy the four-column chart on the board. Teach the words *meat, seafood, and vegetables*.
- Focus attention on the examples in the chart.
- Have students complete the activity on their own and then check their answers with a partner.
- Check answers as a class.

POSSIBLE ANSWERS

Meat: beef, chicken

Seafood: salmon, shrimp, tuna

Vegetables: lettuce, onions, carrots, tomato, potato

Others: cheese, noodles, rice, bread, soup, dumplings

Activity 3

- Model the example conversation.
- Have students walk around the class and ask and answer questions to find three students who like and three students who don't like the foods they've chosen.

Vocabulary Tip

- Focus attention on the Vocabulary Tip.
- Have students make flashcards by writing new vocabulary words on index cards. The new word should also be used in a sentence on the other side of the card, as in the example.
- Encourage students to use their cards regularly.

SMART CHOICE ONLINE

Remind students that there are extra vocabulary practice activities on Online Practice.

CONVERSATION

The goal of this section is to present and practice the target vocabulary and grammar of the unit in a typical conversation.

Note: Access the video of the conversation on the Teacher Resource Center or on the Classroom Presentation Tool.

WARM-UP

- Books closed. Elicit different kinds of restaurants students know. Write these on the board. For example: *Japanese, Italian, Chinese*, etc. Then elicit the foods associated with these restaurants and write them on the board. For example: *sushi, spaghetti, fried rice*, etc.
- Elicit ways to invite someone to go for a meal. For example: *Let's have sushi. Do you want to have some sushi?*
- Books open. Focus attention on the picture. Ask *Where do you think these people are? (In a kitchen.)*

Activity 1

- Focus attention on the model conversation.
- Preteach words and phrases students might not be familiar with. For example: *I'm starving, takeout, Great idea!*
- Have students read the conversation silently, without doing the activity.
- Have students do the activity on their own.
- Watch the video. Allow time for students to change incorrect answers, then check their answers with a partner. Check answers as a class.
- Watch the video again. Pause after each line of the conversation and have students repeat. Be sure to correct pronunciation and intonation.
- Have students make pairs and practice the conversation. Make sure pairs change roles, so they practice each part.
- **KEY VOCABULARY:** *I'm starving!* is a common idiom that means *I'm very hungry*.

ANSWERS

1. c 2. b 3. a

VARIATION

- When students are familiar with the conversation, have them close their books. Pause the video before Ricardo lines and have students say his lines.

EXTENSION

- Books closed. Write Rosa's lines on the board. Leave space for Ricardo's lines after each line.
- Have students recreate Ricardo's lines. If they find this difficult, write a clue on each blank line.
- Books open. Students check to see how accurately they were able to recreate the conversation.

Activity 2

- Focus attention on the chart. Explain that the chart is color-coded and numbered, and that items in the first column, for example, can be substituted into the first box in the conversation. Demonstrate this with *hamburger*. Point out the other colors and numbers, their columns in the chart, and boxes in the conversation.
- Elicit other words or phrases that can go in each column. Explain to students that they can practice with their own ideas and write them in the blanks on the bottom row of the chart.
- Have students make pairs and practice the conversation. Make sure pairs change roles, so they practice each part.

EXTRA IDEA

Books closed. To reinforce learning, play the video of the model conversation while students write it down. Give students time to try to complete the conversation from memory before playing the conversation for a second time.

Activity 3

- Focus attention on the instructions for Student A and B. Explain that students follow these to make their own conversation.
- Model the role play with two students. Show students how they can use their own ideas, using the conversation in Activity 1 for help.
- Have students practice the role play.
- Have students video their role plays using a cell phone.
- Have students show their videos to others and offer feedback to one another.

VARIATION

- If you are unable to use cell phones in class, students can take turns performing their conversations for the class.

EXTENSION

- If you and your students use a Learning Management System or a Social Learning Platform, have students share their videos. Together with the class, decide on criteria which students can use to give feedback to each other. For example, *Student A speaks naturally. Student A speaks clearly.* etc. You can use a scale from 1 to 5.

TEACHER RESOURCE CENTER

Print Unit 3 Video Worksheet from the Teacher Resource Center for additional in-class video practice.

SMART CHOICE ONLINE

Remind students that there are extra conversation practice activities on Online Practice.

LANGUAGE PRACTICE

The goal of this section is to present and practice the target grammar: simple present *yes/no* questions and answers.

- Books closed. Write the following questions and answers on the board:
Do you like pizza? No, I don't.
Do you like hamburgers? Yes, I do.
Explain how *do* becomes *does*, *don't*, and *doesn't*, and when to use *like* and *likes*.
- Books open. Write the examples from the Language Practice box on the board. Underline the words that are written in bold. Explain to students why these words change.
- Write several foods on the board. Ask individual students questions such as *Do you like onions?* Follow up with questions in the third person: *Does _____ like onions?*
- Direct students to page 116 of the Grammar Reference for more information and practice.
- LANGUAGE NOTE:** Many students will make the common error of using the singular form of the noun. For example: *I like onion*. Explain that generalizations in English usually take the plural form of the noun. For example: *I like onions*. and *I like rainy days*. Remind students that uncountable nouns do not have a plural form. For example: *I like cheese*. and *I like English*.

TEACHER RESOURCE CENTER

Launch Unit 3 PowerPoint™ slide show from the Teacher Resource Center for additional grammar presentation and practice.

Activity 1

- Books closed. Using the emojis, explain the difference between *love* and *like*, and *don't like* and *hate*.
- Write the words *loves*, *likes*, *doesn't like*, and *hates* on the board. Remind students we use these forms with the third person singular. Elicit examples of things students like and hate and write them on the board.
- Follow up with questions about students in the class to elicit the third person forms. For example: *Does _____ like onions? No, she doesn't.*
- Focus attention on the chart with information about Richard and Anita's likes and dislikes. Explain that students will use this information to complete the sentences.
- Have students complete the activity on their own and check their answers with a partner.
- Check answers as a class.

ANSWERS

- loves, hates
- likes, loves
- like, don't like
- Does, like, hates
- Does, like, does, doesn't like

VARIATION

To check answers, have pairs read the sentences (1–3) and present the conversations (4–5) to the class.

Activity 2

- Write the example *Do Richard and Anita like beef?* on the board. Explain to students that they are to create their own questions about the information in the chart in Activity 1.
- Some students may write very simple questions based on the example in the book. To challenge students, write *they*, *hate*, *Does*, *hates*, *love*, and *loves* on the board. Have students create questions using these words.
- Have students do the activity in pairs.
- Check answers.

ANSWERS

Answers will vary. The sentences should be about Richard and Anita's likes and dislikes.

PRONUNCIATION

The goal of this section is to focus on question intonation.

Activity 1

Model the examples. Then play the recording.

Activity 2

Play the recording again. Have students practice saying the examples in Activity 1.

SMART CHOICE ONLINE

Remind students that there are extra grammar practice activities on Online Practice.

LISTENING

The goal of this section is to practice listening for the main idea, to practice listening for specific information, and to introduce some new vocabulary.

Activity 1

- This activity and the next introduce and review additional food vocabulary, including the following vocabulary items: *tacos, fish, beef noodles, pizza, salad, spaghetti, meatballs, and tomato soup.*
- Focus attention on the pictures. Have students say the kind of restaurant and name the food items (tacos, noodles, sushi, pizza, spaghetti). Write new words on the board. Model each new vocabulary item and have students repeat.
- Check comprehension by asking questions. For example: *Which foods are/have vegetables? (pizza, soup, salad) Which food is/has meat? (spaghetti with meatballs, chicken tacos, beef noodles)*

ANSWERS

A. Mexican B. Japanese C. Italian

Activity 2

- Focus attention on the words.
- Play the recording and have students check the dishes the speakers order. Then have them check their answers with a partner.
- Check the answers as a class.

ANSWERS

fish tacos, chicken tacos, beef noodles, salad, pizza, spaghetti with meatballs

Activity 3

- Focus attention on the sentences. Have the students read the sentences to prepare for the listening.
- Play the recording and have students complete the activity and then check their answers with a partner.
- Check the answers as a class.

ANSWERS

1. True	4. True
2. False	5. True
3. False	6. False

EXTENSION

Have students correct the false statements.

Activity 4

- Students listen to continuations of the conversations in Activity 2.
- Focus attention on the picture. Ask *Which restaurant are they in?*
- Play the recording and have students complete the activity and check their answers with a partner.
- Check answers as a class.

ANSWERS

1. c 2. b 3. a

EXTENSION

- Write some additional questions on the board. For example:
Conversation 1: Why does the server say I'm sorry? (The tacos are salty.)
Conversation 2: Why does the man want more noodles? (He's very hungry.)
Conversation 3: What does the customer say about the pizza? (It's delicious.)
- Play the recording again. Have students write the answers to the questions on the board.

EXTENSION

Ask follow-up questions about the three conversations. For conversation 1, ask *What do you do when you don't like your food in a restaurant?* For conversation 2, ask *What do you eat when you are very hungry?* For conversation 3, ask *What foods do you like to eat together?*

EXTRA IDEA

Have students role-play ordering in a restaurant using the food items in Activity 2. Before students begin, model the pronunciation of the items. Make sure servers ask if their customers like their food and if they want anything else.

TEACHER RESOURCE CENTER

Print Unit 3 Worksheet 1 from the Teacher Resource Center for additional in-class speaking practice.

SMART TALK

Teaching notes for the Smart Talk activity begin on page T-88.

SMART CHOICE ONLINE

Remind students that there is an extra video activity on Online Practice.

READING

The goal of this section is to practice reading comprehension.

Activity 1

- Focus attention on the photo at the top of the article. Ask questions, such as *Where do you think this is?* and *Why do you think that?*
- NOTE: The photo is from a market in Seoul, South Korea.
- Repeat this procedure for the other photos. Ask questions to elicit *Hanoi*, *Lima*, and *New Orleans*.
- Have students answer the question.

ANSWER

Answers will vary.

Activity 2

- Tell students not to be concerned if they do not understand every word.
- Have students read the article individually and choose true or false and then check answers with a partner.
- Check answers as a class.
- **CULTURE NOTE:** Vietnamese food has both Asian and French influences. *Banh mi* (pronounced /bɑŋ mi/ is a sandwich made with a baguette.
- **KEY VOCABULARY:** Street food refers to food you can get on the street – outside of a restaurant. It is often sold from a truck or a small stand.

ANSWERS

1. False 2. True 3. False 4. True

VARIATION

- If you students need extra support with reading, play the recording to the class.

CHALLENGE WORDS

- Focus attention on the words in blue in the article and explain that these are challenge vocabulary items.
- Write each sentence containing blue words on the board.
- If these challenge words haven't been defined by this point, ask students to use the context of the sentence to guess the definition of each one, then check their guesses in a dictionary. Elicit and write the correct definitions on the board.
- Have students create new sentences for each of the challenge items and share them with the class.

Activity 3

- Focus attention on the question *What food in the article do you want to try?* Write it on the board.
- First, elicit the foods that are mentioned in the article. For example: *meat, vegetables, mayonnaise and chili sauce*, etc. Then ask *What do you want to try? Why?* Elicit responses, such as *I want to try banh mi because I like spicy food.*
- Elicit other adjectives to describe food and write them on the board. For example: *sweet, sour, salty, fresh*, etc.
- Write the example conversation on the board. Show how it can be adapted. Ask a student what he or she wants to try. Change the example on the board to the student's answer. Then have students do the activity in groups.
- Have students share their answers with the class.

ANSWERS

Answers will vary.

EXTRA IDEA

- Have students make a short list of foods that are popular in their city, as well as simple definitions.
- Have groups take turns reading a definition to the class. Ask the other groups to guess what food is being described.

WRITING

Teaching notes for the Writing section are on page T-109.

SPEAKING

The goal of this section is to practice the language in the unit in an enjoyable, meaningful, and personalized way.

Activity 1

- Focus attention on the pictures. Have students do the activity on their own. If students don't know a country, refer to the map on page 9, and point to its location.
- Have students work in pairs to name as many foods as they can.

Activity 2

- Focus attention on the example conversation. Ask a student the question. If the student knows the name, write it on the board. If the student doesn't know the name, ask another student until someone names the food.
- Have students get up from their chairs and walk around the class as they do the activity.
- When the students have completed the activity, elicit the answers and write them on the board.

ANSWERS

- | | |
|-----------------|-------------------|
| 1. olives | 7. curry |
| 2. kimchi | 8. sushi |
| 3. tacos | 9. fish and chips |
| 4. paella | 10. dumplings |
| 5. pasta | 11. pad thai |
| 6. cheeseburger | 12. pão de queijo |

- **CULTURE NOTE:** *Kimchi* is pickled cabbage from Korea. *Paella* is usually made with seafood, chicken, and rice. *Curry* is made in India, Thailand, and other countries in Asia. It usually has vegetables and sometimes meat and always includes the spice, curry. *Pad thai* is a noodle dish from Thailand. *Pão de queijo* is a type of bread made with a mild cheese that is eaten in Brazil.

VARIATION

Instead of doing activities 1 and 2, write the names of the foods on the board in random order. Have students write each one under the correct country.

Activity 3

- Focus attention on the questions. Lead the class in a discussion. For questions 1 and 3, say each food and have students raise their hands.
- Write the students' answers and results on the board. Ask *Are you surprised by the results?*

VARIATION

- Focus attention on the questions.
- Have students make pairs or small groups and discuss the questions.
- Have students share their answers with the class.

Activity 4

- Have students go online to find out information about local restaurants with food from another country. Suggest that they can search for the type of restaurant and then the neighborhood they live in. If necessary, explain that most restaurant websites will have a tab at the top of the page with the menu.
- Have students write a text with the information or present it to the class.
- Remind students that they can also share the information they find on the Discussion Board on Online Practice. You might also want to ask them to use the Discussion Board for the next unit's Warm-Up activity.

TEACHER RESOURCE CENTER

Print Unit 3 Worksheet 2 from the Teacher Resource Center for additional in-class speaking practice.

Print Unit 3 Test from the Teacher Resource Center for an end-of-unit assessment.

VIDEO

The goal of this section is to review, practice, and expand on the language presented in Units 1–3 in a fun and challenging way, by using an authentic video and providing more comprehension and speaking practice.

Note: Access the video on the Classroom Presentation Tool or on the Teacher Resource Center.

Activity 1

- Books open. Focus attention on the photo. Ask *Where is this person? What is he doing? What do you think his job is?* As students answer, write vocabulary on the board, including *volcano*.
- Focus attention on the Culture Tip and have students read it. Elicit the names of any volcanoes that students know about.
- Focus attention on the words in the box.
- Have students complete the activity in pairs.
- Check answers as a class.
- Model the vocabulary and have students repeat.

ANSWERS

1. a
2. d
3. b
4. c

Activity 2

- Focus attention on the questions. Preteach unfamiliar vocabulary (*Vanuatu, explorer, scientist, dangerous, entrepreneur, and make camp*).
- Watch the video. Have students complete the activity individually, then check answers with a partner.
- Check answers as a class.

ANSWERS

1. b
2. a
3. a
4. a

Activity 3

- Focus attention on the items. Check unfamiliar vocabulary (*lava, virtual reality*).
- Watch the video again and have students complete the activity.
- Have students check answers with a partner, then check answers as a class.

ANSWERS

1. d
2. c
3. b
4. a

VARIATION

Stop the video after the answer for each piece of equipment is given. Elicit the answer from the class.

Activity 4

- Focus attention on the example conversation. Model it with a student.
- Show how to ask about a different job.
- Pair students to complete the activity.
- Call on each pair to talk about a job they think is interesting.

ANSWERS

Answers will vary.

SMART CHOICE ONLINE

Remind students that there are extra conversation and video activities on Online Practice.

READING

The goal of this section is to review, practice, and expand on the language presented in Units 1–3, by using a reading text and providing more comprehension and speaking practice.

Activity 1

- Focus attention on the photo of the man. Ask *What's his job?* (*He's a chef.*)
- Have students scan the article quickly. Ask *Where is he from?* (*São Paulo.*) *Where does he live now?* (*New York.*)
- Have students answer the question.

ANSWER

He is a chef.

Activity 2

- Focus attention on the article. Preteach *a cook, wish, a hard question, crazy*, and any other words your students may not understand.
- Focus on the sentence items. Have students read the items before reading the article.
- Have students read the article and do the activity on their own and check answers with a partner. Then check answers as a class.

ANSWERS

- | | |
|----------|----------|
| 1. True | 4. True |
| 2. False | 5. False |
| 3. False | 6. True |

EXTENSION

Have students write other true and false statements about Marco. Students can say these statements to the class, or they can write statements for a partner. Have students elicit the answers.

Activity 3

- Elicit jobs students know about. If students listed jobs in Activity 4 on page 22 on the board, they can refer to that list. Write ideas on the board.
- Ask *What makes a job good?* Write the reasons on the board.
- Then have the students talk in groups about what jobs they think are best. They can use the words on the board for help.

EXTRA IDEA

- Point out the restaurant mini-reviews the chef gives in the article.
- Have students write a similar brief review of a restaurant or coffee shop near the school.

SMART CHOICE ONLINE

Remind students that there is an extra reading activity on Online Practice.

Remind students that there is a progress test on Online Practice for a self-assessment of Units 1–3.

04

How often do you exercise?

SPEAKING
Habits and routines
GRAMMAR
Frequency adverbs
LISTENING
Leisure activities
READING
Professional sports

Vocabulary: baseball, basketball, biking, hiking, martial arts, running, soccer, swimming, tennis; bowling, horseback riding, ice skating, surfing

Conversation: Talking about habits and routines

Language Practice: Frequency adverbs

Pronunciation: Final s sounds

Listening: Interviews about exercise routines

Smart Talk: An information gap activity about routines

Reading: An article about NBA basketball players

Writing: An email about your typical weekend

Speaking: A class survey about sports and exercise

VOCABULARY

The goal of this section is to present and practice the target vocabulary: sports and exercise.

WARM-UP

- Books closed. Elicit sports and exercise activities students already know in English. Write these on the board. Then elicit the ones students do/play or watch. Ask *What are your favorite sports?* Have a show of hands to find out which sports students enjoy the most.
- If students contributed to the Warm-Up Discussion Board as part of the Online Practice, look at their comments now with the class.

Activity 1

- Books open. Focus attention on the pictures. Check to see which activities the students already know.
- Model the target vocabulary items: *swimming*, *soccer*, etc.
- Have students complete the activity on their own and then compare answers with a partner.
- Play the recording. Allow time for students to change incorrect answers. Check answers.

ANSWERS

- | | | |
|------|------|------|
| 1. e | 4. c | 7. d |
| 2. g | 5. f | 8. a |
| 3. i | 6. b | 9. h |

Activity 2

- Copy the three-row chart on the board.
- Focus attention on the verbs *go*, *do*, and *play*, and explain that each activity in Activity 1 is used with only one of these verbs. Focus attention on the examples. Explain that *go swimming* is correct but *play swimming* is incorrect.
- Have students complete the activity on their own.
- Have students check answers in pairs. Then check answers as a class.
- LANGUAGE NOTE:** The words *swimming*, *running*, and *biking*, when used to mean activities, are used like nouns.

When we talk about these activities, we usually use *go*. For example: *I go swimming*. For sports with equipment such as balls or bats, we usually use *play*. Other activities use *do*.

ANSWERS

Go: swimming, biking, running, hiking

Do: martial arts

Play: basketball, soccer, tennis, baseball

Activity 3

- Model the activity. Check the activities on the board that you like. Put a cross next to the ones you don't like.
- Have students complete the activity.

Activity 4

- Write the model conversation on the board.
- Read the first line to several students and elicit affirmative and negative responses.
- Ask two students to model the conversation for the class.
- Show students how to change the sentences. On the board, replace *swimming* with *biking*.
- Have students make pairs and do the activity. Then have pairs present their conversations to the class.

EXTENSION

Have students review the Conversation Tip on page 11. Show students how the tip is used to extend the conversation in Activity 3. For example:

A *Do you like running?*

B *Yes, I do.*

A *How often do you go running?*

B *Every day.*

SMART CHOICE ONLINE

Remind students that there are extra vocabulary practice activities on Online Practice.

CONVERSATION

The goal of this section is to present and practice the target vocabulary and grammar of the unit in a typical conversation.

Note: Access the video of the conversation on the Teacher Resource Center or on the Classroom Presentation Tool.

WARM-UP

- Books closed. Write the words *in shape* and *not in shape* on the board and explain them to the class. Ask *Are you in shape?* and elicit *yes* and *no* answers. Have students give more information with their answers such as *Yes, I am. I go swimming.*
- Books open. Focus attention on the picture. Ask *Do you think the men are in shape?* Encourage students to give reasons with their answers.

Activity 1

- Focus attention on the model conversation.
- Preteach words and phrases students might not be familiar with. For example: *awesome* etc.
- Have students read the conversation silently, without doing the activity.
- Have students do the activity on their own.
- Watch the video. Allow time for students to change incorrect answers and to check their answers with a partner. Check answers.
- Watch the video again. Pause after each line of the conversation and have students repeat. Be sure to correct pronunciation and intonation.
- Have students make pairs and practice the conversation. Make sure pairs change roles, so they practice each part.

ANSWERS

1. c	2. a	3. d	4. b
------	------	------	------

VARIATION

- If you cannot watch the video in class, play the recording instead, for students to check their answers.
- Play the video (or recording) again before students practice the conversation. Pause after each line of the conversation and have students repeat.
- When students are familiar with the conversation, have them close their books. Pause the video or recording before Scott's lines and have students say his lines.
- LANGUAGE NOTE:** *Play* rather than *go* or *do* is usually used when asking a general question about whether someone participates in sports. For example: *Do you play any sports?* and *What sports do you play?*

Activity 2

- Focus attention on the chart. Explain that the chart is color-coded. Items in the first column, for example, can be substituted into the first box in the conversation. Demonstrate this with *biking*. Point out the other colors and numbers, their columns in the chart, and boxes in the conversation.

- Elicit other words or phrases that can go in each column. Explain to students that they can practice with their own ideas and write them on the lines on the bottom row of the chart.
- Have students make pairs and practice the conversation. Make sure pairs change roles, so they practice each part.

Activity 3

- Focus attention on the instructions for Student A and B. Explain that students follow these to make their own conversation.
- Model the role play with two students. Show students how they can use their own ideas, using the conversation in Activity 1 for help.
- Have students practice the role play.
- Have students video their role plays using a cell phone.
- Have students show their videos to others and offer feedback to one another.

VARIATION

- If you are unable to use cell phones in class, students can take turns performing their conversations for the class.

EXTENSION

- If you and your students use a Learning Management System or a Social Learning Platform, have students share their videos. Together with the class, decide on criteria which students can use to give feedback to each other. For example, *Student A speaks naturally. Student A speaks clearly.* etc. You can use a scale from 1 to 5.

Conversation Tip

- Focus attention on the Conversation Tip.
- Model the example for the class. Explain that asking questions gives the other person(s) a chance to speak. Make sure students notice that in the model, both speakers ask questions.
- Write some statements about yourself on the board. For example: *I play tennis.* Then ask students questions, such as *Do you play tennis?* and *What sports do you play?* Have individual students respond.
- Have students write statements about themselves and sports. Then have students make pairs, read their statements, and ask each other questions.

TEACHER RESOURCE CENTER

Print Unit 4 Video Worksheet from the Teacher Resource Center for additional in-class video practice.

SMART CHOICE ONLINE

Remind students that there are extra conversation practice activities on Online Practice.

LANGUAGE PRACTICE

The goal of this section is to present and practice the target grammar: frequency adverbs.

- Books closed. Write the following on the board:
A *Do you ever exercise after class?*
B *Yes, I always / usually / sometimes / never exercise after class.*
- Books open. Copy the schedule from the Language Practice box on the board. Show how *running* is checked Monday through Sunday, and how *yoga* is not checked at all. Use the schedule to teach the meanings of the frequency adverbs.
- Put additional check marks in the schedule to teach *twice a week*, *three times a week*, etc.
- Direct students to page 117 of the Grammar Reference for more information and practice.

TEACHER RESOURCE CENTER

Launch Unit 4 PowerPoint™ slide show from the Teacher Resource Center for additional grammar presentation and practice.

Activity 1

- Focus attention on the chart and point out that Anna does yoga four times a week. Then focus attention on the example. Make sure students understand that they look at the chart for information, in order to complete the sentences.
- Point out or elicit that frequency adverbs go before the verb, and time expressions usually go at the end of the sentence.
- Have students complete the activity on their own and then check answers with a partner.
- Check answers as a class.

ANSWERS

- | | |
|-----------------|----------------------|
| 1. usually | 4. every day |
| 2. never | 5. sometimes |
| 3. twice a week | 6. four times a week |

EXTENSION

Have students identify whether the sentences in the activity have frequency adverbs or time expressions. Then have students change each sentence from one to the other. For example: *Anna usually does yoga.* becomes *Anna does yoga four times a week.*

Activity 2

- Write the two conversations on the board.
- Focus attention on conversation 1. Ask *Do you ever go swimming?* Elicit an affirmative answer. Ask *How often do you go swimming?* Focus attention on conversation 2. Ask *Do you ever do yoga?* Elicit a negative answer, such as *No, I don't. But I like swimming.*
- Explain that if students answer *yes* to the question *Do you ever _____?*, they use conversation 1 as a model. Conversation 2 is the model if the answer is *no*.

- Have students make pairs and complete the conversations with their own ideas.
- Allow enough time for students to practice both conversations.

ANSWERS

Answers will vary.

TEACHER RESOURCE CENTER

Print Unit 4 Worksheet 1 from the Teacher Resource Center for additional in-class speaking practice.

PRONUNCIATION

The goal of this section is to focus on final *s* sounds.

Activity 1

- Model the examples and have the students repeat after you.
- Play the recording. Then have students write *s* or *z* after the words.

ANSWERS

- | | | |
|------|------|------|
| 1. s | 3. s | 5. z |
| 2. z | 4. z | 6. s |

Activity 2

Play the recording again. Have students check their answers and practice saying the examples in Activity 1.

SMART CHOICE ONLINE

Remind students that there are extra grammar practice activities on Online Practice.

LISTENING

The goal of this section is to practice listening for the main idea, to practice listening for specific information, and to introduce some new vocabulary.

Activity 1

- This activity introduces four new vocabulary items: *bowling*, *horseback riding*, *ice skating*, and *surfing*.
- Focus attention on the four pictures. Have students look at the first picture. Ask *What sport is this?* Elicit the answer. (*horseback riding*)
- Have students write the letter for each word in the box on the correct photo.
- Have students check answers in pairs. Then check answers as a class.
- Model the pronunciation of the new items.
- Have students make pairs and discuss the question *Are they good ways to stay in shape?* Have students share their ideas with the class.

ANSWERS

1. d 2. c 3. a 4. b

Bowling is probably the only sport that is not a good way to stay in shape.

Activity 2

- Focus attention on the chart. Explain that students need to listen for the people's ages, jobs, and activities.
- Play the recording and have students complete the chart.
- Have students check answers in pairs. Then check answers as a class.

ANSWERS

1. Sophie, 27, police officer, running
2. Mateo, 23, blogger, bowling
3. Dani, 19, student, ice skating

Activity 3

- Focus attention on the sentences. Explain that students need to complete the sentences. Ask *What kind of word follows go? (an -ing sport) What kind of word is between the subject and the verb? (an adverb of frequency)*
- Play the recording again and have students complete the sentences.
- Have students check answers in pairs. Then check answers as a class.

ANSWERS

1. a. running b. sometimes, summer
2. a. bowling b. ride (a motorbike)
3. a. ice skating b. usually

EXTRA IDEA

- Play the recording again and have students write down the questions the interviewer asks about staying in shape. Check answers.
- Have students make pairs and take turns asking and answering the questions.

ANSWERS

What do you do to keep fit?
How often do you do that?
Do you play any sports?
What kind of exercise do you do?
Do you do any sports?
Do you swim?

Activity 4

- In this activity, students listen to continuations of the interviews in Activity 2.
- Focus attention on the questions and the three answer choices. Explain that students will choose the correct answer for each question.
- Play the recording and have students choose the correct answers.
- Have students check answers in pairs. Then check answers as a class.

ANSWERS

1. b 2. c 3. a

SMART TALK

Teaching notes for the Smart Talk activity begin on page T-90.

SMART CHOICE ONLINE

Remind students that there is an extra video activity on Online Practice.

READING

The goal of this section is to practice reading comprehension.

Activity 1

- Books open. Focus attention on the picture. Ask questions, such as *Do you know this man?* and *What sport is he playing?*
- Then focus on the title of the article. Ask *What do you know about the NBA?* Elicit information and write it on the board.
- **CULTURE NOTE:** The NBA stands for *National Basketball Association*. It is the professional basketball organization of the US.

ANSWER

Answers will vary.

Activity 2

- Note that this activity has two parts: completing questions, and then matching.
- Tell students not to be concerned if they do not understand every word.
- Have students read the article individually and complete the questions.
- Check the questions and have students complete the matching activity. Then check those answers.
- **KEY VOCABULARY:** Basketball is played on a *court*. Tennis and squash are also played on a court. Soccer, baseball, and most other outdoor team sports are played on a *field*.

ANSWERS

Completing the questions:	Circle:
1. Where	1. in the US
2. How many	2. more than 100
3. Who	3. Giannis
4. Where	4. in Greece

VARIATION

If your students need extra support with reading, play the recording to the class.

Activity 3

- Focus attention on the statements. Have students read the statements to prepare them for the reading.
- Have students individually read the passage again to answer the questions. Then have them check with a partner.
- Check the answers as a class.

ANSWERS

1. True	2. False	3. False	4. False
5. False			

CHALLENGE WORDS

- Focus attention on the words in blue in the article and explain that these are challenge vocabulary items.
- Write each sentence containing blue words on the board.
- If these challenge words haven't been defined by this point, ask students to use the context of the sentence to guess the definition of each one and then check their guesses in a dictionary. Elicit and write the correct definitions on the board.
- Have students create new sentences for each of the challenge items and share them with the class.

Activity 4

- Focus attention on the questions. Read each question aloud and have students repeat.
- Model the activity. Call on a student to answer each question.
- Have students discuss questions 1 and 2 in groups.
- Elicit answers.
- Brainstorm a list of sports with the class and write them on the board. Say each sport and ask *Is it popular in your country?* Tally students' responses on the board.

EXTENSION

- Have students work in pairs to make a bar graph of the responses to question 3. They should write the sports on the x-axis and the number on the y-axis.

WRITING

Teaching notes for the Writing section are on page T-109.

SPEAKING

The goal of this section is to practice the language in the unit in an enjoyable, meaningful, and personalized way.

Activity 1

- Focus attention on the survey. Elicit or explain that a survey is a set of questions that a lot of people answer. The answers are usually counted and the results analyzed. For example: *Three out of ten people said they go to the gym every day.* Ask *Where do you see surveys or questionnaires like this? (in magazines, online)*
- Focus attention on the title. Ask *What do you think this survey is about? (sports, exercise habits)*
- Have students explain or mime such words as *baseball, football, squash, tennis, volleyball*. Make sure students know the word *individual*.
- Model the activity by asking a student the first question. Write the answer on the board.
- Have students complete the survey on their own.
- Have students make pairs and compare answers.
- **LANGUAGE NOTE:** *Play* rather than *do* is used with team sports. *Do* is usually used when we talk about sports we do alone, or individual sports. In American English, *football* refers to a kind of ball game that is played in Canada and the United States only. *Soccer* is used for the FIFA ball game.

VARIATION

Have students take turns asking and answering the questions in pairs. Then have students share one of their partner's answers with the class.

Activity 2

- Write the example conversation on the board. Model the conversation with a student. Then ask another student *Do you play any team sports?* Elicit the answer that is true for him/her.
- Have students make small groups and discuss the information from the survey.

VARIATION

Assign one question from the survey to each member of the small group. Have each student ask their question and take notes on the answers the group gives them.

Activity 3

- Focus attention on the questions in the survey again. Ask *How often do the people in your group go to the gym?* Have a student from each group report on their classmates' answers to that question and tell the class which student in their group plays the most sports.

- Go through each question. Have a student from each group share their group's answers with the class. As they report back, take notes on the board.

EXTENSION

Write *Agree* on one side of the board, and *Disagree* on the other. Have a group of students come to the board. Say one of the statements in question 6 and have students stand in front of the word that expresses their opinion. Ask one or two students to explain their opinion. Repeat the procedure with another group of students, but say a different statement. Continue until everyone has had a chance to talk about one of the statements.

EXTRA IDEA

Have each student make a schedule like the one in the Language Practice box on page 26. Students can then share the information in their schedules and make statements about what they do on a regular basis. For example: *I play tennis once a week.* You can expand on the topic by having students use other activities such as *watch TV, visit museums*, etc.

Activity 4

- Have students go online to find out information about a famous athlete from their country. Suggest that they can search for this individual's name, hometown, date of birth, place of birth, training, and how he/she became a good athlete. Suggest they answer these questions:

What is his/her name?

How old is he/she?

What sport does he/she play?

How does he/she train?

If necessary, explain that they can usually find this information on official websites.

- Have students write a text with the information or present it to the class.
- Remind students that they can also share the information they find on the Discussion Board on Online Practice. You might also want to ask them to use the Discussion Board for the next unit's Warm-Up activity.

TEACHER RESOURCE CENTER

Print Unit 4 Worksheet 2 from the Teacher Resource Center for additional in-class speaking practice.

Print Unit 4 Test from the Teacher Resource Center for an end-of-unit assessment.

05 | I'm listening to music.

SPEAKING
Daily activities
GRAMMAR
Present continuous
LISTENING
Describing activities
READING
Taking selfies

Vocabulary: check email, do homework, listen to music, message friends, play games, post photos, stream videos, talk on the phone, watch TV

Conversation: Describing current activities

Language Practice: The present continuous

Pronunciation: Reduction of *what is* and *what are*

Listening: Phone conversations about what people are doing

Smart Talk: An information gap activity about what people are doing

Reading: An article about selfies

Writing: A message about what you're doing right now

Speaking: A cell phone conversation game

VOCABULARY

The goal of this section is to present and practice the target vocabulary: everyday activities.

WARM-UP

- Books closed. Ask *Do you have class every day?* and *Do you go to the gym every day?* Elicit answers for each question. Then ask *What is one thing you do every day?* Write students' answers on the board.
- If students contributed to the Warm-Up Discussion Board as part of the Online Practice, look at their comments now with the class.

Activity 1

- Books open. Focus attention on the picture. Check to see which activities the students already know.
- Model the target vocabulary items: *do homework*, *message friends*, etc.
- Have students complete the activity on their own.
- Play the recording. Allow time for students to change incorrect answers and to compare with a partner. Check answers as a class.
- LANGUAGE NOTE:** Explain that *see* and *watch* are used in different ways. *Watch* means to pay attention to something for a period of time. *Watch TV* is correct, but *see TV* is not.

ANSWERS

- | | | |
|------|------|------|
| 1. e | 4. g | 7. d |
| 2. h | 5. b | 8. c |
| 3. i | 6. f | 9. a |

Activity 2

- Focus attention on the phrases in the word box in Activity 1. Explain that students will test a partner on these phrases to see which ones they remember.

- Read the example conversation with a student. Then have the student cover the word box. Ask *What's number 8?* Have the student look at the picture and try to remember the phrase.
- Have students make pairs and do the activity.

ANSWERS

Answers will vary.

Activity 3

- Focus attention on the model conversation. Model it for the class and write it on the board. Show students how to change the underlined expressions with information about yourself. Elicit another example.
- Have students do the activity in pairs.

ANSWERS

Answers will vary.

Vocabulary Tip

- Focus attention on the Vocabulary Tip and on the examples *do homework*, *do yoga*, and *do martial arts*.
- Tell students that some nouns often go with certain verbs. When learning new words, it helps to learn the words that go together.
- Ask *What other things do people do?* Elicit answers and write them on the board. For example: *do dishes*, *do chores*, *do laundry*, etc.
- Tell students to build a list of phrases that start with the same verb and to use it when they study.

SMART CHOICE ONLINE

Remind students that there are extra vocabulary practice activities on Online Practice.

CONVERSATION

The goal of this section is to present and practice the target vocabulary and grammar of the unit in a typical conversation.

Note: Access the video of the conversation on the Teacher Resource Center or on the Classroom Presentation Tool.

WARM-UP

- Books closed. Mime some activities from page 30, such as *talk on the phone* and *play games*. Ask students *What am I doing?* Elicit answers and write them on the board.
- Divide students into groups. Have students come to the board one at a time and mime an activity. Students in the groups have to guess what activity the student is miming. Write the correct answers on the board.
- Books open. Focus attention on the picture. Ask *Where do you think these people are? What are they doing?* and *What do you think they are talking about?*

Activity 1

- Focus attention on the model conversation.
- Preteach words and phrases students might not be familiar with. For example: *emperors*, etc.
- Have students read the conversation silently, without doing the activity.
- Have students do the activity on their own.
- Watch the video. Allow time for students to change incorrect answers. Have students check answers in pairs. Then check answers as a class.
- Watch the video again. Pause after each line of the conversation and have students repeat. Be sure to correct pronunciation and intonation.
- Have students make pairs and practice the conversation. Make sure pairs change roles, so they practice each part.
- LANGUAGE NOTE:** We ask the question “Is it a good time (to ____)” to check if someone is available.

ANSWERS

1. c 2. b 3. a

VARIATION

- If you cannot watch the video in class, play the recording instead, for students to check their answers.

Activity 2

- Focus attention on the chart. Explain that the chart is color-coded and numbered. So items in the first column, for example, can be substituted into the first box in the conversation. Demonstrate this with *history*. Point out the other colors and numbers, their columns in the chart, and boxes in the conversation.
- Elicit other words or phrases that can go in each column. Explain to students that they can practice with their own ideas and write them on the lines on the bottom row of the chart.
- Have students make pairs and practice the conversation. Make sure pairs change roles, so they practice each part.

EXTRA IDEA

- Look back at the Conversation Tips on pages 11 and 25. Have students notice the turn taking and follow-up questions in the conversation on this page.
- Have students reread the conversation in Activity 1. See if they can find other places where the speakers can ask follow-up questions. For example, after Amy says *I'm reading a book about Chinese emperors*, her mother could ask *What kind of book?*

Activity 3

- Focus attention on the instructions for Student A and B. Explain that students follow these to make their own conversation.
- Model the role play with two students. Show students how they can use their own ideas, using the conversation in Activity 1 and the useful language box for help.
- Have students practice the role play.
- Have students video their role plays using a cell phone.
- Have students show their videos to others and offer feedback to one another.

VARIATION

- If you are unable to use cell phones in class, students can take turns performing their conversations for the class.

EXTENSION

- If you and your students use a Learning Management System or a Social Learning Platform, have students share their videos. Together with the class, decide on criteria which students can use to give feedback to each other. For example, *Student A speaks naturally. Student A speaks clearly.* etc. You can use a scale from 1 to 5.

TEACHER RESOURCE CENTER

Print Unit 5 Video Worksheet from the Teacher Resource Center for additional in-class video practice.

SMART CHOICE ONLINE

Remind students that there are extra conversation practice activities on Online Practice.

LANGUAGE PRACTICE

The goal of this section is to present and practice the target grammar: the present continuous.

- Books closed. Contrast the present continuous with the simple present by writing the following on the board:
I study (every day).
I am studying (now).
- Explain that we use the simple present to describe an activity we do regularly. We use the present continuous to describe an activity that we are doing right now or around this time.
- Explain how to form the present continuous: the present tense of *be* + verb + *-ing*.
- Books open. Review the examples in the Language Practice box.
- Direct students to page 118 of the Grammar Reference for more information and practice.

EXTRA IDEA

Ask a student a question from the Language Practice box *Are you studying?* Elicit the answer. Ask another student *What are you doing?* and elicit an answer. Have students make pairs and ask and answer questions from the Language Practice box.

TEACHER RESOURCE CENTER

Launch Unit 5 PowerPoint™ slide show from the Teacher Resource Center for additional grammar presentation and practice.

Activity 1

- Write the question *What book are you reading?* on the board. Underline *are you reading* and ask *What form of the verb is this? (present continuous).*
- Focus attention on the verbs in the box and the sentences in Activity 1. Explain to students that they have to complete the sentences with the present continuous form of the verbs in the box.
- Have students complete the activity on their own and then check their answers with a partner.
- Check answers as a class.

ANSWERS

- | | |
|------------------|--------------------|
| 1. are/reading | 4. is/'s listening |
| 2. is/'s playing | 5. Are/studying |
| 3. is/'s talking | |

Activity 2

- Focus attention on the four conversations. Explain that students need to fill in the blanks with the correct verbs in the present continuous.
- Review the vocabulary items on page 30 if necessary.
- Have students complete the activity on their own and then check their answers with a partner.
- Check answers as a class.

ANSWERS

- | | |
|------------------------|----------------|
| 1. 's having/'s eating | 3. 'm watching |
| 2. 's checking | 4. 're talking |

EXTENSION

Write other vocabulary items from page 30 on the board. For example: *play a computer game*. In pairs, have students write two-line conversations, like the ones in Activity 2, using the vocabulary items in the present continuous.

Activity 3

- Write the example conversation on the board. Elicit or explain the meaning of the phrase *I'm not sure. Maybe ...* Point out that we use the phrase when we haven't decided yet. Model this example conversation with a student. Then show how it can be adapted easily. Ask questions, such as: *What are your parents doing now?* Write the responses on the board. Make sure students use the present continuous.
- Have students do the activity in pairs. Encourage students to make guesses and have fun doing the activity.

ANSWERS

Answers will vary.

PRONUNCIATION

The goal of this section is to focus on the reduction of *what is* and *what are*.

Activity 1

Model the examples. Then play the recording.

Activity 2

Play the recording again. Have students practice saying the examples in Activity 1.

SMART CHOICE ONLINE

Remind students that there are extra grammar practice activities on Online Practice.

LISTENING

The goal of this section is to practice listening for the main idea, to practice listening for specific information, and to introduce some new vocabulary.

Activity 1

- Focus attention on the words in the box.
- Call on students and elicit what the person in each picture is doing. Make sure students use a verb from the box.

POSSIBLE ANSWERS

- A. He's watching TV.
- B. He's reading a book./He's doing homework.
- C. She's drinking at a cafe.
- D. She's doing math homework./She's talking on the phone.
- E. She's reading a book./She's doing homework.
- F. He's making pizza.

Activity 2

- Explain that there are three phone conversations. Tell students to write the number of each conversation in two boxes.
- Play the recording and have students number the pictures.
- Have students check answers in pairs. Then check answers as a class.

ANSWERS

1. A and D 2. B and F 3. C and E

Activity 3

- Focus attention on the sentences. Have students read the sentences.
- Play the recording and have students correct the information.
- Have students check answers in pairs. Then check answers as a class.

ANSWERS

1. Yuki: I'm looking at your math homework on my computer.
2. Joe: I'm watching a great football game.
3. Dan: I'm at home, and I'm doing my homework.
4. Nick: I'm at home and I'm making some pizza.
5. Emilia: I'm reading a book for my history class.
6. Monica: I'm sitting in the coffee shop on Main Street and watching people.

Activity 4

- In this activity, students listen to a continuation of conversation 1 in Activity 2. Focus attention on the pictures of Yuki and Joe in Activity 1. Ask questions about their conversation. *Is Joe doing homework? What is he doing? What is Yuki doing? What does she tell him to do? Who do you think she is?*
- Play the recording and have students choose the correct answers.
- Have students check answers in pairs. Then check answers as a class.

ANSWERS

1. c 2. c 3. b

EXTRA IDEA

Have students make pairs and write the end of one of the other conversations. Encourage them to answer these questions: *What is their relationship? What do they like to do? What are they good at?* When they have finished their conversations, have students perform them for the class.

EXTRA IDEA

Have a discussion about study habits. Ask questions, such as: *Is Joe studying hard? Why not? Do you watch TV or listen to music when you study? Can you study and listen to music at the same time?*

SMART TALK

Teaching notes for the Smart Talk activity begin on page T-92.

SMART CHOICE ONLINE

Remind students that there is an extra video activity on Online Practice.

READING

The goal of this section is to practice reading comprehension.

Activity 1

- Books closed. Ask *What is a selfie?* Elicit that it is a photo you take of yourself with your phone. Ask *Do you take a lot of selfies?* *Where is it a bad idea to take a selfie?* Elicit answers.
- Books open. Elicit the things they see in the photos.
- Focus attention on the question in the book: *Where are they people and what are they doing?*
- Elicit answers from the class.

ANSWERS

At the Golden Gate Bridge, with a dangerous animal, on top of a tall building, in an art museum

Activity 2

- Focus attention on the statements. Read each statement.
- Tell students not to be concerned if they do not understand every word.
- Have students read the article silently and complete the activity.
- Have students check answers in pairs. Then check answers as a class.

ANSWERS

- | | |
|--------|--------|
| 1. Yes | 4. Yes |
| 2. No | 5. No |
| 3. Yes | |

VARIATION

- If your students need extra support with reading, play the recording to the class.

CHALLENGE WORDS

- Focus attention on the words in blue in the article and explain that these are challenge vocabulary items.
- Write each sentence containing blue words on the board.
- If these challenge words haven't been defined by this point, ask students to use the context of the sentence to guess the definition of each one and then check their guesses in a dictionary. Elicit and write the correct definition on the board.
- Have students create new sentences for each of the challenge items and share them with the class.

Activity 3

- Write the example conversation on the board. Show how they can be easily adapted. Ask a student for an example of a situation in which they never take selfies. They can use the ideas from Activity 2. Change the model on the board with the student's answer.
- Repeat this procedure to elicit an example of a situation in which it's okay to take a selfie.
- Have students work in groups to discuss good and bad habits when taking selfies.
- Ask individual students to report what they learned about the other students to the class.

EXTENSION

Have students work in pairs or small groups and think of other scenarios involving selfies. Ask them to come up with three possible responses and rate each one as a good or bad idea. When students are finished, have them share their ideas with the class.

WRITING

Teaching notes for the Writing section are on page T-110.

SPEAKING

The goal of this section is to practice the language in the unit in an enjoyable, meaningful, and personalized way.

Activity 1

- Bring in paper or note cards to distribute to students, or have students cut or tear a sheet of paper into six pieces.
- Elicit different prepositions from the class and write them on the board: *in, under, near, opposite, behind, next to*, etc.
- Tell the class to think of ten different locations. Then have them write each place with a preposition on one piece of paper (or card) so there are ten pieces of paper with a different location on each. For example, write *on the table* on the board.
- When students are finished, have them fold the papers and put them in a pile for Locations.
- Tell the class to think of ten famous people. Then have them write each name on one piece of paper (or card), so there are ten pieces of paper with a different person on each.
- When students are finished, have them fold the papers and put them in a pile for People.
- Model the activity with a student. Start a normal phone conversation. Use this example to guide you:
T Hi, _____.
S Hi, _____.
T *How are you?*
S *Fine, how about you?*
T *I'm fine, too. Where are you?*
S (taking a piece of paper from the Place pile and unfolding it, reads) *On the beach.*
T *Oh, really? Who are you with?*
S (taking a piece of paper from the People pile and unfolding it, reads) *I'm with Emma Stone.*
T *Really? What are you doing?*
S *I'm _____* (make sure student uses the present continuous).
- Model another phone conversation. This time have the student ask you, the teacher, the questions. Use another student's two piles of paper to provide your answers.
- Have students make pairs and combine their Locations piles and People piles. Then have them take turns asking and answering questions in the phone conversation.

EXTENSION

Have students find new partners and play the game again. This time encourage students to ask for additional information:

Why are you on the beach?

Why are you painting a wall?

- Call on pairs to play the game in front of the class.
- Have the class vote on the best conversations.

Activity 2

- Have students go online to find out five interesting things you can do on your cell phone. Suggest they can search for "interesting things to do on a phone."
- Have students write a text with the information or present it to the class.
- Remind students that they can also share the information they find on the Discussion Board on Online Practice. You might also want to ask them to use the Discussion Board for the next unit's Warm-Up activity.

TEACHER RESOURCE CENTER

Print Unit 5 Worksheets 1 and 2 from the Teacher Resource Center for additional in-class speaking practice.

Print Unit 5 Test from the Teacher Resource Center for an end-of-unit assessment.

06

Where were you yesterday?

SPEAKING
Past events
GRAMMAR
Past tense of *be*
LISTENING
Problems
READING
Tribute bands

Vocabulary: broken, closed, crowded, flat, late, long, sick, terrible; airport check-in, bus station, movie theater, hotel, supermarket, train station

Conversation: Talking about past events and being late

Language Practice: The past tense of *be*

Pronunciation: Pronunciation of *t* in *wasn't* and *weren't*

Listening: People talking about problems

Smart Talk: An information gap activity comparing present and past activities

Reading: An article about a tribute band

Writing: A diary entry about your last English class

Speaking: A class survey on past activities

VOCABULARY

The goal of this section is to present and practice the target vocabulary: problems.

WARM-UP

- Focus attention on the pictures. Ask *Do the things in the pictures happen to you?* Have students describe what is happening in each picture. For example: for picture 1, elicit *She's waking up* and *She's sick*. Ask follow-up questions, such as *Do you get sick often?*
- If students contributed to the Warm-Up Discussion Board as part of the Online Practice, look at their comments now with the class.

Activity 1

- Focus attention back on the pictures and the sentences under the pictures.
- Explain to students that the pictures tell the story of one woman's unlucky day.
- Model the target vocabulary items: *flat, closed, etc.*
- Make sure students understand that they must use words from the box to complete the sentences. Then have students complete the activity on their own.
- Play the recording. Allow time for students to change incorrect answers. Have students check answers in pairs. Then check answers as a class.
- **LANGUAGE NOTE:** All of the target vocabulary items are adjectives. Some of them look like verbs: *closed, broken, and crowded*. These adjectives are formed from verbs, and are called participial adjectives.

ANSWERS

- | | | |
|------|------|------|
| 1. d | 4. h | 7. g |
| 2. f | 5. b | 8. e |
| 3. a | 6. c | |

Activity 2

- Focus attention on the adjectives in Activity 1 and ask what else these adjectives can describe. For example, *A theater is crowded.*
- In pairs, have students brainstorm reasons why. For example, *The theater is crowded because Kevin Hart is there.* Encourage students to have fun thinking of additional ideas.
- Have students make pairs and write a story about their ideas.
- Have a few pairs read their stories to the class.

ANSWERS

Answers will vary.

SMART CHOICE ONLINE

Remind students that there are extra vocabulary practice activities on Online Practice.

CONVERSATION

The goal of this section is to present and practice the target vocabulary and grammar of the unit in a typical conversation.

Note: Access the video of the conversation on the Teacher Resource Center or on the Classroom Presentation Tool.

WARM-UP

- Books closed. Write “embarrassed” on the board. Elicit or provide a definition. Elicit some situations where students feel embarrassed in class and write them on the board. For example: *You’re late for class.* and *You didn’t do your homework.*
- Have a show of hands to establish which situation students find the most embarrassing.
- Books open. Focus attention on the picture. Ask *Where do you think these people are?* and *What do you think is happening?* Encourage students to be creative with their answers.

Activity 1

- Focus attention on the model conversation.
- Preteach words and phrases students might not be familiar with. For example: *How come?*
- Have students read the conversation silently, without doing the activity.
- Have students do the activity on their own.
- Watch the video. Allow time for students to change incorrect answers and check answers with a partner. Check answers as a class.
- Watch the video again. Pause after each line of the conversation and have students repeat. Be sure to correct pronunciation and intonation.
- Have students make pairs and practice the conversation. Make sure pairs change roles, so they practice each part.

ANSWERS

1. b	2. a	3. c
------	------	------

- Books closed. Before students do the activity in the book, play the video and ask the following comprehension questions:
What is the problem? (Adam is late.)
Why is he late? (His phone was broken.)
What was the problem yesterday? (He was late.)
Why was he late yesterday? (The bus was crowded.)
- Discuss the answers as a class.
- If you cannot watch the video in class, play the recording instead for students to check their answers.
- Play the video (or recording) again before students practice the conversation and have students repeat.
- When students are familiar with the conversation, have them close their books. Pause the video or the recording before Adam’s lines and have students say his lines.

Activity 2

- Focus attention on the chart. Explain that the chart is color-coded and numbered. So items in the first column, for example, can be substituted into the first box in the conversation. Demonstrate this with *watch*. Point out the other colors and numbers, their columns in the chart, and boxes in the conversation.

- Elicit other words or phrases that can go in each column. Explain to students that they can practice with their own ideas and write them on the lines on the bottom row of the chart.
- Have students make pairs and practice the conversation. Make sure pairs change roles so they practice each part.
- CULTURE NOTE:** While irony is quite common in English speaking countries, students from other cultures may not be familiar with it, or even recognize it. Focus students’ attention on the teacher’s question *Was it [your phone] broken yesterday, too?* Explain that he isn’t really asking a question. He is making an ironic statement meaning *You were late yesterday, too.* He is also showing that he doesn’t believe the student’s excuse.

Activity 3

- Focus attention on the instructions for Student A and B. Explain that students follow these to make their own conversation.
- Model the role play with two students. Show students how they can use their own ideas, using the conversation in Activity 1 for help.
- Have students practice the role play.
- Have students video their role plays using a cell phone.
- Have students show their videos to others and offer feedback to one another.

Conversation Tip

- Focus attention on the Conversation Tip.
- Model the example for the class and write it on the board. Explain that the speaker repeats *yesterday* as a way to get clarification and more explanation about what he heard. Ask *What does the teacher tell him after he repeated “yesterday”?* Elicit *He reminded him he was late to class yesterday as well.*
- Have students make pairs and practice the model. Make sure students are using correct question intonation.

VARIATION

- If you are unable to use cell phones in class, students can take turns performing their conversations for the class.

EXTENSION

- If you and your students use a Learning Management System or a Social Learning Platform, have students share their videos. Together with the class, decide on criteria which students can use to give feedback to each other. For example, *Student A speaks naturally. Student A speaks clearly.* etc. You can use a scale from 1 to 5.

TEACHER RESOURCE CENTER

Print Unit 6 Video Worksheet from the Teacher Resource Center for additional in-class video practice.

SMART CHOICE ONLINE

Remind students that there are extra conversation practice activities on Online Practice.

LANGUAGE PRACTICE

The goal of this section is to present and practice the target grammar: the past tense of *be*.

- Books closed. Write the following questions and answers on the board:
A Are you at home? B No, I'm not.
A Are you in class? B Yes, I am.
A Are you on vacation? B No, we are not.
- Then ask and answer the questions.
- Explain that you are going to ask about the past. Erase the present tense forms and replace them with the past tense forms. For example: *Are you...?* becomes *Were you...?* and *I am* becomes *I was*.
- Explain that we use the past tense for an action or event that was completed in the past. For example: *I was late.* and *They were hungry.*
- Books open. Write the examples from the Language Practice box on the board. Underline the words that are in bold. Explain the difference between *was* and *were*.
- Direct students to page 119 of the Grammar Reference for more information and practice.

TEACHER RESOURCE CENTER

Launch Unit 6 PowerPoint™ slide show from the Teacher Resource Center for additional grammar presentation and practice.

Activity 1

- Focus attention on the six conversations. Explain that students need to fill in the blanks with the correct past tense form of *be*.
- Review the vocabulary items before students start the activity.
- Have students complete the activity on their own and check their answers with a partner.
- Check answers as a class.

ANSWERS

- | | |
|---------------------|------------------|
| 1. Was, wasn't, was | 4. weren't, were |
| 2. Was, was, was | 5. Were, weren't |
| 3. was, was | 6. Were, were |

EXTENSION

Have students practice the completed conversations in pairs.

Activity 2

- Write the following question and answer on the board:
A Were you at the beach yesterday?
B No, I wasn't. I was in class.
- Ask the class the question and elicit answers, such as: *No, I wasn't. I was at home.* Write the answers on the board.
- Focus attention on the six questions in the book. Explain to students that they are to answer *Yes, I was.* or *No, I wasn't.* They should add extra information.
- Have students complete the activity in pairs. Ask some students to tell the class about their partner. For example: *He wasn't in class yesterday. He was at home.*

ANSWERS

Answers will vary.

EXTENSION

Write other questions on the board: *Where were you last night? Why were you at home yesterday? Who were you with last Saturday?* Have students write answers, then ask and answer in pairs.

PRONUNCIATION

The goal of this section is to focus on the reduction of *t* in *wasn't* and *weren't*.

Activity 1

- Model the examples and have the students repeat after you. Show how the final *t* sound disappears when *wasn't* and *weren't* are followed by a vowel sound.
- Play the recording.

Activity 2

Play the recording again. Have students practice saying the examples in Activity 1.

SMART CHOICE ONLINE

Remind students that there are extra grammar practice activities on Online Practice.

LISTENING

The goal of this section is to practice listening for the main idea, to practice listening for specific information, and to introduce some new vocabulary.

Activity 1

- This activity introduces six new vocabulary items: *airport check-in*, *bus station*, *movie theater*, *subway station*, *supermarket*, and *train station*.
- Focus attention on the pictures. Have students describe what they see.
- Model each new vocabulary item and have students repeat.
- Have students complete the activity on their own. Point out that some words are extra.
- Have students check answers in pairs. Then check answers as a class.

ANSWERS

- | | |
|------|------|
| 1. e | 3. b |
| 2. f | 4. d |

Activity 2

- Focus attention back on the pictures in Activity 1. Ask *What kind of things do people talk about in each place?* Elicit ideas, for example: ticket prices, times of movies, price of food, etc.
- Explain that there are three conversations in three different places. Ask *Where are the people?*
- Play the recording and have students write the name of each place, using the places in Activity 1.
- Have students check answers in pairs. Then check answers as a class.

ANSWERS

- | | |
|---------------------|----------------|
| 1. train station | 3. supermarket |
| 2. airport check-in | |

EXTENSION

Play the recording again. Have students take notes of key words they hear that tell them the place. Elicit these key words as you check answers.

Activity 3

- Focus attention on the questions and answer choices. Have students read them so they know what to listen for.
- Play the recording and have students do the activity and then compare with a partner.
- Check answers as a class.

ANSWERS

- | | | |
|------|------|------|
| 1. b | 2. a | 3. b |
|------|------|------|

EXTENSION

Ask these follow-up questions for more listening comprehension work:

Conversation 1: *When is the train leaving? Where are the tickets?*

Conversation 2: *What is Mei-Ling's last name? Where is her passport?*

Conversation 3: *How much are the groceries? Where was his wallet before?*

Activity 4

- In this activity, students listen to continuations of the conversations in Activity 2.
- For review, ask students questions about each conversation. For example: for conversation 1, ask *What problems does the man have?* Elicit *He's late for the train.* and *He left the tickets at home.*
- Focus attention on the answer choices, so students know what to listen for.
- Play the recording and have students do the activity.
- Have students check answers in pairs. Then check answers as a class.

ANSWERS

- | | | |
|------|------|------|
| 1. a | 2. b | 3. b |
|------|------|------|

VARIATION

- Have students predict what happens next. Play the recording and have students check their predictions.
- Play the recording again and have students do the activity.
- Check the answers.

TEACHER RESOURCE CENTER

Print Unit 6 Worksheet 1 from the Teacher Resource Center for additional in-class speaking practice.

SMART TALK

Teaching notes for the Smart Talk activity begin on page T-94.

SMART CHOICE ONLINE

Remind students that there is an extra video activity on Online Practice.

READING

The goal of this section is to practice reading comprehension.

Activity 1

- Books open. Focus attention on the picture. Ask students to describe what they see. Elicit *There are four men with guitars. They are wearing the same clothes.*
- Ask *Who are these people? What do you think they do?* and elicit responses. Make sure students understand what a tribute band is. A tribute band plays the music of a more famous band.

ANSWER

They are a tribute band. They play music by the Beatles.

Activity 2

- Focus attention on the article. Remind students what a *tribute band* is.
- Tell students not to be concerned if they do not understand every word.
- Have students read the article individually and do the true-false activity.
- Have students check answers in pairs. Then check answers as a class.

ANSWERS

- | | | |
|----------|----------|----------|
| 1. False | 3. False | 5. False |
| 2. True | 4. False | 6. True |

VARIATION

If your students need support with reading, play the recording to the class.

Activity 3

- Focus attention on the first answer. Ask students to find the answer in the text and read the entire sentence. (*They often play at Abbey Road Live House, a small music club in Roppongi, Tokyo*). Elicit the question *Where do they often play?*
- Have students write questions for the answers, scanning the article again.
- Have students check answers in pairs. Then check answers as a class. Then have students practice asking and answering the questions with a partner.

ANSWERS

- Other variations possible.
1. Where do they often play?
 2. Is Mamori Yoshii's Liverpool accent good?
 3. Where were they onstage with the Arctic Monkeys?
 4. Who is Nancy Shevell?

CHALLENGE WORDS

- Focus attention on the words in blue in the article and explain that these are challenge vocabulary items.
- Write each sentence containing blue words on the board.
- If these challenge words haven't been defined by this point, ask students to use the context of the sentence to guess the definition of each one and then check their guesses in a dictionary. Elicit and write the correct definitions on the board.
- Have students create new sentences for each of the challenge items and share them with the class.

Activity 4

- Focus attention on the model conversation. Model the conversation with a student.
- Have students make small groups and discuss the questions. Ask students to share their ideas with the class.

EXTRA IDEA

Have students make pairs or small groups and talk about the kinds of music and particular singers or bands they like.

EXTRA IDEA

- Have students prepare a project about their favorite band, using the reading as a model. Have students answer these questions:
What kind of music do they play?
Where are they from?
What are some of their songs?
Have they appeared in concert? If so, where?
- Students can do this as homework. Have students find and include photos of their favorite band.

WRITING

Teaching notes for the Writing section are on page T-110.

SPEAKING

The goal of this section is to practice the language in the unit in an enjoyable, meaningful, and personalized way.

Activity 1

- Focus attention on the pictures and ask *What places do you see?* Elicit *In a city centre, on a beach holiday, at a New Year's Eve celebration, etc.*
- Go over the survey questions with the class. Model them for the students. Be sure everyone knows that December 31 and January 1 are New Year's Eve and New Year's Day. Also be sure students understand the use of *last* in the phrases *last week* and *your last birthday*.
- Focus attention on the first survey question *Where were you at this time yesterday?* Elicit some possible answers and write them on the board. Make sure students answer in the past tense. For example:
I was at home. and *I was in class.*
- Have students add two questions of their own.
- Have students complete the *You* column on their own with information that is true for them. As they complete the activity, move around the class to offer help as necessary.

ANSWERS

Answers will vary.

Activity 2

- Write the first line of the survey, including the three columns (*You, Student 1, Student 2*), on the board. Choose two students and model asking and answering the survey questions. Explain to students that they are to ask the survey questions to two classmates and write their answers in the appropriate columns.
- Have students complete the activity in groups. As groups practice, walk around and offer help as necessary.
- Some groups may finish before others. Have these groups write additional questions on a piece of paper. Exchange the additional questions between groups who have finished early. Have the groups report their answers to each other.

EXTENSION

Your students may celebrate holidays specific to their culture that are not mentioned in the book. Elicit these and write them on the board. Have students ask and answer questions about these holidays, using the questions *Where were you?* and *Who were you with?*

Activity 3

- Write the example on the board. Show how it can be adapted. Ask a student where they were on December 31. Change the model on the board with the student's name and answer.
- Ask individual students to share what they learned about the other students with the class.
- **LANGUAGE NOTE:** In a compound subject such as *My friends and I*, *I* always comes at the end.

EXTRA IDEA

Have students ask follow-up questions to the questions in the survey. Elicit some examples such as *Do you usually go out on Saturday night?*

Activity 4

- Have students go online to find an interesting news article from last month. Suggest that they can search for articles on well-known English language news sites.
- Have students write a text with the information or present it to the class.
- Remind students that they can also share the information they find on the Discussion Board on Online Practice. You might also want to ask them to use the Discussion Board for the next unit's Warm-Up activity.

TEACHER RESOURCE CENTER

Print Unit 6 Worksheet 2 from the Teacher Resource Center for additional in-class speaking practice.

Print Unit 6 Test from the Teacher Resource Center for an end-of-unit assessment.

VIDEO

The goal of this section is to review, practice, and expand on the language presented in Units 4–6 in a fun and challenging way, by using an authentic video and providing more comprehension and speaking practice.

Note: Access the video on the Classroom Presentation Tool or on the Teacher Resource Center.

Activity 1

- Books open. Focus attention on the photo. Ask *Where is this person? What is she doing?*
- Focus attention on the Culture Tip and have students read it. Elicit examples of other herbivores (for example, cows, sheep, deer, rabbits).
- Focus attention on the words in the word box. Model the vocabulary and have students repeat.
- Have students discuss the question in pairs.
- Elicit the answer from a student.

ANSWERS

scared

Activity 2

- Focus attention on the questions. Have students read the questions to prepare for the activity. Tell students they may hear words they do not know in the video, but it is not necessary to understand every word.
- Watch the video.
- Have students complete the activity individually, then compare answers with a partner.
- Check answers as a class.

ANSWERS

1. Yes, she loves them.
2. She had an accident and is afraid/nervous/scared.
3. Horse riding school
4. Teachers like Paul
5. Yes

Activity 3

- Focus attention on the words in the box and the items. Review the meaning of *gallops* from the video.
- Watch the video again.
- Have students complete the activity.
- Have students check answers with a partner, then check answers as a class.

ANSWERS

1. scared
2. nervous
3. brave
4. proud
5. worried

VARIATION

Stop the video when you hear each answer. Elicit the answer from the class.

Activity 4

- Focus attention on the example conversation. Model it with a student.
- Show how to substitute a different sport.
- Pair students to complete the activity.
- Call on students to tell the class about their partner.

ANSWERS

Answers will vary.

SMART CHOICE ONLINE

Remind students that there are extra conversation and video activities on Online Practice.

READING

The goal of this section is to review, practice, and expand on the language presented in Units 4–6, by using a reading text and providing more comprehension and speaking practice.

Activity 1

- Focus attention on the photo. Ask *Where do you think this is?* and *What do you do at a park?*
- Tell students that they will read an article by a woman named Anne Riggs. In it, she interviews some people.
- Have students scan the article quickly to find out how many people she talks to.

ANSWERS

She talks to three people: Jason, Laura, and Jorge.

Activity 2

- Focus attention on the article. Preteach *nature, lesson, and reply*, and any other words or phrases your students may not understand.
- Have students read the article again and do the activity on their own and compare answers with a partner. Then check answers as a class.

ANSWERS

1. To ask people what they are doing in the park so early on the weekend and why exercise is important to them.
2. Jason exercises to keep in shape and help him when he has a bad day.
3. Laura is going to a horse riding lesson / to help with the stress she has from her job.
4. Jorge goes downtown early to play soccer.

EXTENSION

Have students write other questions about the article. Students can ask these questions to the class or can write questions which they give to a partner to answer.

Activity 3

- Elicit some of the forms of exercise or sports mentioned in the article. Ask students whether they do these forms of exercise in the morning, and if so, how often. Then elicit other activities that are done in the morning and write them on the board. For example: *I go to the gym.* and *I do yoga.*
- Then have students do the activity in pairs. Before they start, look briefly at Activity 4 on page 42. Explain to students that the best way to have an interesting conversation is to *say more*.

EXTRA IDEA

Have students write a paragraph on how they spend a typical weekday morning.

TEACHER RESOURCE CENTER

Print the Midterm Test from the Teacher Resource Center for an assessment of Units 1–6.

SMART CHOICE ONLINE

Remind students that there is an extra reading activity on Online Practice.

Remind students that there is a progress test on Online Practice for a self-assessment of Units 4–6.

07

Which one is cheaper?

SPEAKING
Talking about clothes

GRAMMAR
Comparative adjectives

LISTENING
Clothes comparisons

READING
Clothes shopping

Vocabulary: baggy pants, a colorful sweater, a dark suit, a dress, jeans, a nice jacket, a scarf, shoes, sneakers, a T-shirt, a tie, a white shirt; flamenco dress, kilt, kimono, sari

Conversation: Shopping for clothes

Language Practice: Comparative adjectives

Pronunciation: Word stress in comparisons

Listening: Conversations comparing different clothes

Smart Talk: An information gap activity about shopping

Reading: An article about where to buy cheap clothes around the world

Writing: An email about clothes

Speaking: A discussion about clothes

VOCABULARY

The goal of this section is to present and practice the target vocabulary: clothes.

WARM-UP

- Books closed. Tell the class what you're wearing. Say *I'm wearing _____*. Then write each item of clothing on the board. Have one or two students describe what they are wearing themselves.
- If students contributed to the Warm-Up Discussion Board as part of the Online Practice, look at their comments now with the class.

Activity 1

- Books open. Focus attention on the pictures. Check to see which items of clothing the students already know.
- Model the target vocabulary items: *a dress*, *a white shirt*, etc.
- Have students complete the activity on their own.
- Play the recording. Allow time for students to change incorrect answers. Have students check answers in pairs. Then check answers as a class.
- LANGUAGE NOTE:** Clothing worn for business (such as suits or shirts with ties) and on special occasions is called *formal wear* or *formal clothes*. Other kinds of clothing are called *casual wear* or *casual clothes*.

ANSWERS

1	2	3	4
1. d	4. b	7. k	10. g
2. a	5. h	8. c	11. e
3. f	6. j	9. l	12. i

Activity 2

- Focus attention on the example conversation. Model the conversation with a student.
- Write the conversation on the board. Show how it can be adapted. Ask another student *Which clothes do you like?*

Elicit the answer and reason and write them on the board.

- Have students make pairs and do the activity.

Activity 3

- Focus attention on the model conversation and write it on the board.
- Then focus attention on the underlined words. Explain that students can change the conversation with the vocabulary items in Activity 1, and the frequency adverbs and time expressions they studied in Unit 4.
- Model the conversation with a student. Then model it again, this time using other clothing items, frequency adverbs, and time expressions.
- Elicit some other frequency adverbs and time expressions, such as *always*, *on the weekend*, and *twice a week*, etc. Write them on the board.
- Have students do the activity in pairs. Make sure pairs change roles, so they practice both parts.
- Have some pairs perform their conversations for the class.

ANSWERS

Answers will vary.

Vocabulary Tip

- Focus attention on the Vocabulary Tip. Have students look at the image of the tie. Explain that drawing pictures of new vocabulary items can help them remember new words.
- Encourage students to draw the words on cards, which they can shuffle. Students should study the cards regularly.

SMART CHOICE ONLINE

Remind students that there are extra vocabulary practice activities on Online Practice.

CONVERSATION

The goal of this section is to present and practice the target vocabulary and grammar of the unit in a typical conversation.

Note: Access the video of the conversation on the Teacher's Resource Center or on the Classroom Presentation Tool.

WARM-UP

- Books closed. Set the scene. Ask questions about students' shopping habits. For example:
Where do you go shopping?
How often do you shop for clothes?
How much do you spend on clothing every month?
What's your favorite item of clothing?
What color is it?
- Books open. Focus attention on the picture. Write on the board: *Where are the man and woman?* and *What are they doing?* Elicit responses to the questions and write them on the board. Encourage students to guess and have fun with the activity.

Activity 1

- Focus attention on the model conversation.
- Preteach words and phrases students might not be familiar with. For example: *prefer, the black one.*
- Have students read the conversation silently, without doing the activity.
- Have students do the activity on their own then have the students check in pairs.
- Watch the video. Allow time for students to change incorrect answers. Check answers.
- Watch the video again. Pause after each line of the conversation and have students repeat. Be sure to correct pronunciation and intonation.
- Have students make pairs and practice the conversation. Make sure pairs change roles so they practice each part.

ANSWERS

1. d 2. c 3. b 4. a

VARIATION

- Books closed. Before students do the activity in the book, play the video with the sound off. Ask students to describe what clothing the people are wearing, the other clothes they see, and the colors of the clothing.
- If you cannot watch the video in class, play the recording instead, for students to check their answers.
- When students are familiar with the conversation, have them close their books. Pause the video or the recording before Lily's lines and have students say her lines.

EXTENSION

- Have students practice saying prices. Write the following prices on the board:
\$13, \$30, \$14, \$40, \$15, \$50, \$16, \$60, \$17, \$70, \$18, \$80, \$19, \$90
- Point to the prices on the board. Have the whole class, and then individual students, say the numbers.

EXTRA IDEA

- Write the model conversation on the board. Have students practice in pairs.
- Books closed. Erase several lines from the conversation on the board. Have students practice the entire conversation again.
- Repeat this procedure until students can recite the conversation from memory.

Activity 2

- Focus attention on the chart. Explain that the chart is color-coded and numbered, and that items in the first column, for example, can be substituted into the first box in the conversation. Demonstrate this with *jeans*. Point out the other colors and numbers and the corresponding columns in the chart and boxes in the conversation.
- Elicit other words or prices that can go in each column. Point out that students need to use an item that is used with *a pair of* in the first blank. The second blank requires a singular noun.
- Explain to students that they can practice with their own ideas as well as those in the book.
- Have students make pairs and practice the conversation. Make sure pairs change roles, so they practice each part.

Activity 3

- Focus attention on the instructions for Student A and B. Explain that students follow these to make their own conversation.
- Model the role play with two students. Show students how they can use their own ideas, using the conversation in Activity 1 for help.
- Have students practice the role play.
- Have students video their role plays using a cell phone.
- Have students show their videos to others and offer feedback to one another.

VARIATION

- If you are unable to use cell phones in class, students can take turns performing their conversations for the class.

EXTENSION

- If you and your students use a Learning Management System or a Social Learning Platform, have students share their videos. Together with the class, decide on criteria which students can use to give feedback to each other. For example, *Student A speaks naturally. Student A speaks clearly.* etc. You can use a scale from 1 to 5.

TEACHER RESOURCE CENTER

Print Unit 7 Video Worksheet from the Teacher Resource Center for additional in-class video practice.

SMART CHOICE ONLINE

Remind students that there are extra conversation practice activities on Online Practice.

LANGUAGE PRACTICE

The goal of this section is to present and practice the target grammar: comparative adjectives.

- Books closed. Draw a simple picture of a shirt on the board. Write a value, such as \$15, next to it. Then draw a simple picture of a jacket, and the value, such as \$50.
- Use these images to explain the meaning of *cheaper than* and *more expensive than*. Give examples, such as *The shirt is cheaper than the jacket*.
- Explain or elicit the rules for forming comparatives: For most adjectives with one syllable, we add *-er*. For most adjectives with two or more syllables, we use *more* + adjective. Some adjectives have a special, or irregular, form.
- Books open. Review the examples in the Language Practice box. Explain that *isn't as cheap as* and *isn't as expensive as* are negative statements. Teach *Which one is cheaper?* Add the example *Which one is more expensive?* and write it on the board.
- Teach *aren't as...as* for plural nouns. For example: *My jeans aren't as expensive as my suit*.
- Then focus attention on the form and spelling rules of comparative adjectives on page 120 of the Grammar Reference section.

TEACHER RESOURCE CENTER

Launch Unit 7 PowerPoint™ slide show from the Teacher Resource Center for additional grammar presentation and practice.

Activity 1

- Focus attention on the example in the first sentence. Teach *regular* if necessary. Explain that students need to complete the sentences with the correct comparative form of the adjectives at the end of each sentence. Make sure students notice that these are affirmative sentences.
- Have students do the activity on their own.
- Have students check answers in pairs. Then check answers as a class.

ANSWERS

- | | |
|--------------------------|------------------------|
| 1. cheaper than | 3. more colorful than |
| 2. more comfortable than | 4. more beautiful than |

VARIATION

If students have difficulty with the activity, write the adjectives (*cheap*, *comfortable*, etc.) on the board. Elicit the comparative forms *cheaper*, *more comfortable*, etc. Then have students do the activity on their own.

Activity 2

- Explain to students that they are to rewrite the sentences from Activity 1 in the negative form by using the adjectives from Activity 1 and the negative form of *be*. Review the use of *isn't as...as* and *aren't as...as*.
- Have students complete the activity on their own.
- Have students check answers in pairs. Then check answers as a class.

ANSWERS

- | | |
|-----------------------------|--------------------------|
| 1. aren't as cheap as | 3. isn't as colorful as |
| 2. aren't as comfortable as | 4. isn't as beautiful as |

Activity 3

- Focus attention on the first sentence in the activity. Then focus attention on the example conversation. Write the conversation on the board and model it for the class. Make sure students understand that the first statement expresses an opinion. The second statement expresses disagreement. Elicit ways to show agreement (*I agree*, *That's true*, *You're right*) and disagreement (*I disagree*, *I don't agree*, *Not in my opinion*) and write them on the board.
- Focus attention on the second sentence. Using the examples on the board, show how *a scarf* and *is more interesting than a tie* can be substituted.
- Have students do the activity in pairs.

ANSWERS

Answers will vary.

Activity 4

- Model the activity with a student. Make another sentence and ask *What do you think?* Elicit agreement or disagreement.
- Have students complete the activity in pairs.
- Call on students to tell the class about their opinions.

PRONUNCIATION

The goal of this section is to focus on word stress in comparisons.

Activity 1

- Model the examples. Make sure that students notice that the words which are being compared. You can use the items in the Language Practice section for more examples if necessary.
- Then play the recording.

Activity 2

Play the recording again. Have students practice saying the examples in Activity 1.

SMART CHOICE ONLINE

Remind students that there are extra grammar practice activities on Online Practice.

LISTENING

The goal of this section is to practice listening for the main idea, to practice listening for specific information, and to introduce some new vocabulary.

Activity 1

- This activity introduces four new vocabulary items: *flamenco dress*, *kilt*, *kimono*, and *sari*.
- Focus attention on the pictures. Ask *What are the clothes called and where are they from?*
- Have students complete the activity on their own. Model the pronunciation of the new vocabulary items.

ANSWERS

- | | |
|-------------------|---------------------------|
| 1. kimono – Japan | 3. kilt – Scotland |
| 2. sari – India | 4. flamenco dress – Spain |

Activity 2

- Focus attention on the words. Say each word.
- Play the recording and have students select the words they hear.
- Have students check answers in pairs. Then check answers as a class.

ANSWERS

sari, jeans, dress, kilt, pants, T-shirt, kimono

Activity 3

- Focus on the excerpts from each conversation. Explain that students need to listen and complete each answer. Encourage students to predict the answers.
- Play the recording again and have students do the activity.
- Check answers by having pairs of students read the conversations.

ANSWERS

1. comfortable, more
2. much more, than, than
3. beautiful, easier

Activity 4

- In this activity, students listen to a continuation of conversation 3 from Activity 2.
- Have students read the statements first.
- Play the recording and have students choose True or False.
- Have students compare answers with a partner, then check answers as a class.

ANSWERS

- | | | |
|------|------|------|
| 1. F | 3. T | 5. T |
| 2. T | 4. F | |

EXTENSION

Play the recording again and have students write down all of the adjectives used to describe clothes. Have them compare answers with a partner. Elicit the words and write them on the board:

comfortable, wonderful, normal, expensive, great, warmer, regular, beautiful, long, easier.

EXTRA IDEA

Have students make pairs or small groups and talk about traditional clothing in other countries. Elicit the names of the clothing items and countries and write them on the board. For example: *hanbok is a dress from South Korea.*

EXTRA IDEA

- In groups, have students examine their clothes and other possessions. Ask *Where are your clothes made?* Have students make a list of the countries where their clothes were made.
- You can extend this activity by asking students if they can remember whether their personal items were cheap, moderately priced, or expensive. See if the groups can establish whether items made in certain countries are generally expensive or cheap.

TEACHER RESOURCE CENTER

Print Unit 7 Worksheet 1 from the Teacher Resource Center for additional in-class speaking practice.

SMART TALK

Teaching notes for the Smart Talk activity begin on page T-96.

SMART CHOICE ONLINE

Remind students that there is an extra video activity on Online Practice.

READING

The goal of this section is to practice reading comprehension.

Activity 1

- Books open. Focus attention on the pictures and the title of the article. Ask *What is this article about?* Elicit ideas. (*Buying cheap clothes around the world.*)
- Have students answer the questions: *Where do you buy your clothes? Do you buy designer clothes?* Have students tell the class their answers.

ANSWERS

Answers will vary.

Activity 2

- Focus attention on the questions.
- Tell students not to be concerned if they do not understand every word.
- Then have students read the article and do the activity on their own.
- Have students check answers in pairs. Then check answers as a class.

ANSWERS

1. No, but they usually prefer them.
2. Yes, designer clothes are cheaper than in regular stores.
3. They are stores in underground train stations.
4. Because they don't have to pay rent for a shop.
5. Because they are made specially for you.

VARIATION

- If your students need extra support with reading, play the recording to the class.

CHALLENGE WORDS

- Focus attention on the words in blue in the article and explain that these are challenge vocabulary items.
- Write each sentence containing blue words on the board.
- If these challenge words haven't been defined by this point, ask students to use the context of the sentence to guess the definition of each one and then check their guesses in a dictionary. Elicit and write the correct definitions on the board.
- Have students create new sentences for each of the challenge items and share them with the class.

Activity 3

- Focus attention on the questions.
- Have students do the activity in groups. Allow time for groups to discuss their answers
- Have each group share their answers with the class.

EXTENSION

Have students discuss their reasons for their shopping preferences in their small groups.

EXTENSION

Ask the following questions:

What are your favorite brands?

What's the most expensive brand you know?

Do you have more regular clothes or designer clothes?

WRITING

Teaching notes for the Writing section are on page T-111.

SPEAKING

The goal of this section is to practice the language in the unit in an enjoyable, meaningful, and personalized way.

Activity 1

- Focus attention on the pictures. Ask *What do you see?* Elicit descriptions of the people in each picture.
- Focus attention on the questions and discuss them with the class.

VARIATION

Have students discuss the questions in pairs or small groups first and then have them share their ideas.

ANSWERS

Answers will vary.

Activity 2

- Focus attention on the statements in the questionnaire. Make sure students understand what each means.
- Have students select the answers on their own. Then have them discuss their answers in groups.
- Ask *Which statement do most people in your group agree with? Which statement do most people disagree with? Who in your group do you agree with the most?* Elicit answers from each group.

EXTENSION

Write questions on the board:

What do you think clothes say about people?

Do you think clothes tell us something about someone's personality, job, or status? Why or why not?

Have students discuss the questions in pairs or small groups. Have groups share their ideas with the class.

Activity 3

- Focus attention on the questions.
- Model the activity with a student. Take turns asking and answering the questions.
- Have students complete the activity in groups.
- Call on students to tell the class about their group's discussion.

Activity 4

- Have students go online to find pictures of clothes. Suggest that they can search for *popular fashions*. If necessary, explain that they can usually find pictures of clothes on the websites of fashion magazines.
- Have students write a text about the clothes they find, or present the information to the class.
- Remind students that they can also share the information they find on the Discussion Board on Online Practice. You might also want to ask them to use the Discussion Board for the next unit's Warm-Up activity.

TEACHERS RESOURCE CENTER

Print Unit 7 Worksheet 2 from the Teacher Resource Center for additional in-class speaking practice.

Print Unit 7 Test from the Teacher Resource Center for an end-of-unit assessment.

08

They're very friendly.

SPEAKING
Describing people
GRAMMAR
Be like and look like
LISTENING
Describing people
READING
Describing friends

Vocabulary: medium-height, blond, brown, curly, dark, good-looking, hair, heavy, long, man, red, short, straight, tall, thin, woman; athletic, confident, friendly, intelligent, messy, relaxed, shy, stylish, unfriendly, unhealthy

Conversation: Describing people

Language Practice: *Be like and look like*

Pronunciation: Linking *does* and *is* in questions

Listening: Describing family and friends

Smart Talk: An information gap activity about a friend

Reading: An article about best friends

Writing: A social media post describing yourself

Speaking: A quiz about making friends

VOCABULARY

The goal of this section is to present and practice the target vocabulary: words that describe people.

WARM-UP

- Books closed. Elicit the name of a celebrity. Then ask students to describe that person. For example: *Brad Pitt: tall, good-looking*, etc. Write these words on the board. Alternatively, you can use the image of Emma Stone and Chris Hemsworth on page 8.
- Elicit other words that describe people that students know. Write these on the board.
- Then use three words to describe yourself. Have students describe themselves in three words.
- If students contributed to the Warm-Up Discussion Board as part of the Online Practice, look at their comments now with the class.

Activity 1

- Books open. Focus attention on one of the people in the picture. Describe the person and write the description on the board. For example: *He's a tall man with straight brown hair*.
- Go through the vocabulary items one at a time. Model them for the class. Ask questions about the picture to confirm understanding. For example: *Who has straight hair? Who has curly hair? Who is medium height?*
- Have students complete the activity on their own. Tell them to write at least six sentences.
- Play the recording. Allow time for students to change incorrect answers. Have students check answers in pairs. Then check answers as a class.
- LANGUAGE NOTE:** There are many rules regarding the order of adjectives before a noun. The following is a common pattern: size, shape, color, noun. For example: *She has short, curly, red hair*.

SUGGESTED ANSWERS

He's a tall man with straight dark hair. (cameraman)
She's a medium-height woman with short dark hair. (reporter)
He's a tall man with short brown hair. (actor)
She's a good-looking woman with long red hair. (actor)

Activity 2

- Focus attention on the example conversation.
- Model the activity by describing a famous actor. Elicit guesses from the class.
- Have students do the activity in pairs.
- Have students share their sentences with the class.

ANSWERS

Answers will vary.

EXTENSION

Review comparative forms from Unit 7. Then have students work in pairs to compare their two actors.

SMART CHOICE ONLINE

Remind students that there are extra vocabulary practice activities on Online Practice.

CONVERSATION

The goal of this section is to present and practice the target vocabulary and grammar of the unit in a typical conversation.

Note: Access the video of the conversation on the Teacher Resource Center or on the Classroom Presentation Tool.

WARM-UP

- Books closed. Elicit jobs associated with celebrities and write them on the board. For example: *singer, actor*, etc.
- Have students describe some celebrities' appearances. For example: *Tom Cruise is short*.
- Books open. Focus attention on the picture. Write on the board: *What do you think the woman is smiling about?* Elicit responses to the question and write them on the board. Encourage students to guess and have fun with the activity.

Activity 1

- Focus attention on the model conversation.
- Preteach words and phrases students might not be familiar with. For example: *ceremony* and *I wish!*
- Have students read the conversation silently, without doing the activity.
- Have students do the activity on their own.
- Watch the video. Allow time for students to change incorrect answers. Check answers.
- Watch again. Pause after each line of the conversation and have students repeat. Be sure to correct pronunciation and intonation.
- Have students make pairs and practice the conversation. Make sure pairs change roles, so they practice each part.

ANSWERS

1. c	2. d	3. a	4. b
------	------	------	------

VARIATION

- If you cannot watch the video in class, play the recording instead, for students to check their answers.
- When students are familiar with the conversation, have them close their books. Pause the video before Rosa's lines and have students say her lines.
- Repeat this procedure with Patrick's lines.

Activity 2

- Focus attention on the chart. Explain that the chart is color-coded and numbered. So, items in the first column, for example, can be substituted into the first box in the conversation. Demonstrate this with *movie star*. Point out the other colors and numbers, and the corresponding columns in the chart and boxes in the conversation.
- Elicit other words or activities that can go in each column. Explain to students that they can practice with their own ideas, as well as those in the book.
- Have students make pairs and practice the conversation. Make sure pairs change roles so they practice each part.

Conversation Tip

- Focus attention on the Conversation Tip. Model the example for the class. Explain that the speaker says *Really?* with a rising tone to show surprise. Model *Really?* with a falling intonation to show how we express interest.
- Have students make pairs and practice the model.

Activity 3

- Focus attention on the instructions for Student A and B. Explain that students follow these to make their own conversation.
- Model the role play with two students. Show students how they can use their own ideas, using the conversation in Activity 1 for help.
- Have students practice the role play.
- Have students video their role plays using a cell phone.
- Have students show their videos to others and offer feedback to one another.

VARIATION

- If you are unable to use cell phones in class, students can take turns performing their conversations for the class.

EXTENSION

- If you and your students use a Learning Management System or a Social Learning Platform, have students share their videos. Together with the class, decide on criteria which students can use to give feedback to each other. For example, *Student A speaks naturally. Student A speaks clearly*, etc. You can use a scale from 1 to 5.

EXTRA IDEA

- Play this game with your class. Write the names of several celebrities that your students are familiar with on slips of paper.
- Have individual students come to the board and select a slip at random. The other students in the class have to ask *yes/no* questions to identify the celebrity on the slip of paper. Students can ask questions such as:
Is it a woman?
Is she an actor?
Does she have long hair?
- Each student gets to ask two questions to guess who the celebrity is.

TEACHER RESOURCE CENTER

Print Unit 8 Video Worksheet from the Teacher Resource Center for additional in-class video practice.

SMART CHOICE ONLINE

Remind students that there are extra conversation practice activities on Online Practice.

LANGUAGE PRACTICE

The goal of this section is to present and practice the target grammar: *be like* and *look like*.

- Books closed. Elicit the adjectives from page 50, and any that they know from page 53. Write them on one side of the board.
- Draw a two-column chart titled *Appearance* and *Personality* on the other side of the board. Have students come to the board and copy the adjectives in the appropriate column. Elicit adjectives that describe personality and write them in the appropriate column.
- Books open. Write the questions and answers from the Language Practice box on the board. Explain that we use *be like* for personality and *look like* for appearance. When using *look like*, *do* or *does* is used in the question form. For example: *What does she look like?*
- Direct students to page 121 of the Grammar Reference for more information and practice.
- **LANGUAGE NOTE:** The use of *like* can be very confusing for students. In addition to the uses of *like* presented in the Language Practice box, we can say *I like* to mean *I enjoy*. If your students watch English-language movies, they may be aware that *like* can be used as a kind of pause, similar to *um* or *uh*. For example: *I, like, don't know what to say.*

TEACHER RESOURCE CENTER

Launch Unit 8 PowerPoint™ slide show from the Teacher Resource Center for additional grammar presentation and practice.

Activity 1

- Focus attention on the two columns. Explain that students match the questions on the left with the answers on the right.
- Review the vocabulary items before students start the activity.
- Have students do the activity on their own.
- Have students check answers in pairs. Then check answers as a class.
- **CULTURE NOTE:** Natalie Portman, born in Jerusalem in 1981, is a female actor. She grew up in the U.S. She's 1.60m and has dark hair. She had a role in *Star Wars Episodes I–III*.

ANSWERS

1. d 2. b 3. e 4. a 5. c

Activity 2

- Focus attention on the four conversations. Explain to students that they need to complete the conversations with questions.
- Have students do the activity on their own and then check with a partner.
- Check answers as a class.
- **CULTURE NOTE:** Trevor Noah is a South African comedian, television host, producer, actor and writer. He is the current host of *The Daily Show*. Ariana Grande is an American singer, songwriter, and actress.

ANSWERS

1. What does she look like?
2. What's he like?
3. What do they look like?
4. What's she like?

VARIATION

To check answers, have students make pairs. Ask pairs to read the conversations out loud.

Activity 3

- Focus attention on the example conversation and write them on the board. Show students how the conversation can be adapted by erasing *Carlos Rodriguez* in the example on the board. Replace this with a friend's name.
- In pairs, have students ask and answer questions like those in Activity 2.

TEACHER RESOURCE CENTER

Print Unit 8 Worksheets 1 and 2 from the Teacher Resource Center for additional in-class speaking practice.

PRONUNCIATION

The goal of this section is to focus on linking *does* and *is* in questions.

Activity 1

Focus attention on the examples. Explain that the *t* sound in *What* often sounds like *d*, and that the words *What does he* and *What is she* often sound like one word. Model the examples. Then play the recording.

Activity 2

Play the recording again. Have students practice saying the examples in Activity 1.

SMART CHOICE ONLINE

Remind students that there are extra grammar practice activities on Online Practice.

LISTENING

The goal of this section is to practice listening for the main idea, to practice listening for specific information, and to introduce some new vocabulary.

Activity 1

- This activity introduces ten new vocabulary items: *athletic, confident, friendly, intelligent, messy, relaxed, shy, stylish, unfriendly, and unhealthy*.
- Focus attention on the pictures. Have students describe the people. Model each new vocabulary item and have students repeat.
- Have students do the activity on their own.
- Have students check answers in pairs. Then check answers as a class.

POSSIBLE ANSWERS

- A. He looks like a musician, He is relaxed
- B. She looks like a teacher, She is stylish and intelligent
- C. She looks like an athlete/a student, She is athletic and confident
- D. He looks like a student/a teacher, He is friendly

Activity 2

- Focus attention on the pictures and the places where students need to number the activity.
- Play the recording and have students do the activity.
- Have students check answers in pairs. Then check answers as a class.

ANSWERS

- A. 4 B. 3 C. 2 D. 1

Activity 3

- Focus attention on the answer choices.
- Play the recording again. Have students choose the correct answers.
- You can stop the recording after each conversation to give time for students to answer.
- Have students check answers in pairs. Then check answers as a class.

ANSWERS

1. a 2. a 3. b 4. b

Activity 4

- In this activity, students listen to a continuation of conversation 1 in Activity 2.
- Preview the answer choices. You may want to preteach *elementary school*.
- Play the recording. Have students check answers in pairs. Then check answers as a class.

ANSWERS

1. Alex 2. works in television 3. teachers

EXTENSION

Have students discuss some of the topics raised in the listening activities. Say *John thinks elementary school teachers are smart*. Then ask *What do you think?* and *Do you think college teachers are smarter than elementary school teachers?*

SMART TALK

Teaching notes for the Smart Talk activity begin on page T-98.

SMART CHOICE ONLINE

Remind students that there is an extra video activity on Online Practice.

READING

The goal of this section is to practice reading comprehension.

Activity 1

- Books open. Have students focus attention on people in the photos.
- Put the students in pairs to describe the people in the photos.
- Elicit a few descriptions from the students. Encourage them to use *look like* as well as describing physical appearance and personality.

Activity 2

- Focus attention on the article.
- Ask *How many paragraphs are there in the reading? (There are four paragraphs.)*
- Point out that there are four people in the pictures. Explain that there are two people talking about their friends in this reading. Each person describes two friends in two different places.
- Have students scan the article quickly and identify the people in the pictures, then check their answers with a partner.
- Check answers as a class.

ANSWERS

- A. Yuko
- B. Hannah
- C. Jane
- D. Charlie
- E. Evandro
- F. Daniel

Hannah is the African American woman, Jane is the blonde woman, and Yuko is the Japanese woman.
Charlie is the student, Daniel is the red-haired football player, and Evandro is the Brazilian.

Activity 3

- Focus attention on the items and the answer choices.
- Tell students not to be concerned if they do not understand every word.
- Then have students read the article and do the activity on their own.
- Have students check answers in pairs. Then check answers as a class.

ANSWERS

- | | | | |
|------|------|------|------|
| 1. b | 2. b | 3. b | 4. b |
|------|------|------|------|

VARIATION

- If your students need extra support with reading, play the recording to the class.

EXTENSION

- Have students write questions about the reading. For example: *What's Jane like?*
- Have students read their questions to the class.
- Have other students answer the questions.

CHALLENGE WORDS

- Focus attention on the words in blue in the article and explain that these are challenge vocabulary items.
- Write each sentence containing blue words on the board.
- If these challenge words haven't been defined by this point, ask students to use the context of the sentence to guess the definition of each one, and then check their guesses in a dictionary. Elicit and write the correct definitions on the board.
- Have students create new sentences for each of the challenge items and share them with the class.

Activity 4

- Focus attention on the question.
- Write the example conversation on the board. Show how they can be changed. For example, in the model, replace *My friend Luis* with *My brother Paul*.
- Have students do the activity in groups.
- Allow time for groups to discuss the answer. Then elicit answers from individual students.

EXTENSION

- Have students write paragraphs about someone they know and admire, like the examples in the reading.
- Write the following questions on the board:
What is the person like?
What does the person look like?
Why do you admire this person?
- When students have completed the activity, have some read their paragraphs for the class.

WRITING

Teaching notes for the Writing section are on page T-111.

SPEAKING

The goal of this section is to practice the language in the unit in an enjoyable, meaningful, and personalized way.

TEACHER RESOURCE CENTER

Print Unit 8 Test from the Teacher Resource Center for an end-of-unit assessment.

Activity 1

- Focus attention on the chart. Ask *What are the two types of things the chart asks about? (personality, interests)*
- Review the vocabulary. Elicit an explanation or an example for the words. For example: *Victor is funny. Everyone laughs at his jokes. Adam is patient. He can wait for things without getting upset. I like sports, especially soccer and basketball.*
- Have students complete the chart on their own.

ANSWERS

Answers will vary.

EXTENSION

Write on the board: *Is it important to be funny? How important is it? How important is being confident? How important is an interest in music?* Ask students the questions. Elicit *very important, important, or not important*. Demonstrate how to adapt the questions. For example: *How important is being smart?* Students can use these questions to compare answers in Activity 2.

Activity 2

- Model the activity with a student. Ask *Is it important to you that your friend is funny?* Elicit the response. For example: *Yes, it is very important to me./No, it isn't important to me.*
- Have students make groups and compare answers. Have students divide the items in the chart, so that each member of the group asks about at least one quality. Make sure everyone takes notes on each member's responses.
- Ask the groups to report their answers to the class. For example: *Everyone thinks it's important for a friend to be helpful. Most people think it's important that friends are interested in sports.*

Activity 3

- Focus attention on the description in the example. Point out that there is one sentence about looks, one about personality, and one about interests.
- Have students complete the activity on their own.
- Ask students to read their descriptions to the class.

Activity 4

- Have students go online to find information about a famous person. Have students make notes of words about personality.
- Have students present their information to the class.
- Remind students that they can also share the information they find on the Discussion Board on Online Practice. You might also want to ask them to use the Discussion Board for the next unit's Warm-Up activity.

09

You can visit the zoo.

SPEAKING
Tourist sites
GRAMMAR
Can and *can't*
LISTENING
Describing attractions
READING
A famous city

Vocabulary: bridge, cathedral, market, mosque, museum, park, statue, zoo; camping, city break, safari, trail riding

Conversation: Recommending places to see

Language Practice: *Can* and *can't*

Pronunciation: Reduction of *can*

Listening: Describing places to see

Smart Talk: An information gap activity about famous events

Reading: An article about Istanbul

Writing: An article about your hometown

Speaking: A discussion and presentations about places to visit

VOCABULARY

The goal of this section is to present and practice the target vocabulary: tourist attractions.

WARM-UP

- Books closed. Write the name of a well-known city, such as *New York City*, on the board. Elicit tourist attractions such as *The Statue of Liberty*, and write them on the board.
- Then ask *What are some tourist attractions in your city?* Elicit answers and write them on the board.
- If students contributed to the Warm-Up Discussion Board as part of the Online Practice, look at their comments now with the class.

Activity 1

- Books open. Focus attention on the photos and the items in the box.
- Model the target vocabulary items: *cathedral*, *bridge*, etc.
- Have students complete the activity on their own, then check in pairs.
- Play the recording. Allow time for students to change incorrect answers.
- Have students check answers in pairs. Then check answers as a class.

ANSWERS

- | | | | |
|------|------|------|------|
| 1. e | 3. d | 5. b | 7. g |
| 2. c | 4. a | 6. f | 8. h |

EXPANSION

Elicit other famous parks, bridges, museums, etc., that students know.

Activity 2

- Focus attention on the places on the left and the activities you can do there on the right. Make sure students understand how to do this kind of matching activity.

- Have students do the activity on their own and then check answers with a partner.
- Check answers as a class.

ANSWERS

- | | | | | |
|------|------|------|------|------|
| 1. b | 2. e | 3. a | 4. c | 5. d |
|------|------|------|------|------|

Activity 3

- Focus attention on the model conversation and write it on the board.
- Focus attention on the attractions and the reasons that are underlined.
- Explain to students that they can change the underlined items with their own ideas.
- Model the conversation. Then model it again, this time using other attractions and reasons why you want to visit.
- Have students do the activity in pairs. Make sure pairs change roles, so they practice both parts.
- Have some pairs perform their conversations for the class.

ANSWERS

Answers will vary.

Vocabulary Tip

- Focus attention on the Vocabulary Tip. Explain to students that connecting new vocabulary to something that they know and like can help them remember more effectively.
- Have students practice this tip by writing similarly personalized sentences.
- Have students read their sentences to the class.

SMART CHOICE ONLINE

Remind students that there are extra vocabulary practice activities on Online Practice.

CONVERSATION

The goal of this section is to present and practice the target vocabulary and grammar of the unit in a typical conversation.

Note: Access the video of the conversation on the Teacher Resource Center or on the Classroom Presentation Tool.

WARM-UP

- Books closed. Write the following on the board:
Place
What to see
What to do
- Elicit a place all students are familiar with and write it on the board. Then elicit what a visitor can see there and what a visitor can do there. Write these things on the board.
- Books open. Focus attention on the picture. Write on the board: *How do the two men look?* and *Do they look excited, upset, angry, etc?* Elicit responses to the questions and write them on the board. Encourage students to guess and have fun with the activity.

Activity 1

- Focus attention on the model conversation.
- Preteach the *Zona Rosa* and *Mexico City*. See the Culture Note below for information about the Zona Rosa.
- Have students read the conversation silently, without doing the activity.
- Have students do the activity on their own.
- Watch the video. Allow time for students to change incorrect answers. Have students check answers in pairs. Check answers.
- Watch the video again. Pause after each line of the conversation and have students repeat. Be sure to correct pronunciation and intonation.
- Have students make pairs and practice the conversation. Make sure pairs change roles, so they practice each part.
- CULTURE NOTE:** The Zona Rosa is a neighborhood near the historic center of Mexico City. It is famous for art galleries, restaurants, antique stores, and nightclubs.

ANSWERS

1. b 2. d 3. c 4. a

VARIATION

- If you cannot watch the video in class, play the recording instead for students to check their answers.
- When students are familiar with the conversation, have them close their books. Pause the video before Ricardo's lines and have students say his lines.

Activity 2

- Focus attention on the chart. Explain that the chart is color-coded and numbered. So, items in the first column, for example, can be substituted into the first box in the conversation. Demonstrate this with *New York*. Point out the other colors and numbers, and the corresponding columns in the chart and boxes in the conversation.
- Elicit other words or activities that can go in each column. Explain to students that they can practice with their own ideas as well as those in the book.
- Have students make pairs and practice the conversation. Make sure pairs change roles, so they practice each part.
- CULTURE NOTE:** SoHo is the name of a neighborhood in New York City with expensive stores, restaurants, and galleries. There is also a Soho neighborhood in London, but it does not have a capital H. Oxford Street is a very busy shopping street in London with more than half a million visitors daily.

Activity 3

- Focus attention on the instructions for Student A and B. Explain that students follow these to make their own conversation.
- Model the role play with two students. Show students how they can use their own ideas, using the conversation in Activity 1 for help.
- Have students practice the role play.
- Have students video their role plays using a cell phone.
- Have students show their videos to others and offer feedback to one another.

VARIATION

- If you are unable to use cell phones in class, students can take turns performing their conversations for the class.

EXTENSION

- If you and your students use a Learning Management System or a Social Learning Platform, have students share their videos. Together with the class, decide on criteria which students can use to give feedback to each other. For example, *Student A speaks naturally. Student A speaks clearly.* etc. You can use a scale from 1 to 5.

EXTRA IDEA

- Have students write a short description of an interesting place in their town or city.
- Have individual students read their descriptions to the class. Have other students guess the place.

TEACHER RESOURCE CENTER

Print Video Worksheet 9 from the Teacher Resource Center for additional in-class video practice.

SMART CHOICE ONLINE

Remind students that there are extra conversation practice activities on Online Practice.

LANGUAGE PRACTICE

The goal of this section is to present and practice the target grammar: *can* and *can't*.

- Books closed. Explain that *can* has a number of meanings. The meaning of *can* presented here expresses possibility rather than ability. For example: *I can buy flowers at the market*, rather than *I can sing*.
- Books open. Review all the examples in the Language Practice box. Point out the position of *can*, the pronoun, and the main verb in the questions. Then show the position of the pronoun in the statements.
- Direct students to page 122 of the Grammar Reference for more information and practice.

TEACHER RESOURCE CENTER

Launch Unit 9 PowerPoint™ slide show from the Teacher Resource Center for additional grammar presentation and practice.

Activity 1

- Focus attention on the five questions. Explain that students need to fill in the blanks with *can* and one of the verbs in the box.
- Have students complete the activity on their own.
- Have students check answers in pairs. Then check answers as a class.

ANSWERS

- | | | |
|---------------|-------------|--------------|
| 1. can, take | 3. can, buy | 5. can, meet |
| 2. can, watch | 4. can, eat | |

Activity 2

- Focus attention on the activity.
- Make sure students understand that they have to put the words and phrases in order to make sentences. The sentences make a conversation.
- Have students complete the activity on their own then check in pairs.
- Check answers. Have students make pairs and practice the conversation. Then have students switch roles and practice again.
- **CULTURE NOTE:** The original Guggenheim Museum is in New York City. There are now sister museums in Bilbao, Abu Dhabi (under development), Berlin, and Venice. All of these museums combine distinguished architecture with great works of art.

ANSWERS

1. Where can I see some paintings in this city?
2. You can visit the Guggenheim Museum.
3. Can I buy souvenirs somewhere?
4. You can find a lot of good things at the market.
5. Can I take a train to the capital?
6. Yes, you can, but it's cheaper to take the bus.

Activity 3

- Focus attention on the model conversation in the book and write it on the board.
- Explain that the first line of the conversation is the first question in Activity 1. The third line is a follow-up question.
- Focus attention on the underlined items in the model. Explain that students can change the conversation with the questions from Activities 1 and 2, and their own ideas.
- Model the conversation. Then model it again, this time using other places and time expressions.
- Elicit another example. Then have students do the activity in pairs. Make sure pairs change roles, so they practice both parts.
- Have some pairs perform their conversations for the class.

ANSWERS

Answers will vary.

PRONUNCIATION

The goal of this section is to focus on reduction of *can*.

Activity 1

Model the examples. Explain that *can* is usually not stressed in a sentence, and is often linked to the word that comes after it. *Can't*, however, is usually stressed, and is not linked to other words. Then play the recording.

Activity 2

Play the recording again. Have students practice saying the examples in Activity 1.

SMART CHOICE ONLINE

Remind students that there are extra grammar practice activities on Online Practice.

LISTENING

The goal of this section is to practice listening for the main idea, to practice listening for specific information, and to introduce some new vocabulary.

Activity 1

- This activity introduces four new vocabulary items: *camping*, *city break*, *safari*, and *trail riding*.
- Focus attention on the pictures. Have students describe what they see. For the first picture, ask *What do you see?* Elicit sentences, such as: *The people are in a city. There are old buildings.* Repeat this procedure with the other pictures.
- Model each new vocabulary item and have students repeat.
- Have students write the letter of the word on the correct photo.
- Have students check answers in pairs. Then check answers as a class.

ANSWERS

- | | | | |
|------|------|------|------|
| 1. c | 2. a | 3. b | 4. d |
|------|------|------|------|

Activity 2

- Focus attention on the chart. Ask *What places are the speakers talking about?* Elicit Nairobi, Arizona, Quebec City, and Vienna. Elicit the countries for each city: Kenya, the United States, Canada, and Austria.
- Point out that as they listen, students will draw an arrow from the speaker to the place, to the description, and finally to the activity.
- Play the recording and have students do the activity.
- Have students check answers in pairs. Then check answers as a class.

ANSWERS

Maria – Vienna – The Opera House – city break
Richard – Arizona – Grand Canyon – camping
Thomas – Nairobi – Green City in the Sun – safari
Veronique – Quebec City – St. Lawrence River – trail riding

Activity 3

- Focus attention on the statements and have students read them so they know what to listen for.
- Play the recording and have students choose *True* or *False*.
- Have students check answers in pairs. Then check answers as a class.

ANSWERS

- | | |
|----------|----------|
| 1. True | 5. False |
| 2. True | 6. True |
| 3. False | 7. True |
| 4. True | 8. False |

EXTRA IDEA

Play the recording again or have students turn to the audio script. Have students take notes on other details. Then have students write one true and one false statement. Ask students to read a sentence to the class and elicit if it is true or false.

Activity 4

- In this activity, students listen to a continuation of the four conversations in Activity 2. The four speakers recommend other places to visit in their countries.
- Focus attention on the items. You may want to preteach *local*, *desert*, *coast*, *reggae*, *blues*, *salsa*, *gallery*, *scuba diving*, *traditional*, *marathon*, and *comedy*. Explain that students choose the things the speakers talk about.
- Play the recording and have students do the activity.
- Have students check answers in pairs. Then check answers as a class.

ANSWERS

1. Kitzbuhel: skiing, visit the old town, see paintings by local artists
2. Tucson: Museum of Photography, 300 airplanes
3. Mombasa: scuba diving, traditional music, run a marathon
4. Montreal: comedy festival, jazz, theater

EXTENSION

- Write additional comprehension questions on the board:
How old is Kitzbuhel?
Where are the airplanes? What other kinds of music can you hear in Mombasa?
What's the name of the comedy festival?
- Have students turn to the audio scripts to check the answers.
- Check answers with the class.

TEACHER RESOURCE CENTER

Print Unit 9 Worksheet 1 from the Teacher Resource Center for additional in-class speaking practice.

SMART TALK

Teaching notes for the Smart Talk activity begin on page T-100.

SMART CHOICE ONLINE

Remind students that there is an extra video activity on Online Practice.

READING

The goal of this section is to practice reading comprehension.

Activity 1

- Focus attention on the photos of Istanbul. Ask *What do you see? Do you know these places?* and *What do you know about them?* Elicit answers.
- **CULTURE NOTE:** Istanbul was founded in 660 BCE (Before the Common Era) and was known as Byzantium. The city was also called Constantinople at one time. Istanbul served as the capital of the Roman, Byzantine, Ottoman, and Latin empires. With more than 13 million visitors in 2018, it is the world's fifth most popular tourist destination.

POSSIBLE ANSWERS

The Grand Bazaar, the Blue Mosque, Topkapi Palace Museum

Activity 2

- Books closed. Tell students not to be concerned if they do not understand every word.
- Books open. Have students read the article and do the activity on their own.
- Have students check answers in pairs. Then check answers as a class.

ANSWER

1. c 2. d 3. e 4. b 5. a

VARIATION

If your students need extra support with reading, play the recording to the class.

Activity 3

- Focus attention on the questions. Have students read the article again and write answers to the questions.
- Have students check answers in pairs. When checking answers as a class, have individual students read the questions one at a time. After each question, elicit the answer.

ANSWERS

1. The Grand Bazaar is an enormous, very old market.
2. You can buy traditional Turkish carpets, gold jewelry, and leather goods there.
3. You can see the blue tiles on the walls and two hundred and fifty colorful glass windows.
4. It was a sultan's palace.

CHALLENGE WORDS

- Focus attention on the words in blue in the article and explain that these are challenge vocabulary items.
- Write each sentence containing blue words on the board.
- If these challenge words haven't been defined by this point, ask students to use the context of the sentence to guess the definition of each one, and then check their guesses in a dictionary. Elicit and write the correct definitions on the board.
- Have students create new sentences for each of the challenge items and share them with the class.

Activity 4

- Focus attention on the questions and on the example conversation. Write them on the board.
- Show students how the example conversation can be adapted by erasing *go to the Topkapi Palace Museum* in the example on the board. Replace this with *shop in the Grand Bazaar*.
- Have students make groups and discuss the question.

WRITING

Teaching notes for the Writing section are on page T-112.

SPEAKING

The goal of this section is to practice the language in the unit in an enjoyable, meaningful, and personalized way.

Activity 1

- Books closed. Ask *What do you know about Patagonia?* If possible, elicit the following facts:
It's very beautiful.
There is a lot of wildlife there.
You can go skiing and trail riding.
It has glaciers.
There are whales.
- Books open. Focus attention on the pictures and the question.
- Elicit answers.

SUGGESTED ANSWERS

You can see wildlife, including whales.
You can see glaciers.
You can go skiing and trail riding.

Activity 2

- Books closed. Elicit activities that students do in your country. Write students' responses on the board.
- Books open. Go over the questions in the book. If necessary, teach *spring, summer, fall, and winter*.
- Choose a place that students are familiar with. Then focus attention on the first question and elicit several answers. Write these on the board. Review the tourist attractions vocabulary items (*zoo, park, statue, etc.*), on page 56, and the verbs (*buy, take, eat, etc.*) on page 58, if necessary.
- Have students do the activity in groups.
- When they have completed the activity, elicit some answers and write them on the board.

ANSWERS

Answers will vary.

EXTENSION

- Have each student think of one interesting place to visit in their country, such as a museum or a park. Tell students NOT to share the place with anyone.
- Have students make small groups and have them take turns asking *yes/no* questions to try to guess each student's interesting place.

Activity 3

- Have students work in the same groups from Activity 2. Have them prepare a presentation using their discussion and notes. Each member of the group should participate in the presentation.

- Suggest ways students can organize their information. For example: each student could answer one or more questions, or each student could cover one or more places.
- Have groups give their presentation to the class.

VARIATION

Instead of students giving their presentation to the class, have each group give the presentation to another group.

Activity 4

- Have students go online to find out information about things to do in a particular country. Suggest that they can search for the name of the country and *the most interesting things to do*. If necessary, explain that they can usually find this information on the website of an official tourist organization for that country as well as popular tourist websites.
- Have students write a text with the information, or present it to the class.
- Remind students that they can also share the information they find on the Discussion Board on Online Practice. You might also want to ask them to use the Discussion Board for the next unit's Warm-Up activity.

TEACHER RESOURCE CENTER

Print Unit 9 Worksheet 2 from the Teacher Resource Center for additional in-class speaking practice.

Print Unit 9 Test from the Teacher Resource Center for an end-of-unit assessment.

VIDEO

The goal of this section is to review, practice, and expand on the language presented in Units 7–9 in a fun and challenging way, by using an authentic video and providing more comprehension and speaking practice.

Note: Access the video on the Classroom Presentation Tool or on the Teacher Resource Center.

Activity 1

- Books open. Focus attention on the useful language and the Culture Tip and have the students read them. Point out that wearing second-hand clothing is popular in the US. Tell the class about an article of second-hand clothing you have or had. Ask *Is anyone wearing traditional clothing today? Is anyone wearing second-hand clothing?*
- Focus attention on the photo. Ask *Where is this? What are the people doing?*
- Have students complete the activity in pairs.

Activity 2

- Focus attention on the items of clothing. Model the words.
- Preteach new words and phrases from the video, such as *adventure, trousers, personally, iron, dye, impress* and *discover*.
- Watch the video and have students complete the activity individually, then check answers with a partner.
- Check answers as a class.

ANSWERS

Check: a skirt, jeans, shoes, trousers (pants), a shirt

Activity 3

- Focus attention on the statements. Have students read them.
- Watch the video again and have students complete the activity.
- Have students check answers with a partner, then check answers as a class.

ANSWERS

- | | |
|------------|----------------|
| 1. Ghana | 4. countryside |
| 2. can | 5. more |
| 3. cheaper | 6. African |

Activity 4

- Model the activity. Show or draw a picture of traditional clothing from your country. Describe it to the class.
- Group students to complete the activity.
- Call on students to tell the class about their partner's traditional clothing.

ANSWERS

Answers will vary.

SMART CHOICE ONLINE

Remind students that there are extra conversation and video activities on Online Practice.

READING

The goal of this section is to review, practice, and expand on the language presented in Units 7–9, by using a reading text and providing more comprehension and speaking practice.

Activity 1

- Have students look at the photos and texts quickly.
- Have students answer the question.

Activity 2

- Focus attention on the web page. Preteach *mermaid*, and any other words or phrases your students may not understand.
- Review the items. Then have students read the three people's posts and do the activity on their own. Check answers.
- **CULTURE NOTE:** Recife is a city in northeast Brazil. Carnaval is a festival which takes place in many cities in Brazil forty days before Easter.

ANSWERS

- | | |
|---------|---------|
| 1. Mila | 3. Mila |
| 2. Eun | 4. Juan |

EXTENSION

- Have students write other questions. For example: *What does Mila do?* or *What are the people in Recife like?*
- Students can ask these questions to the class, or can write questions which they pass to a partner to answer.

Activity 3

- Copy the frame for the article on the board. Complete it for yourself. Show how the frame can be used to create a longer description.
- Have students write the description on their own. Then have students share their descriptions in groups.

SMART CHOICE ONLINE

Remind students that there is an extra reading activity on Online Practice.

Remind students that there is a progress test on Online Practice for a self-assessment of Units 7–9.

10

Is there a coffee shop?

SPEAKING
Places around town
GRAMMAR
There is and there are
LISTENING
City facilities
READING
An airport

Vocabulary: bank, bookstore, coffee shop, convenience store, department store, electronics store, fast food restaurant, restaurant, post office; bus station, swimming pool

Conversation: Describing places in the neighborhood

Language Practice: *There is vs there are*

Pronunciation: Word stress in compound nouns

Listening: Asking for directions

Smart Talk: An information gap activity about places in the neighborhood

Reading: An article about Changi Airport

Writing: An email describing where you live

Speaking: A talk about the best places to go and things to do in town

VOCABULARY

The goal of this section is to present and practice the target vocabulary: places in the neighborhood.

WARM-UP

- Books closed. Ask *Where do you go every week?* Elicit answers such as *to class, to work, to the gym, to the cafe, near the school*, etc. Then ask *What is your favorite place in your neighborhood?* Elicit answers and write them on the board.
- If students contributed to the Warm-Up Discussion Board as part of the Online Practice, look at their comments now with the class.

Activity 1

- Books open. Focus attention on the picture. Check to see which places the students already know.
- Model the target vocabulary items: *coffee shop, fast food restaurant*, etc.
- Have students complete the activity on their own.
- Play the recording. Allow time for students to change incorrect answers and check with a partner.
- Check answers as a class.
- LANGUAGE NOTE:** A *café* and a *coffee shop* are synonyms. Many cafés and bookstores provide free wifi to customers, but a password is often needed.

ANSWERS

- | | | |
|------|------|------|
| 1. i | 4. f | 7. d |
| 2. a | 5. c | 8. h |
| 3. e | 6. g | 9. b |

Activity 2

- Explain that students need to match the places on the left with activities on the right. Focus attention on the example.
- Have students do the activity on their own.
- Have students check answers in pairs. Then check answers as a class.

ANSWERS

- | | | |
|------|------|------|
| 1. f | 3. a | 5. c |
| 2. e | 4. b | 6. d |

Activity 3

- Focus attention on the model conversation. Model it for the class and write it on the board. Show students how to change the model by replacing *a convenience store* with *a department store*.
- Have students do the activity in pairs.
- Then ask some pairs to perform for the class.

ANSWERS

Answers will vary.

EXTRA IDEA

- Have students name their favorite businesses in their neighborhood. Ask questions, such as: *What's the name of your favorite bookstore?* and *What's the name of your favorite coffee shop?* Encourage students to agree or disagree. Elicit expressions such as: *Really? I don't like that place.* or *Me, too! That place is great!* and write them on the board.
- Have students do the activity in groups.

SMART CHOICE ONLINE

Remind students that there are extra vocabulary practice activities on Online Practice.

CONVERSATION

The goal of this section is to present and practice the target vocabulary and grammar of the unit in a typical conversation.

Note: Access the video of the conversation on the Teacher Resource Center or on the Classroom Presentation Tool.

WARM-UP

- Books closed. Ask *What do you buy every day or most days?* Elicit answers, such as *coffee*, etc.
- Then ask follow-up questions, such as *Where do you usually buy your coffee?* and *Where do you usually buy your sandwiches?* Then ask *Where is that store?* Elicit answers.
- Books open. Focus attention on the picture. Write on the board: *What do you think the woman is saying to the man?* Elicit responses to the questions and write them on the board. Encourage students to guess and have fun with the activity.

Activity 1

- Focus attention on the picture. Ask students what they think the person is asking about.
- Focus attention on the model conversation.
- Preteach words and phrases students might not be familiar with, such as *downtown*.
- Have students read the conversation silently, without doing the activity.
- Have students do the activity on their own.
- Watch the video. Allow time for students to change incorrect answers and check with a partner. Check answers.
- Watch the video again. Pause after each line of the conversation and have students repeat. Be sure to correct pronunciation and intonation.
- Have students make pairs and practice the conversation. Make sure pairs change roles so they practice each part.

ANSWERS

1. d	2. c	3. b	4. a
------	------	------	------

- If you cannot watch the video in class, play the recording instead for students to check their answers.
- When students are familiar with the conversation, have them close their books. Pause the video or recording before the guest's lines and have students say his lines.

Activity 2

- Focus attention on the chart. Explain that the chart is color-coded and numbered, and that items in the first column, for example, can be substituted into the first box in the conversation. Demonstrate this with *buy some shoes*. Point out the other colors and numbers, and the corresponding columns in the chart and boxes in the conversation.

- Elicit other words or activities that can go in each column. Explain to students that they can practice with their own ideas, as well as those in the book.
- Have students make pairs and practice the conversation. Make sure pairs change roles, so they practice each part.

Conversation Tip

- Focus attention on the Conversation Tip. Explain what *echo* means. Model the example for the class. Explain that the purpose of an echo question is to check that you have understood correctly.
- Have students find other examples of echo questions in other Conversation sections in the book. For example, on page 11, Brian says *Sara?*

EXTRA IDEA

- Have students look at the conversation in Unit 9, page 57. Ask two students to read it for the class.
- Have students make pairs. Tell students to find places where the speakers could check their understanding by asking echo questions.
- Pairs can write or say their answers.
- Have some pairs perform their conversations for the class.

Activity 3

- Focus attention on the instructions for Student A and B. Explain that students follow these to make their own conversation.
- Model the role-play with two students. Show students how they can use their own ideas, using the conversation in Activity 1 for help.
- Have students practice the role-play.
- Have students video their role-plays using a cell phone.
- Have students show their videos to others and offer feedback to one another.

VARIATION

- If you are unable to use cell phones in class, students can take turns performing their conversations for the class.

EXTENSION

- If you and your students use a Learning Management System or a Social Learning Platform, have students share their videos. Together with the class, decide on criteria which students can use to give feedback to each other. For example, *Student A speaks naturally. Student A speaks clearly.* etc. You can use a scale from 1 to 5.

SMART CHOICE ONLINE

Remind students that there are extra conversation practice activities on Online Practice.

LANGUAGE PRACTICE

The goal of this section is to present and practice the target grammar: *there is* and *there are*.

- Books closed. Write the following question on the board: *Is there a bank in the neighborhood?* Elicit answers for the area around your school. Repeat with other businesses (*bookstore, coffee shop, etc.*) until you have elicited several affirmative and negative responses.
- Books open. Write the statements with *there is* and *there isn't* from the Language Practice box on the board. Change the sentences (for example: change *bank* to *coffee shop*) to make true statements about the neighborhood of your school. Then have the class make true statements with *there is* and *there isn't*.
- Repeat this procedure with *there are* and *there aren't*.
- Direct students to page 123 of the Grammar Reference for more information and practice.

TEACHER RESOURCE CENTER

Launch Unit 10 PowerPoint™ slide show from the Teacher Resource Center for additional grammar presentation and practice.

Activity 1

- Focus attention on the questions. Explain that students are to complete the questions with *Is there* or *Are there*.
- Have students complete the activity on their own and check in pairs.
- Check answers as a class.

ANSWERS

- | | |
|-------------|--------------|
| 1. Is there | 3. Are there |
| 2. Is there | 4. Are there |

Activity 2

- Focus attention on the items. Explain that students need to match the first part of the sentence in the left column with the correct completion in the right column.
- Have students do the activity on their own.
- Check answers.

ANSWERS

- | | |
|------|------|
| 1. d | 3. a |
| 2. c | 4. b |

Activity 3

- Books closed. Write the prepositions from the *Useful Language* box on the board. Make simple line drawings to show what they mean.
- Books open. Write the first sentence on the board. Show students how to change the sentence using prepositions and the places presented in the unit. For example: *There is a really nice restaurant on the next block.*
- Have students do the activity in pairs.

ANSWERS

Answers will vary.

VARIATION

- Instead of presenting the prepositions to the students, see if students already know them.
- Books closed. Draw simple line drawing to show *across the street, around the corner, etc.* Elicit the prepositions. Then have students open their books and do the activity.

PRONUNCIATION

The goal of this section is to focus on the word stress in compound nouns.

Activity 1

Model the examples. Then play the recording.

Activity 2

Play the recording again. Have students practice saying the examples in Activity 1.

SMART CHOICE ONLINE

Remind students that there are extra grammar practice activities on Online Practice.

LISTENING

The goal of this section is to practice listening for the main idea, to practice listening for specific information, and to introduce some new vocabulary.

Activity 1

- This activity introduces two new vocabulary items: *bus station* and *swimming pool*.
- Focus attention on the pictures. Have students describe what they see. You may want to teach *scale*, *lanes*, *bus stop*, *bookshelves* to help students describe the pictures.
- Model each new vocabulary item and have students repeat.
- Have students write the letter of the word or phrase on the correct picture.
- Have students check answers in pairs. Then check answers as a class.

ANSWERS

1. d 2. a 3. c 4. b

Activity 2

- Focus attention on the example. Explain that there are four conversations. Students check the places they hear.
- Play the recording and have students do the activity and check in pairs.
- Check answers as a class before doing the next activity.

ANSWERS

Check: swimming pool, bus station, shoe store, coffee shop

Activity 3

- Have students listen to the conversations again and write the name of the place, then match the places in the column on the left with the location on the right.
- Play the recording again. Students can write or say the answers. You can stop the recording after each conversation, to give time for students to answer and check answers with a partner.
- Check answers as a class.

ANSWERS

1. swimming pool, d	2. bus station, a	3. shoe store, b	4. coffee shop, c
---------------------	-------------------	------------------	-------------------

EXTENSION

- Write other comprehension questions on the board. For example:
When is the swimming pool open?
How does the clerk describe the cost of the bus ride?
Is Market Street nearby?
What's the name of the cafe the clerk recommends?
- Have students listen again and answer the questions.

Activity 4

- In this activity, students listen to a continuation of the four conversations in Activity 2.
- Focus attention on the picture next to the activity. Ask the following questions:
Where is the man swimming?
Is he inside or outside?
Is he having fun?
Does he like the pool?
- Then focus attention on the answer choices. Play the recording.
- Have students check answers in pairs. Then check answers as a class.

ANSWERS

Problems: The size of the swimming pool, The age of the bus, The price of a taxi downtown.

EXTENSION

- Write other comprehension questions on the board. For example:
What time does the swimming pool close?
What's the problem with the bus?
How much does it cost to take a taxi downtown?
Where do they have stamps?
Where are the bookstores?
- Have students listen again and answer the questions.

EXTRA IDEA

- Have students role play a conversation between a hotel guest and a front desk clerk. The hotel guest can ask the front desk clerk to recommend places to go and things to do in the students' town. Students can take turns playing the role of the front desk clerk.
- You can extend this activity by having students return to the front desk clerk, as in the Listening Plus activity, having had problems with the places which were originally recommended.

TEACHER RESOURCE CENTER

Print Unit 10 Worksheet 1 from the Teacher Resource Center for additional in-class speaking practice.

SMART TALK

Teaching notes for the Smart Talk activity begin on page T-102.

SMART CHOICE ONLINE

Remind students that there is an extra video activity on Online Practice.

READING

The goal of this section is to practice reading comprehension.

Activity 1

- Books open. Focus attention on the article. Ask *What do you know about Singapore?* Elicit answers. Then ask *What do visitors usually do in airports?* If students don't know much about Changi Airport, focus specifically on the photos and the captions. Ask *What do you see?* Elicit *The rain vortex* and *walking net*.

Activity 2

- Tell students not to be concerned if they do not understand every word.
- Have students read the article and do the activity on their own.
- Have students check answers in pairs. Then check answers as a class.

ANSWERS

movie theaters, trees, restaurants, waterfall, stores

VARIATION

If your students need extra support with reading, play the recording to the class.

Activity 3

- Focus attention on the questions. Review them with the class. Read the first question and elicit the completion (are).
- Have students do the activity on their own.
- Have students check answers in pairs. Then check answers as a class.

ANSWERS

1. are there, four
2. How many, are there, 65 million
3. How many, are there, 3,000
4. How, is, 40 metres
5. Jewel Changi, 30 minutes

CHALLENGE WORDS

- Focus attention on the words in blue in the article and explain that these are challenge vocabulary items.
- Write each sentence containing blue words on the board.
- If these challenge words haven't been defined by this point, ask students to use the context of the sentence to guess the definition of each one, and then check their guesses in a dictionary. Elicit and write the correct definitions on the board.
- Have students create new sentences for each of the challenge items and share them with the class.

Activity 4

- Focus attention on the example conversation. Show students how they can adapt it with their own ideas. Model the activity by describing an airport you know.
- Have students do the activity in pairs.

EXTRA IDEA

- Have students research other well-known airports around the world online. For example, the Hong Kong International Airport, Incheon Airport and Munich Airport.
- Have students write a description of what you can do in one of the airports. They can write a short description of what a visitor can do there, similar to the description in the article.

WRITING

Teaching notes for the Writing section are on page T-112.

SPEAKING

The goal of this section is to practice the language in the unit in an enjoyable, meaningful, and personalized way.

Activity 1

- Focus attention on the picture. Ask *What city is this?* (Seattle) Have students describe what they see.
- Have the students read the sentences and ask which words are unfamiliar. Teach unfamiliar words and phrases such as *space*, *needle*, *waterfront*. Ask *Which building do you think is the Space Needle?* Elicit which activity students want to do in Seattle and why.

Activity 2

- Focus attention on the lists of places and things to do. Elicit examples of places in the students' town.
- Have students make small groups and make a list of the best places to go and things to do in their town.

Activity 3

- Model the activity. Tell the class about a good place to go and/or a thing to do in your town. Say as much as you can.
- Have students work individually to prepare a short talk. Tell them to be prepared to talk for at least a minute.
- Have students come to the front of the class to give their talks. When they finish, elicit other details about the place or activity from the class.

VARIATION

Have students make pairs or small groups and take turns giving their talks.

EXTRA IDEA

Have students make pairs and create a poster about their town (or a town or city they know well). Tell students to include a photo or drawing and to use the poster of Seattle in the Student Book as their model. Encourage them to write sentences with *can*, for example: *You can ski in the mountains!*

EXTRA IDEA

- Have one student come to the board. This student chooses a place in town and writes the place on a piece of paper.
- The other students ask ten questions about the place and then try to guess what is written on the piece of paper. The student at the board must answer the questions truthfully. The class asks questions such as: *Can you get something to eat there?* and *Is it near the station?*

Activity 4

- Have students go online to find out about a city they want to visit. Suggest that they can search for the name of the city and *tourist information*. If necessary, explain that they can usually find this information on the website of an official tourist organization for that city, as well as popular tourist websites.
- Have students write a text with the information or present it to the class.
- Remind students that they can also share the information they find on the Discussion Board on Online Practice. You might also want to ask them to use the Discussion Board for the next unit's Warm-Up activity.

TEACHER RESOURCE CENTER

Print Unit 10 Worksheet 2 from the Teacher Resource Center for additional in-class speaking practice.

Print Unit 10 Test from the Teacher Resource Center for an end-of-unit assessment.

11

I had a good time.

SPEAKING
Vacation activities
GRAMMAR
Simple past
LISTENING
Describing vacations
READING
Hotel description

Vocabulary: climb a mountain, forget your passport, have an accident, lose your luggage, miss your plane, post pictures, sit on a beach, visit an art gallery; credit card, plane ticket, passport, visa

Conversation: Describing a vacation

Language Practice: The simple past

Pronunciation: Reduction of *did you*

Listening: Conversations about problems on vacation

Smart Talk: An information gap activity about vacations

Reading: An article about a plane made into a hotel

Writing: A paragraph about a memorable vacation

Speaking: A conversation about places to go on vacation

VOCABULARY

The goal of this section is to present and practice the target vocabulary: things that happen on vacation.

WARM-UP

- Books closed. Tell students about where you go on vacation. For example: *Every year I go to _____. I visit my parents.* Then ask *Do you go on vacation? Where do you go?* Ask students to provide additional information about where they go, and why they go there. For example: *I stay with my grandparents.*
- If students contributed to the Warm-Up Discussion Board as part of the Online Practice, look at their comments now with the class.

Activity 1

- Books open. Focus attention on the picture. Check to see which activities the students already know.
- Model the target vocabulary items: *sit on the beach, forget your passport*, etc.
- Have students complete the activity on their own.
- Play the recording. Allow time for students to change incorrect answers.
- Have students check answers in pairs. Then check answers as a class.
- LANGUAGE NOTE:** *Miss* can mean *be too late for something*, as in *I missed my plane*. It can also mean *not go*, as in *I missed class*.

ANSWERS

- | | | | |
|------|------|------|------|
| 1. h | 3. b | 5. a | 7. d |
| 2. c | 4. f | 6. g | 8. e |

EXTENSION

Focus attention on the picture again. Ask questions, such as:

Did the man have a good vacation? Why?

Did the woman have a good vacation? Why?

Does the man like going to museums?

Does the man look happy on the beach?

Activity 2

- Focus attention on the example conversation. Model it for the class. Then show students how they can replace the underlined items with other expressions from Activity 1 or their own ideas.
- Have students do the activity in pairs.
- Have some pairs perform their conversations for the class.

ANSWERS

Answers will vary.

Vocabulary Tip

- Focus attention on the Vocabulary Tip and the example. Write the example on the board. Explain that the key word is in the center, and that this is an effective way to remember new vocabulary items.
- Then show another example. Choose a word such as *clothing*, and elicit words that go in this word family: *jeans, dress*, etc.

SMART CHOICE ONLINE

Remind students that there are extra vocabulary practice activities on Online Practice.

CONVERSATION

The goal of this section is to present and practice the target vocabulary and grammar of the unit in a typical conversation.

Note: Access the video of the conversation on the Teacher Resource Center or on the Classroom Presentation Tool.

WARM-UP

- Ask students about where they went on vacation or on school trips. Start by telling students about places where you have visited.
- Then ask questions such as *What can you do in _____*? Elicit answers, such as *You can go to museums.* and *You can go shopping.*

Activity 1

- Focus attention on the model conversation.
- Preteach words and phrases students might not be familiar with. For example: *awesome* and *souvenirs*.
- Have students read the conversation silently, without doing the activity.
- Have students do the activity on their own.
- Watch the video. Allow time for students to change incorrect answers and to check in pairs. Check answers.
- Watch the video again. Pause after each line of the conversation and have students repeat. Be sure to correct pronunciation and intonation.
- Have students make pairs and practice the conversation. Make sure pairs change roles, so they practice each part.

ANSWERS

- | | |
|------|------|
| 1. b | 3. c |
| 2. a | 4. d |

VARIATION

- If you cannot watch the video in class, play the recording instead, for students instead to check answers.
- Play the video again before students practice the conversation. Pause after each line of the conversation and have students repeat.
- When students are familiar with the conversation, have them close their books. Pause the video or recording before Amy's lines and have students say her lines.
- Repeat this procedure with Rosa's lines.

Activity 2

- Focus attention on the chart. Explain that the chart is color-coded and numbered, and that items in the first column, for example, can be substituted into the first box in the conversation. Demonstrate this with *New York*. Point out the other colors and numbers and the corresponding columns in the chart and boxes in the conversation.
- Teach *show*, if necessary.

- Elicit other words or activities that can go in each column. Explain to students that they can practice with their own ideas, as well as those in the book.
- Have students make pairs and practice the conversation. Make sure pairs change roles, so they practice each part.
- **LANGUAGE NOTE:** *To go to a show* means *to see a live performance*. A show may or may not have live music.
- **CULTURE NOTE:** New York City is the largest city in the United States with more than 8 million residents. It is famous for its theaters, architecture, and restaurants. The state of Colorado is famous for outdoor activities, such as mountain climbing, hiking, and white-water rafting.

Activity 3

- Focus attention on the instructions for Student A and B. Explain that students follow these to make their own conversation.
- Model the role play with two students. Show students how they can use their own ideas, using the conversation in Activity 1 for help.
- Have students practice the role play.
- Have students video their role plays using a cell phone.
- Have students show their videos to others and offer feedback to one another.

VARIATION

- If you are unable to use cell phones in class, students can take turns performing their conversations for the class.

EXTENSION

- If you and your students use a Learning Management System or a Social Learning Platform, have students share their videos. Together with the class, decide on criteria which students can use to give feedback to each other. For example, *Student A speaks naturally. Student A speaks clearly.* etc. You can use a scale from 1 to 5.

EXTRA IDEA

- Have students make a word map with some of the vocabulary items on this page. Make a word map for *family* on the board, as an example.
- Have students do the activity in groups.

TEACHER RESOURCE CENTER

Print Unit 11 Video Worksheet from the Teacher Resource Center for additional in-class video practice.

SMART CHOICE ONLINE

Remind students that there are extra conversation practice activities on Online Practice.

LANGUAGE PRACTICE

The goal of this section is to present and practice the target grammar: the simple past.

- Books closed. Write the following statements on the board:
I go to the beach on vacation.
I stay in a nice hotel.
I go with my sister.
- Have students change these sentences into the past tense.
- Books open. Focus attention on the Language Practice box. Review the examples. Point out the use of the auxiliary *did*, and its position in *yes/no* questions and *wh*-questions.
- Focus attention on the irregular verbs. Show how *go* becomes *went* in the simple past.
- Direct students to page 124 of the Grammar Reference for more information and practice.

TEACHER RESOURCE CENTER

Launch Unit 11 PowerPoint™ slide show from the Teacher Resource Center for additional grammar presentation and practice.

Activity 1

- Focus attention on the five sentences and the words in the box. Explain to students that they are to complete the sentences with verbs from the box. First, however, students need to change the verbs into the simple past tense.
- Have students complete the activity on their own.
- Have students check answers in pairs. Then check answers as a class.

ANSWERS

- | | | |
|-----------|---------|------------|
| 1. met | 3. went | 5. visited |
| 2. posted | 4. lost | |

VARIATION

If students have difficulty with the activity, focus attention on the verbs in the box next to Activity 1. Show how *go* becomes *went* in the simple past. Then have students do the activity, using the information in this box for help.

Activity 2

- Books closed. Write on the board *Where did you go on vacation?* Elicit a response and write it on the board.
- Explain or elicit the order of words in a *wh*-question in simple past: Question word + *did* + subject + base form of the verb. Then elicit the order in a *yes/no* question: *Did* + subject + base form of the verb.
- Follow up by asking *How long did you stay there?* Write the responses on the board.
- Books open. Focus attention on the five questions in the book. Explain that students are to complete the questions first and then match the questions with the correct answer on the right.

- Review the regular and irregular verbs in the box before students start.
- Have students complete the activity on their own, then check with a partner.
- Check answers as a class.

ANSWERS

- Where did you go on your last vacation? c
- How long did you stay there? d
- What did you do on your vacation? a
- Who did you go with? e
- Did you have a good time? b

VARIATION

If students have difficulty with the activity, have them complete the questions first. Check the questions are correct before students match the answers.

Activity 3

- Have a pair of students model asking and answering the questions.
- Have students do the activity in pairs. Allow enough time for students to practice both the Student A and Student B roles.

TEACHER RESOURCE CENTER

Print Unit 11 Worksheet 1 from the Teacher Resource Center for additional in-class speaking practice.

PRONUNCIATION

The goal of this section is to focus on the reduction of *did you*.

Activity 1

Model the examples. Explain that questions with *did you* are often reduced. Then play the recording.

Activity 2

Play the recording again. Have students practice saying the examples in Activity 1.

SMART CHOICE ONLINE

Remind students that there are extra grammar practice activities on Online Practice.

LISTENING

The goal of this section is to practice listening for the main idea, to practice listening for specific information, and to introduce some new vocabulary.

Activity 1

- This activity introduces three new vocabulary words and phrases: *credit card*, *plane ticket*, and *visa* and reviews the word *passport*.
- Focus attention on the pictures. Ask *What do you see?* Elicit some answers.
- Model each new vocabulary item and have students repeat.
- Have students write the letter of the correct word on the picture.
- Have students check answers in pairs. Then check answers as a class.

ANSWERS

1. d 2. a 3. c 4. b

Activity 2

- Explain that there are three conversations about people's vacations. Focus attention on the chart.
- Explain that for each conversation, students need to listen for the place the person went on vacation, whether they liked the place, and the problem they had. Elicit examples of problems people have on vacations. For example: *lost passport*, *missed flight*, etc.
- Point out that students need to change the first person pronouns and possessive adjectives in the audio to third person pronouns and possessives in their answers. For example: *I lost my credit card.* becomes *He lost his credit card.*
- Play the recording. You can stop the recording after each conversation, to give time for students to answer then have students check with a partner.
- Check answers as a class.

ANSWERS

1. Shanghai, third day, He lost his credit card.
2. Vietnam/Hanoi, first day, Her plane ticket was for the wrong date.
3. Cancun, the last day, He left his bag on the beach.

Activity 3

- Focus attention on the sentences. Have students read them so they know what to listen for.
- Play the recording again and have students choose the correct statements. Have students check answers in pairs. Then check answers as a class.

ANSWERS

- | | |
|------|------|
| 1. b | 4. a |
| 2. b | 5. b |
| 3. b | 6. a |

EXTENSION

- Write other comprehension questions on the board. For example:
Why was it a problem that the police had his card?
What did he do in Shanghai?
- Have students listen again and answer the questions.

Activity 4

- In this activity, students listen to a continuation of conversation 3 in Activity 2.
- Explain that students need to order the events from 1–6. You may want to preteach *police station* and *consulate*.
- Play the recording. Have students check answers in pairs. Then check answers as a class.

ANSWERS

- a. He went to the police station in Cancun: 1
- b. He got a call from the Cancun police: 5
- c. He visited the Canadian consulate: 3
- d. He flew to Cancun: 6
- e. The hotel in Cancun texted him: 4
- f. He flew to Mexico City: 2

EXTENSION

- Ask more comprehension questions: *What was in Daniel's bag? Where was Daniel's passport?*
- Ask other questions: *Why did he go to the Canadian consulate? Why were the police in Cancun worried?*

SMART TALK

Teaching notes for the Smart Talk activity begin on page T-104.

SMART CHOICE ONLINE

Remind students that there is an extra video activity on Online Practice.

READING

The goal of this section is to practice reading comprehension.

Activity 1

- Focus attention on the pictures. Have students describe what they see.
- If students do not identify that this is a hotel, ask *What kind of place has bedrooms with balconies?* Provide students with a clue. Say *People stay there on vacations.*
- **CULTURE NOTE:** The plane hotel is in Manuel Antonio National Park. The Manuel Antonio National Park is the smallest in Costa Rica, but it gets 150,000 visitors a year. It is known for the diversity of its wildlife.

ANSWER

Answers will vary.

Activity 2

- Tell students not to be concerned if they do not understand every word.
- Have students read the article individually and answer the questions.
- Have students check answers in pairs. Then check answers as a class.

ANSWERS

1. They go to an airplane junkyard or sit in an airport.
2. They parked it at the airport in San José.
3. 130 kilometers
4. tables, chairs, and beds from Indonesia
5. They can see the ocean and a lot of animal life in the trees.

VARIATION

If your students need extra support with reading, play the recording to the class.

CHALLENGE WORDS

- Focus attention on the words in blue in the article and explain that these are challenge vocabulary items.
- Write each sentence containing blue words on the board.
- If these challenge words haven't been defined by this point, ask students to use the context of the sentence to guess the definition of each one and then check their guesses in a dictionary. Elicit and write the correct definition on the board.
- Have students create new sentences for each of the challenge items and share them with the class.

Activity 3

- Focus attention on the places in the box and the example conversation. Ask two students to read the conversation aloud. Ask *What could you turn an old movie theater into?* Elicit ideas and write them on the board.
- Have students work in small groups and discuss their ideas to change each place.
- Write each place as a heading on the board. Elicit ideas for each place and write the ideas under each heading. Encourage students to give specific details.

ANSWERS

Answers will vary.

EXTRA IDEA

Have students vote on which idea is the best for each place.

EXTRA IDEA

Have students go online to research *unusual hotels*. Ask them to take notes and then share the information with a partner in class.

WRITING

Teaching notes for the Writing section are on page T-113.

SPEAKING

The goal of this section is to practice the language in the unit in an enjoyable, meaningful, and personalized way.

Activity 1

- Focus attention on the pictures. Ask *Where are these places?*
- Have students make pairs and discuss what they know about the places.
- Focus attention on the questions. Explain that students will answer for themselves.
- Model the activity. Tell the class about your best vacation and answer the first four questions.
- Direct students to add a question to the survey.
- Have students answer the questions.
- Elicit questions they added and write them on the board.
- **CULTURE NOTE:** The Acropolis is in Athens. It has many old ruins, including the Parthenon. The buildings date back to the fifth century BCE. Nearly a million people visit every year.

Activity 2

- Put students in pairs.
- Direct students to take turns asking and answering the questions in the survey. Remind them to take notes.

Activity 3

- Write the example conversation on the board. Model it with a student.
- Call on a pair to model the activity. Ask each student to tell the class about their partner's vacation.
- Put two pairs together to complete the activity. Encourage students to ask follow up questions.

Activity 4

- Write the example conversation on the board.
- Elicit other places students want to go and write them on the board. Model how to adapt the conversation. For example, replace *Athens, Greece* in the first speech bubble with *Florence, Italy*, and *Acropolis* with *art museums*.
- Choose a student and ask them to name another place they want to go. Follow up with a question like the one in speech bubbles. Write the answers on the board.
- Have students make groups and do the activity.
- Ask students to share their answers with the class.

EXTRA IDEA

- Books closed. Elicit things that might happen on a bad vacation: *I lost my money, I missed my plane*, etc. Have students look at page 70 for ideas.
- Have students describe a bad vacation. Encourage students to have fun imagining things going wrong. The vacation should be described in the simple past tense.

Activity 5

- Have students go online to find out more about a place they heard about in the discussions for this unit. Suggest that they can search for the place along with the phrases *things to do* and *places to visit*. For example: *Things to do in Athens*. If necessary, explain that they can usually find this information on official tourist websites.
- Have students write a text with the information or present it to the class.
- Remind students that they can also share the information they find on the Discussion Board on Online Practice. You might also want to ask them to use the Discussion Board for the next unit's Warm-Up activity.

TEACHER RESOURCE CENTER

Print Unit 11 Worksheet 2 from the Teacher Resource Center for additional in-class speaking practice.

Print Unit 11 Test from the Teacher Resource Center for an end-of-unit assessment.

12

I'm going to go by car.

SPEAKING
Future plans
GRAMMAR
Be going to + verb
LISTENING
Transportation
READING
Driverless cars

Vocabulary: helicopter, limousine, motorbike, plane, sports car, SUV, train, truck, van; cable car, electric scooter, streetcar

Conversation: Describing future plans

Language Practice: *be going to + verb*

Pronunciation: Reduction of going to

Listening: A radio show about transportation

Smart Talk: An information gap activity about people's plans

Reading: A blog post about driverless cars

Writing: An email about studying abroad

Speaking: A discussion about transportation

VOCABULARY

The goal of this section is to present and practice the target vocabulary: kinds of transportation.

WARM-UP

- Books closed. Tell students how you usually get to class. For example: *I take a bus and a subway*. Then write this example on the board. Then ask students *What kinds of transportation do you use often?* Elicit words such as *car, bicycle*, etc. and write these on the board.
- If students contributed to the Warm-Up Discussion Board as part of the Online Practice, look at their comments now with the class.

Activity 1

- Books open. Focus attention on the picture. Check to see which kinds of transportation the students already know.
- Model the target vocabulary items: *sports car, helicopter*, etc.
- Have students complete the activity on their own.
- Play the recording. Allow time for students to change incorrect answers and to check with a partner.
- Check answers as a class.
- LANGUAGE NOTE:** An *SUV* is a sports utility vehicle. It is a large vehicle, with four-wheel drive, and is higher off the ground than a typical car.

ANSWERS

- | | | |
|------|------|------|
| 1. e | 4. d | 7. f |
| 2. b | 5. h | 8. g |
| 3. c | 6. i | 9. a |

EXTRA IDEA

Focus attention on the man in the picture with his arms in the air. Ask *What's he doing?* Elicit *He's waving.* or *He's trying to get someone's attention.* Focus attention on the man next to the motorbike. Ask *What's happening?* Elicit *He has a problem with his motorbike.*

Activity 2

- Focus attention on the chart and the example word in each column.
- Make sure students understand that different kinds of transportation need different verbs or verb phrases. For example: *go by train, ride a bicycle*, etc. Explain or elicit that the phrase *go on foot* means to walk. For example: *I went on foot to the museum because all the buses were crowded.*
- Have students do the activity on their own and then check answers with a partner.
- Check answers as a class.

ANSWERS

Go by: train, car, plane, helicopter
Go on: foot
Take a: train, limousine
Drive a: car, sports car, limousine, SUV, truck, van
Ride a: bicycle, motorbike

Activity 3

- Focus attention on the example conversation and write them on the board. Model them for the class.
- Show students how the examples can be adapted by erasing *take a bus* and replacing it with *drive my car*.
- Have students do the activity in pairs.

ANSWERS

Answers will vary.

SMART CHOICE ONLINE

Remind students that there are extra vocabulary practice activities on Online Practice.

CONVERSATION

The goal of this section is to present and practice the target vocabulary and grammar of the unit in a typical conversation.

Note: Access the video of the conversation on the Teacher Resource Center or on the Classroom Presentation Tool.

WARM-UP

- Books closed. Tell students about your weekend plans. These plans can be real or imaginary. Write the days of the weekend on the board. Select a day in the future, and say *I'm going to go to _____*. Then ask students if they have any plans to go somewhere on the weekend.
- Books open. Focus attention on the picture. Ask students what they think the people are talking about.

Activity 1

- Focus attention on the model conversation.
- Have students read the conversation silently, without doing the activity.
- Have students do the activity on their own.
- Watch the video. Allow time for students to change incorrect answers and check with a partner. Check answers.
- Watch the video again. Pause after each line of the conversation and have students repeat. Be sure to correct pronunciation and intonation.
- Have students make pairs and practice the conversation. Make sure pairs change roles so they practice each part.

ANSWERS

1. d 2. a 3. b 4. c

VARIATION

- If you cannot watch the video in class, play the recording instead for students to check their answers.
- When students are familiar with the conversation, have them close their books. Pause the video before Lily's lines and have students say his lines.
- Repeat this procedure with Scott's lines.

Activity 2

- Focus attention on the chart. Explain that the chart is color-coded and numbered, and that items in the first column, for example, can be substituted into the first box in the conversation. Demonstrate this with *the summer*. Point out the other colors and numbers, and the corresponding columns in the chart and boxes in the conversation.
- Elicit other words or activities that can go in each column. Explain to students that they can practice with their own ideas as well as those in the book.
- Have students make pairs and practice the conversation. Make sure pairs change roles, so they practice each part.

Conversation Tip

Focus attention on the Conversation Tip and the example. Ask students *Why is it good to give more details when you answer a question?* Elicit examples, such as: *It makes the conversation more interesting*. Explain that it also provides an opportunity for the other person to ask a follow-up question, such as: *Where did you buy the ticket?* or *How much did the ticket cost?*

Activity 3

- Focus attention on the instructions for Student A and B. Explain that students follow these to make their own conversation.
- Model the role play with two students. Show students how they can use their own ideas, using the conversation in Activity 1 for help.
- Have students practice the role play.
- Have students video their role plays using a cell phone.
- Have students show their videos to others and offer feedback to one another.

VARIATION

- If you are unable to use cell phones in class, students can take turns performing their conversations for the class.

EXTENSION

- If you and your students use a Learning Management System or a Social Learning Platform, have students share their videos. Together with the class, decide on criteria which students can use to give feedback to each other. For example, *Student A speaks naturally*. *Student A speaks clearly*. etc. You can use a scale from 1 to 5.

TEACHER RESOURCE CENTER

Print Unit 12 Video Worksheet from the Teacher Resource Center for additional in-class video practice.

SMART CHOICE ONLINE

Remind students that there are extra conversation practice activities on Online Practice.

LANGUAGE PRACTICE

The goal of this section is to present and practice the target grammar: *be going to* + verb.

- Books closed. Contrast the simple present with the future *be going to* + verb, by writing the following on the board:
I take a bus to school (every day).
I am going to take a bus to school (tomorrow).
- Explain that we can use *going to* + verb to express future plans or actions.
- Books open. Review all the examples in the Language Practice box.
- Direct students to page 125 of the Grammar Reference for more information and practice.

TEACHER RESOURCE CENTER

Launch Unit 12 PowerPoint™ slide show from the Teacher Resource Center for additional grammar presentation and practice.

Activity 1

- Focus attention on the sentences. Explain that students need to choose the sentences that are true for them. Students rewrite the sentences that are not true for them.
- Have students complete the activity on their own.
- Have students share their answers with the class.

ANSWERS

Answers will vary.

EXTENSION

- Have students explain why the sentences are true or not true for them. On the board write *I'm going to stay home tonight.* Then add *because I feel tired.* Then write *I'm not going to stay home tonight. I'm going to go to a movie.*
- Have students write similar sentences on their own.
- Have students share their answers with the class.

Activity 2

- Explain that students match the questions in the column on the left with the answers in the column on the right. Do the first item as an example.
- Then have students do the activity on their own.
- Have students check answers in pairs. Then check answers as a class.

ANSWERS

- | | | |
|------|------|------|
| 1. e | 3. d | 5. c |
| 2. a | 4. b | |

VARIATION

- Books closed. Write the following on the board:
place
time (month)
transportation
number of days
activity
- After *place*, write *Where*. After *time*, write *When*. Then elicit the question words that go with the other words on the board.
- Books open. Have students match the question words on the board with the answer choices in the activity. Then have students do the activity in the book.

Activity 3

- Have students practice asking and answering the questions in Activity 2 with information that is true for them.
- Then have students come up with follow-up questions. Elicit some examples, such as *Who are you going to go with?*
- Have students practice the questions again, this time using the follow-up questions.

TEACHER RESOURCE CENTER

Print Unit 12 Worksheet 1 from the Teacher Resource Center for additional in-class speaking practice.

PRONUNCIATION

The goal of this section is to focus on the reduction of *going to*.

Activity 1

Model the examples. Explain that when used to express the future, *going to* often sounds like *gonna*. Then play the recording.

Activity 2

Play the recording again. Have students practice saying the examples in Activity 1.

SMART CHOICE ONLINE

Remind students that there are extra grammar practice activities on Online Practice.

LISTENING

The goal of this section is to practice listening for the main idea, to practice listening for specific information, and to introduce some new vocabulary.

Activity 1

- This activity introduces three new vocabulary items: *cable car*, *electric scooter*, *streetcar*.
- Focus attention on the pictures. Model each new vocabulary item and have students repeat.
- Have students write the correct letter on the picture.
- Have students check answers in pairs. Then check answers as a class.

ANSWERS

1. c 2. b 3. a

EXTRA IDEA

Ask students: *What cities do you think have these kinds of transportation? Why are these good forms of transportation for certain cities?* Have students discuss the questions in pairs. Elicit their ideas.

Activity 2

- Focus attention on the information in the two columns. Explain that students will listen to a radio show and they need to match the place on the left with the information on the right.
- Play the recording and have students do the matching activity.
- Have students check answers in pairs. Then check answers as a class.

ANSWERS

1. d 2. b 3. a 4. c

Activity 3

- Focus attention on the statements. Have students read them so they know what to listen for. Explain that they need to decide if the statements are true or false.
- Play the recording and have students do the activity.
- Have students check answers in pairs. Then check answers as a class.

ANSWERS

1. False 2. True 3. False 4. True

EXTENSION

- Write these questions on the board:
Why did people stop using streetcars? (They bought cars.)
What does “clean” mean? (It doesn’t pollute the air and it’s good for the environment.)
Where are the helmets stored on the scooters in Paris? (They’re under the seat.)
Where does the cable car in La Paz go? (It goes between the city and the airport.)
- Play the recording again and have students answer the questions.

Activity 4

- In this activity, students listen to a continuation of the conversation in Activity 2.
- Focus attention on the questions and answer choices. Have students read them and guess the answers before they listen.
- Play the recording and have students check their guesses.
- Have students check answers in pairs. Then check answers as a class.

ANSWERS

1. b 2. b 3. a 4. c

EXTRA IDEA

- Write these questions on the board:
When did people start to use streetcars in the US?
Why did people stop using streetcars?
Does the transportation expert think we are going to see more streetcars?
What are two problems with the use of streetcars?
What do you think? Are we going to see more streetcars?
- Have students make pairs and discuss the questions.

SMART TALK

Teaching notes for the Smart Talk activity begin on page T-106.

SMART CHOICE ONLINE

Remind students that there is an extra video practice activity on Online Practice.

READING

The goal of this section is to practice reading comprehension.

Activity 1

- Ask students *What's a blog?* Elicit examples of blogs that students have themselves or read regularly.
- Have students describe what they see in the pictures. You may want to teach *driverless*.
- Focus attention on the question in the book: *What do you know about driverless cars?* and elicit the answers.
- **LANGUAGE NOTE:** A *blog* is a website, often maintained by an individual or small group, which is regularly updated like a journal or a diary. An entry is called a *blog post*.

Activity 2

- Tell students not to be concerned if they do not understand every word.
- Have students read the blog individually and answer the question.
- Check the answer.

ANSWER

She isn't sure.

VARIATION

If you students need extra support with reading, play the recording to the class.

CHALLENGE WORDS

- Focus attention on the words in blue in the blog and explain that these are challenge vocabulary items.
- Write each sentence containing blue words on the board.
- If these challenge words haven't been defined by this point, ask students to use the context of the sentence to guess the definition of each one and then check their guesses in a dictionary. Elicit and write the correct definitions on the board.
- Have students create new sentences for each of the challenge items and share them with the class.

Activity 3

- Focus attention on the questions.
- Have students read the blog again and answer the questions.
- Check answers.

ANSWERS

1. There is too much traffic and he gets angry when he is in heavy traffic.
2. More than a million people.
3. The roads are going to be safer, there is going to be less traffic, and the air is going to be cleaner.
4. They need good roads and someone may run out in front of the car.

EXTENSION

- Write other comprehension questions on the board. For example:
What percentage of accidents are the result of driver error?
Why will there be no traffic jams?
- Have students read the blog again and answer the questions. They can write or say the answers.

Activity 4

- Focus attention on the question.
- Focus attention on the example. Model completing the sentence with a reason.
- Have students discuss the questions in pairs.
- Ask individual students to answer the question. Be sure students give reasons for their answers.

ANSWERS

Answers will vary.

EXTRA IDEA

Have students discuss other changes in transportation they imagine will take place in the future. Elicit different kinds of transportation as prompts and write them on the board. Then ask questions about transportation in the future. For example: *Do you think planes are going to change in the future? How are they going to change?*

WRITING

Teaching notes for the Writing section are on page T-113.

SPEAKING

The goal of this section is to practice the language in the unit in an enjoyable, meaningful, and personalized way.

Activity 1

- Focus attention on the pictures. Ask students to describe what they see.
- Write the kinds of transportation on the board. Then have students say why they like or do not like these methods of transportation. Be sure students give reasons.

ANSWERS

Answers will vary.

Activity 2

- Copy the travel schedule on the board. Model the activity by telling the class where you are going on Monday, why you are going there, and how you are traveling there. As you talk, write the information in the schedule. For example: *Monday, to school, to teach, by car.*
- Have students complete their schedules individually.

Activity 3

- Focus attention on the conversation. Have three students read it aloud.
- Model the activity with one or two students. Show how to adapt B's lines by replacing them with your own information on the board. For example: replace *to the park* with *to the bookstore*.
- Have students make groups and practice asking and answering questions about their schedules.

EXTENSION

Have students tell the class about one of their classmates. For example: *Reiko's going to go to the mall on Tuesday. She's going to buy some books and new running shoes. She's going to go by subway.*

Activity 4

- Focus attention on the questions.
- Have students make groups and discuss the questions.
- Have students share their ideas with the class.

EXTRA IDEA

Draw a T-chart on the board. Label one column *Advantages* and the other *Disadvantages*. Make sure students know that *advantages* are good things and *disadvantages* are bad things. Have students complete a chart for one or more kinds of transportation. Then have them join another pair to compare ideas.

Activity 5

- Have students go online to find out information about a popular way to travel in another country. Suggest that they can search for popular ways to travel or enter the name of the country or a city and *public transportation*.
- Have students write a text with the information or present it to the class.
- Remind students that they can also share the information they find on the Discussion Board on Online Practice.

TEACHER RESOURCE CENTER

Print Unit 12 Worksheet 2 from the Teacher Resource Center for additional in-class speaking practice.
Print Unit 12 Test from the Teacher Resource Center for an end-of-unit assessment.

VIDEO

The goal of this section is to review, practice, and expand on the language presented in Units 10–12 in a fun and challenging way, by using an authentic video and providing more comprehension and speaking practice.

Note: Access the video on the Classroom Presentation Tool or on the Teacher Resource Center.

Activity 1

- Books open. Focus attention on the photo. Ask *Where is she? What is she doing?*
- Focus attention on the Culture Tip and read it aloud. Elicit examples of other megacities (Tokyo, Delhi, Shanghai, Sao Paulo, Mexico City, Mumbai, Cairo, Beijing).
- Have students complete the activity in pairs.

VARIATION

- Set up a board race with two teams.
- Students stand in lines in front of the board. When you call *Go!*, the student at the front of the line writes a word on the board, hands the marker to the next student, and moves to the back of the line.
- Have the students exchange turns and write as many transportation types on the whiteboard as possible in one minute.
- Whichever team has the largest number of transportation types wins.

Activity 2

- Focus attention on the types of transportation. Model the words.
- Preteach new words and phrases from the video such as *land, village, first class, pleasure, and otters*.
- Watch the video and have students complete the activity individually, then check answers with a partner.
- Check answers as a class.

ANSWERS

1. a ferry
2. a taxi
3. a motorboat
4. a fishing boat

Activity 3

- Focus attention on the statements. Have students read them.
- Watch the video again and have students complete the activity.
- Have students check answers with a partner, then check answers as a class.

ANSWERS

1. False
2. True
3. True
4. False
5. False
6. True

EXTRA IDEA

Have students correct the false statements.

Activity 4

- Focus attention on the chart. Complete the first line for yourself.
- Focus attention on the conversation. Model the conversation with a student.
- Have students complete the chart individually.
- Pair students to discuss answers.
- Call on students to tell the class about their partner.

ANSWER

Answers will vary.

SMART CHOICE ONLINE

Remind students that there are extra conversation and video activities on Online Practice.

READING

The goal of this section is to review, practice, and expand on the language presented in Units 10–12, by using a reading text and providing more comprehension and speaking practice.

Activity 1

- Focus attention on the pictures. Have students describe what they see. Then have students read the first sentence of the article. Ask *Why did Sam visit New Orleans?* Elicit answers.
- **CULTURE NOTE:** New Orleans is famous for its jazz music. Many of the most famous jazz musicians, including Louis Armstrong, come from New Orleans.

SUGGESTED ANSWER

She visited New Orleans to go to the Jazz and Heritage Festival.

Activity 2

- Focus attention on the article. Preteach *heritage*, and any other words or phrases your students may not understand.
- Focus attention on the words in the box and the items.
- Have students read the article and do the activity on their own.
- Have students check answers with a partner, then check answers with the class.

ANSWERS

1. took the subway
2. took a bus
3. car
4. styles
5. walked
6. had

EXTENSION

Have students show where in the article they found the answers. For example, for item one, elicit *I took the subway from my house to the San Francisco Airport.*

Activity 3

- Focus attention on the questions. Identify some details in the article that students should include in their own description. For example:
What they did.
How they got there.
How they got around.
- Have students do the activity in groups.

ANSWER

Answers will vary.

TEACHER RESOURCE CENTER

Print Final Test from the Teacher Resource Center for an assessment of Units 7–12.

SMART CHOICE ONLINE

Remind students that there is an extra reading activity on Online Practice.

Remind students that there is a progress test on Online Practice for a self-assessment of Units 10–12.

UNIT 1

Activity 1

- Write the model conversation on the board. Then split the class into pairs. Assign roles to each student – one student is A, the other is B. The information for Student A is on page 84 of the book. The Student B information is on page 96.
- Focus attention on the first picture and the information below it. Read the model conversation to the class. If necessary, explain the difference between “name” and “real name” here. Say *Some celebrities use a stage name, which is like a nickname, and is different from their real name.*
- Model the first item (Lady Gaga) with a student. On the board, draw a two-column chart. Write the information that Student A has in one column and the information Student B has in the other column. Explain that Student A and Student B have different information about the same person.
- Focus attention on the *Useful Language* box. Model the phrases for the class. Read the first item aloud with a student again, but this time use these phrases.
- Preteach any vocabulary students may have difficulty understanding or pronouncing.
- Have students do the activity in pairs.
- Allow sufficient time for students to complete the activity before checking answers. You can check answers by having pairs do the activity one item at a time.

SMART TALK UNIT 1 Who's that?

Student A



1 PAIR WORK Ask and answer questions to complete the information.

- A Who's number 1?
 B That's Lady Gaga. What's her real name?
 A Her real name is Stefani Joanne Angelina Germanotta.
 B Where is she from?
 A She's from the US.

USEFUL LANGUAGE

How do you spell that?
 Can you repeat that?
 Did you say ... ?



1. Name: Lady Gaga
 Real name: Stefani Joanne
 Angelina Germanotta
 From: the US



2. Name: _____
 Real name: Frederico
 Rodrigues de Paula Santos
 From: _____



3. Name: LiSA
 Real name: _____
 From: Japan



4. Name: _____
 Real name: Peter Gene
 Hernandez
 From: _____



5. Name: Katy Perry
 Real name: _____
 From: the US



6. Name: _____
 Real name: Aubrey Drake Graham
 From: _____



2 PAIR WORK Ask about your partner's favorite stars. Complete the sentences.

- My partner's favorite singer is _____.
 He / She is from _____.
 My partner's favorite actor is _____.
 He / She is from _____.
 My partner's favorite sports person is _____.
 His / Her real name is _____.

Who's your favorite ... ?

Where's she from?

What's his real name?

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ANSWERS

- Name: Lady Gaga
 Real Name: Stefani Joanne
 Angelina Germanotta
 From: the US
- Name: Fred
 Real Name: Frederico Rogrigues
 de Paula Santos
 From: Brazil
- Name: LiSA
 Real Name: Risa Oribe
 From: Japan

- Name: Bruno Mars
 Real Name: Peter Gene
 Hernandez
 From: the US
- Name: Katy Perry
 Real Name: Katheryn Elizabeth
 Hudson
 From: the US
- Name: Drake
 Real Name: Aubrey Drake
 Graham
 From: Canada

SMART TALK UNIT 1 Who's that?

Student B



1 PAIR WORK Ask and answer questions to complete the information.

- A Who's number 1?
 B That's Lady Gaga. What's her real name?
 A Her real name is Stefani Joanne Angelina Germanotta.
 B Where is she from?
 A She's from the US.

USEFUL LANGUAGE

How do you spell that?
 Can you repeat that?
 Did you say ... ?



1. Name: Lady Gaga
 Real name: Stefani Joanne Angelina Germanotta
 From: the US



2. Name: Fred
 Real name: _____
 From: Brazil



3. Name: _____
 Real name: Risa Oribe
 From: _____



4. Name: Bruno Mars
 Real name: _____
 From: the US



5. Name: _____
 Real name: Katheryn Elizabeth Hudson
 From: _____



6. Name: Drake
 Real name: _____
 From: Canada



2 PAIR WORK Ask about your partner's favorite stars. Complete the sentences.

- My partner's favorite singer is _____.
 He / She is from _____.
 My partner's favorite actor is _____.
 He / She is from _____.
 My partner's favorite sports person is _____.
 His / Her real name is _____.

Who's your favorite ... ?

Where's she from?

What's his real name?

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EXTENSION

- Put each pair in a group with two or three other pairs and have them share their answers from Activity 2. Write the following on the board and have each group complete the lines with the appropriate numbers:
 - _____ of us have the same favorite singer.
 - _____ of us have the same favorite actor.
 - _____ of us have the same favorite athlete.
 - _____ of our favorite celebrities are from the US.
- If necessary, explain the meaning of *the same* and *celebrities*.
- Have each group share their results with the class. Find out which singers, actors, and athletes are the most popular in the class.

EXTRA IDEA

Put students in groups, and have them make a list of other celebrities they know who have nicknames or don't go by their real names. Give the groups a few minutes to make their lists and then have them share their list with the class. The group with the longest list is the winner. To practice listening, call out a few of the real names the students mentioned and elicit the appropriate nickname.

Activity 2

- Explain that this is a discussion activity, not an information gap.
- Focus attention on the examples in speech bubbles and write them on the board. Elicit other useful questions students might need and write them on the board.
- Have students fill in the blanks with information about their partner's favorite singer, actor, and athlete.

VARIATION

Have students stand up and walk around the class, asking each other the questions. Tell them they can ask each person only one question. After one question, they have to move on to another student. Make sure the students write down the names of the people they interview.

UNIT 2

Activity 1

- Write the model conversation on the board. Then split the class into pairs. Assign roles to each student – one student is A, the other is B. The information for Student A is on page 85 of the book. The Student B information is on page 97.
- Focus attention on the first picture and the information below it. Read the model conversation to the class. Explain that in this activity – unlike the information gap activity for Unit 1 – Student A or Student B has *all* the information about each person in the pictures.
- Preteach any vocabulary students may have difficulty understanding or pronouncing.
- Have students do the activity in pairs.
- Allow sufficient time for students to complete the activity before checking answers. You can check answers by having pairs do the activity one item at a time.

ANSWERS

1. Anne
Job: doctor
Works in: a hospital
2. Ethan
Job: teacher
Works in: a college
3. Jane and Kim
Jobs: chefs
Work in: a restaurant
4. Mark and Yuko
Jobs: pilots
Work in: an airport
5. Sang
Job: clerk
Works in: a convenience store
6. Erika
Job: architect
Works in: an office

UNIT 2 What do they do?

Student A



1 PAIR WORK Look at the pictures. Ask and answer questions to complete the information.

- A What does Anne do?
B She's a doctor
A Where does she work?
B She works in a hospital.



1. Anne
Job: doctor
Works in: a hospital



2. Ethan
Job: teacher
Works in: a college



3. Jane and Kim
Job: _____
Work in: _____



4. Mark and Yuko
Jobs: pilots
Work in: an airport



5. Sang
Job: _____
Works in: _____



6. Erika
Job: architect
Works in: an office



2 PAIR WORK Ask your partner about these people. Write their jobs.

1. My partner is _____.
2. My partner's dad is _____.
3. My partner's mom is _____.
4. My partner's friend is _____.
5. _____ is my partner's dream job.

USEFUL LANGUAGE

What does your _____ do?
What's your dream job?
a businessperson
a blogger
an assistant
an office worker
between jobs

Activity 2

- Explain that this is a discussion activity, not an information gap.
- Focus attention on the questions, words, and phrases in the *Useful Words* box and write them on the board. Elicit other useful questions, words, or phrases students might need and write them on the board.
- Have students fill in the blanks with information about their partner's job, dream job, and about their family members.

VARIATION

Have students stand up and walk around the class, asking each other the questions. Tell them they can ask each person only one question. After one question, they have to move on to another student. Make sure the students write down the names of the people they interview.

UNIT 2 What do they do?

Student B

1 PAIR WORK Look at the pictures. Ask and answer questions to complete the information.

A What does Anne do?

B She's a doctor

A Where does she work?

B She works in a hospital.



1. Anne

Job: doctor

Works in: a hospital



2. Ethan

Job: _____

Works in: _____



3. Jane and Kim

Job: chefs

Work in: a restaurant



4. Mark and Yuko

Jobs: _____

Work in: _____



5. Sang

Job: clerk

Works in: a convenience store



6. Erika

Job: _____

Works in: _____

2 PAIR WORK Ask your partner about these people. Write their jobs.

1. My partner is _____.

2. My partner's dad is _____.

3. My partner's mom is _____.

4. My partner's friend is _____.

5. _____ is my partner's dream job.

USEFUL LANGUAGE

What does your _____ do?

What's your dream job?

a businessperson

a blogger

an assistant

an office worker

between jobs

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EXTRA IDEA

Have students play a memory game. Give them 30 seconds to study the information in Activity 1 and try to memorize as much of it as they can. Then have them close their books and take turns asking and answering questions about the people with a partner. Make it a competition to see who remembers the most information correctly.

EXTENSION

- Put each pair in a group with two or three other pairs and have them share their answers from Activity 2. Write the following on the board and have each group complete the lines with the appropriate numbers.
 - _____ of us have the same job.
 - _____ of our dads have the same job.
 - _____ of our moms have the same job.
 - _____ of us have the same dream job.
- Have each group share their results with the class. Have the class vote on the most common dream jobs and the most common jobs of students' parents.

UNIT 3

Activity 1

- Assign roles to each student – one student is A, the other is B. The information for Student A is on page 86 of the book. The Student B information is on page 98.
- Focus attention on the pictures. Ask *What do you see in Picture 1?* Elicit *fruit*.
- NOTE:** Students A and B have different pictures.
- Have students complete the activity on their own and compare answers with a partner with the same letter.
- Provide an answer key to each group.

ANSWERS

A

- fruit
- eggs
- tacos
- rice and beans
- chicken
- pizza
- fish
- hamburger

B

- noodles
- sushi
- bread and jam
- steak
- French fries
- cereal and coffee
- tea and toast
- spaghetti

Activity 2

- Write the model conversation on the board.
- Put students in A and B pairs.
- Show how the chart for Student A is missing information about Olivia. Explain to students that they are to ask and answer questions about the food in the pictures in activity 1. Explain that the chart has information about the people's likes and dislikes.
- Read the model conversation. Show how the first food item, *eggs*, is in the food box for Student A. Show how the answer, *No, she*

UNIT 3 Does she like fish?

Student A

- 1** Match the names and the food items in the box.

chicken fruit eggs hamburger pizza rice and beans tacos fish



- 2 PAIR WORK** Ask and answer questions to complete the chart.

Does Olivia like eggs for breakfast?

What doesn't she like for dinner?

	Breakfast		Dinner	
	like/s	doesn't/don't like	like/s	doesn't/don't like
Olivia 				
Rin 	tea and toast	sushi	noodles	french fries
Martina 				
Jack and Sophie 	cereal and coffee	bread and jam	spaghetti	steak

- 3 PAIR WORK** Ask and answer questions to complete the sentences.

- I like _____, but my partner doesn't.
- I don't like _____, but my partner does.
- My partner and I like _____ and _____.
- We don't like _____ and _____.
- We love _____.

Do you like _____?

I don't like _____.
How about you?

I don't like _____.

doesn't [like eggs for breakfast] can be found in the likes and dislikes chart on the page for Student B: (*Diane likes fruit for breakfast not eggs.*)

- Preteach any vocabulary students may have difficulty understanding or pronouncing.
- Have students do the activity in pairs. Remind students to write the food item in the empty squares in the chart as they work.
- Allow sufficient time for students to complete the activity before checking answers. You can check answers by having pairs do the activity one item at a time.

ANSWERS

Olivia: for breakfast, likes fruit, doesn't like eggs; for dinner, likes pizza, doesn't like hamburger
Rin: for breakfast, likes toast and tea, doesn't like sushi; for dinner, likes noodles, doesn't like french fries
Martina: for breakfast, likes rice and beans, doesn't like chicken; for dinner, likes tacos, doesn't like fish
Jack and Sophie: for breakfast, like cereal and coffee, don't like bread and jam; for dinner, like spaghetti, don't like steak

UNIT 3 Does she like fish?

Student B

1 Match the names and the food items in the box.

bread and jam cereal and coffee french fries
sushi noodles spaghetti steak tea and toast



2 **PAIR WORK** Ask and answer questions to complete the chart.

Does Olivia like eggs for breakfast?

What doesn't she like for dinner?

	Breakfast		Dinner	
	like/s	doesn't/don't like	like/s	doesn't/don't like
Olivia 	fruit	eggs	pizza	hamburger
Rin 				
Martina 	rice and beans	chicken	tacos	fish
Jack and Sophie 				

3 **PAIR WORK** Ask and answer questions to complete the sentences.

- I like _____, but my partner doesn't.
- I don't like _____, but my partner does.
- My partner and I like _____ and _____.
- We don't like _____ and _____.
- We love _____.

Do you like _____?

I don't like _____.
How about you?

I don't like _____.

4. Only one person likes _____.

5. Only one person doesn't like _____.

- If necessary, explain the meaning of *all of us*, *none of us*, *most of us*, and *only one person*.
- Have each group share their results with the class. Have the class vote on the most popular and least popular foods. If appropriate for your class, vote on which student has the most unusual taste in food.

EXTRA IDEA

Have students play a memory game. Give them 30 seconds to study the information in Activity 1 and try to memorize as much of it as they can. Then have them close their books and take turns asking and answering questions about the people with a partner. Make it a competition to see who remembers the most information correctly.

Activity 3

- Explain that this is a discussion activity, not an information gap.
- Focus attention on the examples and write them on the board. Elicit other useful questions students might need and write them on the board.
- Have students fill in the blanks with information about their own and their partners' food preferences.

VARIATION

Have students stand up and walk around the class, asking each other the questions. Tell them they can ask each person only one question. After

one question, they have to move on to another student. Make sure the students write down the names of the people they interview.

EXTENSION

- Put each pair in a group with two or three other pairs and have them share their answers from Activity 2. Write the following on the board, and have each group complete the lines with the appropriate foods.
 - All of us like* _____.
 - None of us likes* _____.
 - Most of us don't like* _____.

UNIT 4

Activity 1

- Write the model conversation on the board. Then split the class into pairs. Assign roles to each student – one student is A, the other is B. The information for Student A is on page 87 of the book. The Student B information is on page 99.
- Focus attention on the model conversation and the messages. Point out that there are three questions:
What do they do to stay in shape?
How often (do they do the activity)?
Do they like it?
- Read the model conversation to the class. Explain that in the activity, either Student A or Student B has all of the information about the person in the picture.
- Preteach any vocabulary students may have difficulty understanding or pronouncing. Remind students that we say *go swimming*, *go running*, etc., but *play soccer*, *play tennis*, *do yoga*, etc.
- Have students do the activity in pairs.
- Call on students and ask questions about the people.

ANSWERS

Junghwa: goes swimming; twice a week; Yes. It's fun.
Colin: goes running; every day; No. It's tiring.
Gerry and Helen: walks; every evening; Yes. It makes them feel good.
Sara: does yoga; every weekend; Yes. But it's expensive.
Gabriel: goes to the gym; four times a week; Yes. The gym has TVs.
Kim and Max: go biking; every morning; Yes. They go fast.

UNIT 4 How often?

Student A



1 PAIR WORK Ask and answer questions about the people and their fitness programs.

- A What does Junghwa do to stay in shape?
B She goes swimming.
A How often does she go swimming?
B She goes swimming twice a week, usually on Tuesdays and Thursdays.
A Does she like it?
B Yes, she does. It's fun.

Junghwa
I work in an office, and I stay in shape by going swimming. I go to the pool twice a week, usually on Tuesdays and Thursdays. I like swimming—it's fun.

Sara

Colin
I want to get in shape, but it isn't easy. I go running every day before I go to work. I don't like it because it's tiring, and I feel tired at work all day.

Gabriel

Gerry and Helen
We need to get in shape, so we started walking. We do it for an hour every evening. It makes us feel really good!

Kim and Max



2 PAIR WORK What does your partner do to keep fit? Complete the sentences.

1. My partner _____ goes to the gym.
2. My partner _____ plays basketball.
3. My partner _____ does yoga.
4. My partner _____ goes swimming.
5. My partner _____ goes bowling.

Do you ever ... ?

How often do you ... ?

Activity 2

- Explain that this is a discussion activity, not an information gap.
- Focus attention on the examples and write them on the board. Elicit other useful questions students might need and write them on the board.
- Have students fill in the blanks.

VARIATION

Have students stand up and walk around the class, asking each other the questions. Tell them they can ask each person only one question. After one question, they have to move on to another student. Make sure the students write down the names of the people they interview.

UNIT 4 *How often?*

Student B

1 PAIR WORK Ask and answer questions about the people and their fitness programs.

- A What does Sara do to stay in shape?
 B She does yoga.
 A How often does she do yoga?
 B She does yoga every weekend.
 A Does she like it?
 B Yes, she does, but it's expensive.

Junghwa

Sara
I stay in shape by doing yoga. I go to the yoga studio every weekend. I like it, but it's expensive.

Colin

Gabriel
I go to the gym four times a week. I really love it because the gym has four TVs on the wall, all showing different sports.

Gerry and Helen

Kim and Max
We go biking every morning. We love it because we can go really fast and it's fun!

2 PAIR WORK What does your partner do to keep fit? Complete the sentences.

1. My partner _____ goes to the gym.
2. My partner _____ plays basketball.
3. My partner _____ does yoga.
4. My partner _____ goes swimming.
5. My partner _____ goes bowling.

Do you ever ... ?

How often do you ... ?

99

EXTRA IDEA

- Elicit names of famous people who are athletes, actors, musicians, journalists, politicians, etc. Write the names on the board.
- Put the students in pairs or small groups. Have each group choose one of the people on the board

and try to imagine that person's weekly routine. Then have each group share their ideas with the class or with another group. For example: *We think Gisele Bündchen goes running every day. She never eats pizza or hamburgers.*

UNIT 5

Activity 1

- Write the model conversation on the board. Then split the class into pairs. Assign roles to each student – one student is A, the other is B. The information for Student A is on page 88 of the book. The Student B information is on page 100.
- Focus attention on the people in the picture and the names next to them. Explain that Student A and B have different names.
- Practice the model conversation with Student B. Focus attention on the picture of Ella, who is talking on her cell phone. Then practice the conversation with Student A but ask about Paul. Ask *Is Paul cooking?* to elicit *No, he isn't*. Ask *Is Paul playing soccer?* to elicit *Yes, he is*.
- Preteach any vocabulary students may have difficulty understanding or pronouncing.
- Have students do the activity in pairs. Allow sufficient time for students to complete the activity before checking answers. You can check answers by having pairs do the activity one item at a time.
- If some pairs finish earlier than others, have them start Activity 2.

ANSWERS

Alice and Henry are cooking.
Dan is eating pizza.
Mike is playing a video game.
Hannah is watching TV.
Matt is painting a picture.
Ella is walking/talking on the phone.
Paul and Katy are playing soccer
Zara is reading.

Smart Talk Student A

UNIT 5 What are they doing?

Student A



1 PAIR WORK Look at the picture. Who are they? Ask and answer questions with your partner. Use the words in the box to help you.

A Is Hannah talking on her phone?

B No, she isn't.



2 PAIR WORK What is your partner doing right now?

Choose (✓) True or False.

My partner is taking notes.
My partner is thinking about lunch.
My partner is looking at the teacher.
My partner is daydreaming.
My partner is speaking in English.

True False

☐	☐
☐	☐
☐	☐
☐	☐
☐	☐

Are you _____ right now?

Yes, I am. How about you?

88

Activity 2

- Explain that this is a discussion activity, not an information gap.
- Explain that students are to ask their partner questions to find out if the five statements are true or false. Focus attention on the examples in the speech bubbles and write them on the board. Elicit other useful questions students might need and write them on the board. Preteach *daydreaming*, if necessary.
- Have students choose the appropriate *True* and *False* boxes as they do the activity.

EXTENSION

Have students write other statements which can be used to ask a partner additional questions. Students can switch partners or give their lists of statements to another pair.

UNIT 5 What are they doing?

Student B

- 1 PAIR WORK** Look at the picture. Who are they? Ask and answer questions with your partner. Use the words in the box to help you.

A Is Alice watching TV?

B No, she isn't.



- 2 PAIR WORK** What is your partner doing right now? Choose (✓) True or False.

My partner is taking notes.
My partner is thinking about lunch.
My partner is looking at the teacher.
My partner is daydreaming.
My partner is speaking in English.

True	False
☐	☐
☐	☐
☐	☐
☐	☐
☐	☐

Are you _____ right now?

Yes, I am. How about you?

EXTRA IDEA

- Have students draw pictures similar to the one on Activity 1 that show people doing different activities. Elicit vocabulary from this unit and unit 4, such as *do yoga, go swimming*, etc. Write these ideas on the board to help students as they draw.
- Give students enough time to finish their pictures. Then have them sit back-to-back in pairs. Have one student in each pair describe his or her picture while the other student listens and draws what he or she hears.
- Then have students switch roles. Make sure students are using the present continuous whenever possible.

UNIT 6

Activity 1

- Write the model conversation on the board. Then split the class into pairs. Assign roles to each student – one student is A, the other is B. The information for Student A is on page 89 of the book. The Student B information is on page 101.
- Focus attention on the first picture and the information below it. Read the model conversation to the class. Explain that Student A and Student B have different information about the people. Explain that students need to ask and answer questions to complete the information about each person.
- Focus attention on the use of the past tense and present tense in the model conversation. Explain that students should use the past when talking about Saturday, and the present when talking about today.
- Preteach any vocabulary students may have difficulty understanding or pronouncing.
- Have students do the activity in pairs.
- Allow sufficient time for students to complete the activity before checking answers. You can check answers by having pairs do the activity one item at a time.

ANSWERS

1. Tomas
Saturday: at a party
Now: in class
2. Miho
Saturday: on a plane
Now: in Tokyo
3. Amy and Jen
Saturday: on a mountain
Now: in the hospital

4. Camila
Saturday: at the gym
Now: at a game
5. David and Valentina
Saturday: in the park
Now: at a concert
6. Feng
Saturday: at the beach
Now: in the hospital

UNIT 6 Where were they?

Student A



1 PAIR WORK Look at the people. Where were they on Saturday? Where are they now? Ask and answer questions to complete the information.

A Where was Tomas on Saturday?

B He was at a party. Where is he now?

A He's in class.



1. Tomas
Saturday: at a party
Now: in class



2. Miho
Saturday: _____
Now: in Tokyo



3. Amy and Jen
Saturday: on a mountain
Now: _____



4. Camila
Saturday: _____
Now: at a game



5. David and Valentina
Saturday: in the park
Now: _____



6. Feng
Saturday: _____
Now: at home



2 PAIR WORK Ask your partner about Saturday. Complete the sentences.

1. My partner _____ on Saturday.
2. My partner's friend _____ on Saturday.
3. My partner's brother / sister _____ on Saturday.
4. My partner's parents _____ on Saturday.

Where were you ... ?

Where was your ... ?

Activity 2

- Explain that this is a discussion activity, not an information gap activity.
- Focus attention on the examples and write them on the board. Model asking and answering the questions with students. Then elicit other useful phrases students might need and write them on the board. For example: *I don't know.* and *I don't have a brother / sister.*

UNIT 6 Where were they?

Student B

- 1 PAIR WORK** Look at the people. Where were they on Saturday? Where are they now? Ask and answer questions to complete the information.

A Where was Tomas on Saturday?
 B He was at a party. Where is he now?
 A He's in class.



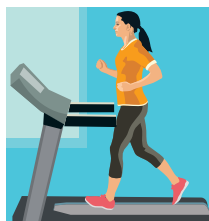
Tomas
 Saturday: at a party
 Now: in class



Miho
 Saturday: on a plane
 Now: _____



Amy and Jen
 Saturday: _____
 Now: in the hospital



Camila
 Saturday: at the gym
 Now: _____



David and Valentina
 Saturday: _____
 Now: at a concert



Feng
 Saturday: at the beach
 Now: _____

- 2 PAIR WORK** Ask your partner about Saturday. Complete the sentences.

1. My partner _____ on Saturday.
2. My partner's friend _____ on Saturday.
3. My partner's brother / sister _____ on Saturday.
4. My partner's parents _____ on Saturday.

Where were you ... ?

Where was your ... ?

more of the) character(s) from the activity and think of a story to tell about them using the pictures on the Student A and Student B pages. For example, for Tomas's pictures:

Tomas was at a party on Saturday. It was really fun. All of his friends were there. The music was great. He was at the party very late. Now he's in class. He's very tired, and he has to take a test. He's thinking, "That party was a bad idea!"

- Have the groups share their stories with the class or with another group.

VARIATION

Have students stand up and walk around the class, asking each other the questions in the speech bubbles and using the items in Activity 2 for ideas.

EXTRA IDEA

- Have students look at the pictures on the A and B pages of Activity 1. Focus attention on the set of pictures for the first character, Tomas. Elicit that on Saturday, Tomas was dancing at a party and now he is very tired in class. Make sure students understand that the second picture shows the result of his actions in the first picture.
- Put the students in small groups. Have each group choose one (or

UNIT 7

Activity 1

- Split the class into pairs. Assign roles to each student – one student is A, the other is B. The information for Student A is on page 90 of the book. The Student B information is on page 102.
- Focus attention on the first picture and the first question. Explain that Student A and Student B have different questions to ask about the clothes. Explain that students need to ask and answer questions about the clothes.
- Preteach any vocabulary students may have difficulty understanding or pronouncing. In particular, make sure students understand *message* and *ripped*.
- Have students do the activity in pairs.
- Allow sufficient time for students to complete the activity.
- Select some students to share what they learned about their partner's fashion.

ANSWERS

Answers will vary.

Smart Talk Student A

UNIT 7 Which one do you like?

Student A

- 1 PAIR WORK** Ask your partner questions about T-shirts and sneakers and shoes. Do you agree with him / her? Then answer his / her questions about jeans and looking stylish.



1. Do you like to wear T-shirts?
2. When do you usually wear them?
3. Do you like plain T-shirts, or T-shirts with messages?
4. Do you wear T-shirts with the names of sports teams?



1. Do you prefer wearing sneakers or shoes?
2. How many pairs of sneakers do you have?
3. Do you have a favorite sneaker brand?
4. Are sneakers more comfortable and more stylish?



- 2 GROUP WORK** Compare your answers with other students.

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Activity 2

- Explain that this is a discussion activity.
- Model the activity. Call on students and ask them the questions.
- Have students do the activity in groups.

VARIATION

Have the students stand up and walk around the class, asking each other the questions. Tell them they can ask each person one question only. After that, they have to move on to another student. Make sure the students write down the names of the people they interview.

UNIT 7 Which one do you like?

Student B

- 1 PAIR WORK** Answer your partner's questions about T-shirts and sneakers and shoes. Then ask your partner questions about jeans and looking stylish. Do you agree with him / her?



1. How often do you wear jeans?
2. Do you think they're more stylish than pants?
3. Do you like ripped jeans?
4. How many pairs of jeans do you have?



1. What do you wear when you want to look stylish?
2. Do you like wearing a suit?
3. Do you like wearing black clothes?
4. When do you have to look stylish?

- 2 GROUP WORK** Compare your answers with other students.

EXTRA IDEA

Assign each student one question. Have them create a tally of the class's answers, and then make a pie chart of bar graph of the results.

UNIT 8

Activity 1

- Focus attention on the questions in the survey. Preteach any vocabulary students may have difficulty understanding or pronouncing. Elicit phrases students might need, such as *I'm not sure, I don't know, and I can't remember*.
- Have students write their own answers to the survey questions before doing the activity in pairs.
- Write the model conversation on the board. Then split the class into pairs. Assign roles to each student – one student is A, the other is B. The information for Student A is on page 91 of the book. The Student B information is on page 103.
- Focus attention on the model conversation. Explain that the questions come from the survey below.
- Select a student and practice the model conversation. Replace the underlined text on the board with the student's answers.

ANSWERS

Answers will vary.

Activity 2

- Focus attention on the four statements and write them on the board. Make sure students understand *both*. Select a student and say *My best friend is serious. How about yours?* Continue asking other questions until you find something that your best friend and the student's best friend have in common. Then write on the board:
They both have _____.
- Have students do the activity in pairs.

UNIT 8 My best friend

Student A



1 PAIR WORK Answer the questions about your best friend. Then compare answers with a partner. Write your partner's answers in the survey.

- A What's his or her name?
B It's Maria.
A Where is she from?
B She's from Mexico City.
A When is her birthday?
B I'm not sure.

	My best friend	My partner's best friend
1. What's his / her name?		
2. Where is he / she from?		
3. How old is he / she?		
4. When is his / her birthday?		
5. What's he / she like? (smart, funny, friendly ...)		
6. Who does he / she look like?		
7. What color are his / her eyes?		
8. What color is his / her hair?		
9. What are his / her hobbies? (running, reading, cooking ...)		
10. What's his / her favorite food?		
11. Who's his / her favorite singer?		
12. What's his / her favorite movie?		



2 PAIR WORK Ask more questions about your partner's friend. Complete the sentences.

1. My friend is _____, but my partner's friend is _____.
2. They both have _____.
3. They both are _____.
4. They both like _____.

My best friend has ...

How about yours?



3 GROUP WORK Join with one or more other pairs. Compare the information about your friends.

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VARIATION

Have the students stand up and walk around the class, asking each other the questions. Tell them they can ask each person only one question. After one question, they have to move on to another student. Make sure the students write down the names of the people they interview.

Activity 3

- Put each pair in a group with one or more other pairs and have them share their answers from Activity 2.

UNIT 8 My best friend

Student B

- 1 PAIR WORK** Answer the questions about your best friend. Then compare answers with a partner. Write your partner's answers in the survey.

A What's his or her name?
 B It's Maria.
 A Where is she from?
 B She's from Mexico City.
 A When is her birthday?
 B I'm not sure.

	My best friend	My partner's best friend
1. What's his / her name?		
2. Where is he / she from?		
3. How old is he / she?		
4. When is his / her birthday?		
5. What's he / she like? (smart, funny, friendly ...)		
6. Who does he / she look like?		
7. What color are his / her eyes?		
8. What color is his / her hair?		
9. What are his / her hobbies? (running, reading, cooking ...)		
10. What's his / her favorite food?		
11. Who's his / her favorite singer?		
12. What's his / her favorite movie?		



- 2 PAIR WORK** Ask more questions about your partner's friend. Complete the sentences.

1. My friend is _____, but my partner's friend is _____.
 2. They both have _____.
 3. They both are _____.
 4. They both like _____.

My best friend has ...

How about yours?

- 3 GROUP WORK** Join with one or more other pairs. Compare the information about your friends.

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EXTENSION

- Write the following sentences on the board, and have each group complete the lines with the appropriate numbers.
 - _____ of our best friends are women.
 - _____ of our best friends have curly hair.
 - _____ of our best friends are funny.
 - _____ of our best friends have the same birthday.
 - _____ of our best friends have the same hobby.

- Have each group share their results with the class. Elicit the most common traits of your students' best friends and write them on the board.

EXTRA IDEA

- Put students in large groups of ten or twelve. Have the students take turns describing their best friends while the others listen and try to remember the details.
- Then have the students play a guessing game. One student describes a best friend he or she just heard about and the rest of the group has to guess who it is. The student who makes the most correct guesses is the winner.

UNIT 9

Activities 1 and 2

- Split the class into pairs. Assign roles to each student – one student is A, the other is B. The information for Student A is on page 92 of the book. The Student B information is on page 104.
- Focus attention on the two articles, and the blank lines in the articles. Explain that students need to ask and answer questions to complete the articles.
- Write the model conversation on the board. Practice it with a student. Make sure that students understand that they need to ask questions in order to complete the information in the articles.
- Have students read the articles before doing the activity. If necessary, elicit the complete questions that students will need to ask and write them on the board.
- Have students do Activity 1 first. Check answers as a class before moving on to Activity 2.

ANSWERS

Activity 1

1. in spring
2. seeing flowers
3. a thousand years old
4. eight hundred
5. the middle of April

Activity 2

1. Schools
2. post offices
3. first Europeans
4. sports
5. Sydney

EXTRA IDEA

If your class has students from different countries or regions, put the students in large groups and have them talk about celebrations or festivals that are popular where they're from. Make sure each group has students from different places. Write the following questions on the board:

Smart Talk Student A

UNIT 9 Don't miss it!

Student A

- 1 PAIR WORK** Read about cherry blossom festivals in Japan. Then ask questions to complete the text.

Blog
About
Latest posts
Archives

Cherry Blossom festivals in Japan

In Japan, there are a lot of cherry blossom festivals

¹ _____. The Japanese name for these festivals is *hanami*. This means ² "_____". (What?) Hanami festivals are more than ³ _____. (How old?) A very popular kind of cherry tree is the sakura, and you can see them all over the country. In Tokyo, you can see them near the Meguro River. There are about ⁴ _____ sakura trees along the river. (How many?) Another good place is Takada Castle in Honshu, where there are four thousand trees. The best time to visit the castle is ⁵ _____. (When)



- 2 PAIR WORK** Now read about Australia Day. Then answer your partner's questions.

A What is closed on Australia Day?

B Schools and post offices.



Australia Day is on January 26th. It's a public holiday. Schools and post offices are closed on this day. It celebrates the time when the first Europeans arrived in the country. Most people take the day off work and go to the park for a picnic. Many of them also watch or play sports. There are also wonderful firework displays. In Sydney, there is often a tall ships race. And there are prizes for the Australian of the Year.



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1. What event do you want to talk about?
2. When is it?
3. What can you do there?
4. What can you see there?
5. What can you eat there?
6. How many people go to it?

When each student has had a chance to speak, have a spokesperson from each group report back to the class. Have students vote on the most interesting event.

UNIT 9 Don't miss it!

Student B

- 1 PAIR WORK** Read about cherry blossom festivals in Japan. Then answer your partner's questions.

A When are the cherry blossom festivals?

B In spring.

Blog | About | Latest posts | Archives

Cherry Blossom festivals in Japan

In Japan, there are a lot of cherry blossom festivals in spring. The Japanese name for these festivals is *hanami*. This means "seeing flowers." Hanami festivals are more than a thousand years old. A very popular kind of cherry tree is the sakura and you can see them all over the country. In Tokyo, you can see them near the Meguro River.

There are about eight hundred sakura trees along the river. Another good place is Takada Castle in Honshu, where there are four thousand trees. The best time to visit the castle is the middle of April.



- 2 PAIR WORK** Now read about Australia Day. Then ask questions to complete the text.



Australia Day is on January 26th. It's a public holiday. ¹ _____ and ² _____ are closed on this day. (What?) It celebrates the time when the ³ _____ arrived in the country. (What?)

Most people take the day off work and go to the park for a picnic. Many of them also watch or play ⁴ _____. (What?) There are also wonderful firework displays. In ⁵ _____ there is often a tall ships race. (Where?) And there are prizes for the Australian of the Year.



UNIT 10

Activity 1

- Write the model conversation on the board. Then split the class into pairs. Assign roles to each student – one student is A, the other is B. The information for Student A is on page 93 of the book. The Student B information is on page 105.
- Focus attention on the maps. Explain that students need to complete their maps by asking and answering questions about the places listed in the box.
- Select a student and practice the model conversation. Explain that students need to complete their maps with the correct information.
- Have students study their maps before doing the activity in pairs.
- Have students do the activity. Allow sufficient time for students to complete the activity before checking answers. You can check answers by having pairs do the activity one item at a time.

ANSWERS

First row on map (left to right):
train station, convenience store,
restaurant, hotel, bank
Second row on map
(left to right):
coffee shop, movie theater, post
office, park, swimming pool
Places that are not on the map:
fast food restaurant, shopping
mall, shoe store, bookstore, gym,
department store

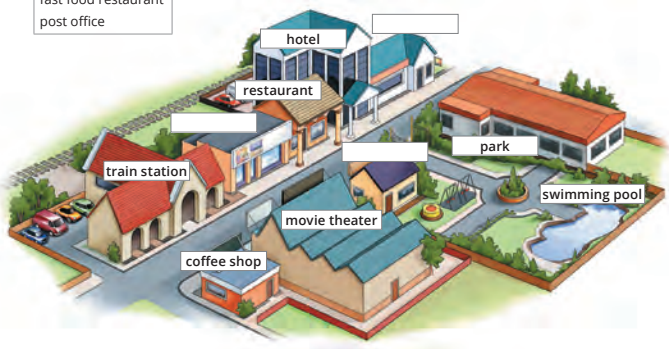
UNIT 10 *Is there a bank?*

Student A

- 1 PAIR WORK** Ask and answer questions to complete the map. Ask about the places in the box. Check the Useful Language box on page 66 for directions.

- A Is there a bookstore?
B No, there isn't.
A Is there a restaurant?
B Yes, there is. It's next to the hotel.

Places
bank
bookstore
convenience store
department store
fast food restaurant
post office



- 2 PAIR WORK** Talk about the area near your school. Complete the sentences.

1. There's a convenience store _____.
2. There's a post office _____.
3. There's a _____ around here, but there isn't a _____.
4. There are some good _____ around here.
5. There aren't any good _____ around here.
6. There _____ a department store around here.
7. There are _____ bus stations around here.

Is there a ... ?

Are there any good ...

There's a _____, but
is there a _____?

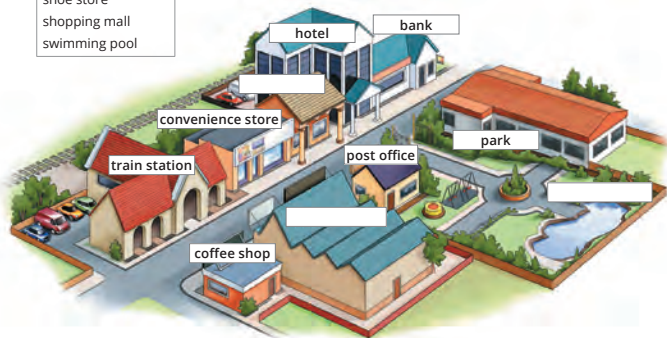
UNIT 10 *Is there a bank?*

Student B

- 1 PAIR WORK** Ask and answer questions to complete the map. Ask about the places in the box. Check the Useful Language box on page 66 for directions.

- A Is there a bookstore?
 B No, there isn't.
 A Is there a bank?
 B Yes, there is. It's next to the hotel.

Places
movie theater
gym
restaurant
shoe store
shopping mall
swimming pool



- 2 PAIR WORK** Talk about the area near your school. Complete the sentences.

- There's a convenience store _____.
- There's a post office _____.
- There's a _____ around here, but there isn't a _____.
- There are some good _____ around here.
- There aren't any good _____ around here.
- There _____ a department store around here.
- There are _____ bus stations around here.

Is there a ... ?

Are there any good ...

There's a _____, but
is there a _____?

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EXTRA IDEA

Have students play a memory game. Give them about 30 seconds to study the map in Activity 1 and to try to memorize as much of it as they can. Then have them close their books and take turns asking and answering questions about the picture with a partner. Make it a competition to see who remembers the most information correctly.

Activity 2

- Explain that this is a discussion activity, not an information gap.
- Focus attention on the seven statements and write them on the board. Then focus attention on the model questions and answers in the speech bubbles. Select a student and ask *Is there a convenience store around here?* Try to elicit *There's a convenience store next to the (bank).* or *There's a store on X street.*
- Review the other statements to make sure students understand the possible answers.
- Have students do the activity in pairs.
- If some pairs finish earlier than others, have them ask and answer questions about other places.

EXTENSION

- Have the pairs make groups and share their answers from Activity 2. Draw a chart on the board with three columns labeled *There's a...*, *There are some...*, and *There aren't any...* Have the groups copy and complete the chart with places that are (or aren't) located near the school.
- Have each group share their answers with the class. Have the class vote on their favorite place near the school. Find out what places the students would like to have in the area near the school.

UNIT 11

Activity 1

- Write the model conversation on the board. Then split the class into pairs. Assign roles to each student – one student is A, the other is B. The information for Student A is on page 94 of the book. The Student B information is on page 106.
- Focus attention on the box titled *My latest trip*. Explain that students must ask and answer questions about Matt. Student A has to ask the questions. Student B has to answer them.
- Practice the conversation with a B student. Then ask *Who did he go with?* to elicit *He went with his friend*.
- Have students look at the Language Practice box on page 72. Review the questions and the answers. Make sure students understand that the questions and answers are in the past tense.
- Have students do the activity in pairs. Walk around the class to check progress. If students are finding the activity difficult, stop the activity and review the questions students need to make.
- Allow sufficient time for students to complete the activity before checking answers. You can check answers by having pairs do the activity one item at a time.
- If some pairs finish earlier than others, have them start Activity 2.

ANSWERS

1. He went to Brazil.
2. He went with his friend Jake.
3. He traveled to Rio de Janeiro.
4. He went by plane.
5. He visited Sugarloaf Mountain.
6. He met some people from Japan.
7. He had an excellent time.

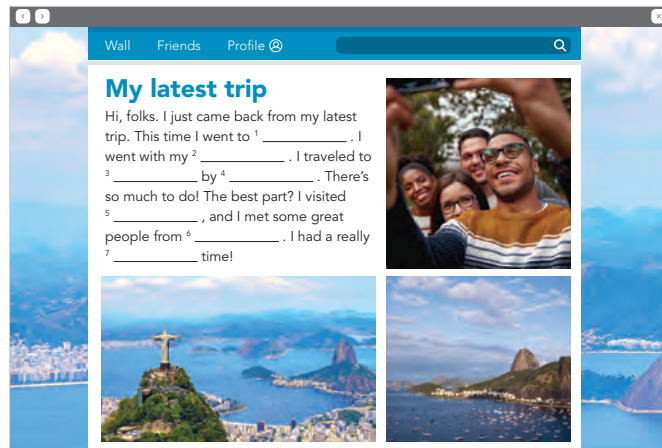
Smart Talk Student A

UNIT 11 What did you do there?

Student A

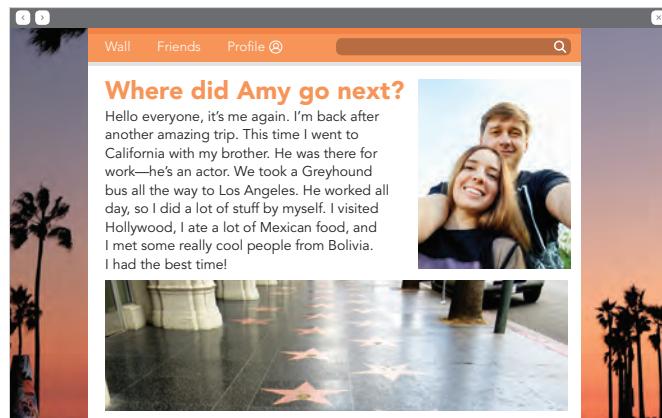


1 PAIR WORK Read Matt's travel blog. Then ask your partner questions to complete the information.



2 PAIR WORK Now read Amy's travel blog. Answer your partner's questions.

- A Where did Amy go?
B She went to California.



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Activity 2

- The procedure for Activity 2 is the same as Activity 1. In this activity, however, it is Student A who has the information about Amy's vacation.

ANSWERS

1. She went to California.
2. She went with her brother.
3. They took a Greyhound bus.
4. They went all the way to Los Angeles.
5. She visited Hollywood.
6. She ate Mexican food.
7. She met some people from Bolivia.

EXTENSION

- Have students use the activity as a model to talk about their own recent vacations or their favorite vacations. Write the following sentences on the board:
 1. I went to _____.
 2. I went with my _____.
 3. I went by _____.
 4. I visited _____.
 5. I saw _____.
 6. I ate _____.
 7. I met _____.
 8. I had a _____ time.

UNIT 11 *What did you do there?*

Student B

1 PAIR WORK Read Matt's travel blog. Answer your partner's questions.

A Where did Matt go?

B He went to Brazil.

The screenshot shows a social media-style interface with a blue header containing 'Wall', 'Friends', and 'Profile' with a search icon. The main content area has a title 'My latest trip' in blue. Below the title is a paragraph of text: 'Hi, folks. I just came back from my latest trip. This time I went to Brazil. I went with my friend Jake. I traveled to Rio de Janeiro by plane. There's so much to do! The best part? I visited Sugar Loaf Mountain, and I met some great people from Japan. I had a really excellent time!'. To the right of the text is a photo of three people taking a selfie. Below the text are two landscape photos of Rio de Janeiro, one showing Christ the Redeemer and the other showing Sugar Loaf Mountain.

2 PAIR WORK Now read Amy's travel blog. Then ask your partner questions to complete the information.

The screenshot shows a social media-style interface with an orange header containing 'Wall', 'Friends', and 'Profile' with a search icon. The main content area has a title 'Where did Amy go next?' in orange. Below the title is a paragraph of text with numbered blanks: 'Hello everyone, it's me again. I'm back after another amazing trip. This time I went to ¹ _____ with my ² _____. He was there for work - he's an actor. We took a ³ _____ all the way to ⁴ _____. He worked all day, so I did a lot of stuff by myself. I visited ⁵ _____, I ate a lot of ⁶ _____, and I met some really cool people from ⁷ _____. I had the best time!'. To the right of the text is a photo of a man and a woman smiling. Below the text is a photo of a sidewalk with stars, similar to the Hollywood Walk of Fame.

- Have students copy these sentences on a separate sheet of paper and complete them with true information about their last vacation or favorite vacation. As a model, read each sentence aloud and finish it with information that is true for you.
- Elicit questions that go with each statement. For example, the first statement could be the answer to the question *Where did you go?* Write these questions on the board.
- Have the students interview each other, using the questions on the board and answering with the information on their papers. Then put the students in new pairs and have them interview each other again, this time without referring to the papers or the questions on the board.
- When everyone is finished, put the students in large groups and have them share what they learned about their classmates' vacations.

UNIT 12

Activity 1

- Write the model conversation on the board. Then split the class into pairs. Assign roles to each student – one student is A, the other is B. The information for Student A is on page 95 of the book. The Student B information is on page 107.
- Focus attention on the model conversation. Explain that the question relates to one of the people in the activity.
- Select a student and practice the model conversation.
- Give another example. Ask *How is Marcelo going to go to Osaka?* Explain that Student B has the answer *He's going to go by train.*
- Have students do the activity in pairs. Allow sufficient time for students to complete the activity before checking answers. You can check answers by having pairs do the activity one item at a time.
- CULTURE NOTE:** Osaka is a city in southern Japan near Kyoto. Qatar is a country on the Persian Gulf. Costa Rica is a Central American country known for eco-tourism. Guadalajara is a large city in Mexico. Ho Chi Minh City, formerly Saigon, is known for its French Colonial buildings. Guam is a U.S. territory in the South Pacific.

UNIT 12 Where are they going to go?

Student A



1 PAIR WORK Ask and answer questions to complete the information. Try to guess the place.

A Is Marcelo going to go to Tokyo on vacation?

B No, he's going to go to Osaka.



Marcelo

Where: Osaka

How: _____

When: _____

How long: _____

Who with: _____





Li Wei

Where: Guadalajara

How: car

When: next month

How long: a weekend

Who with: best friend





Diana

Where: Qatar

How: cruise ship

When: the fall

How long: a week

Who with: family





Michel

Where: _____

How: _____

When: _____

How long: _____

Who with: _____





Steve

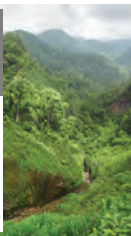
Where: _____

How: _____

When: _____

How long: _____

Who with: _____





Angela

Where: Guam

How: plane

When: the summer

How long: a month

Who with: best friend




2 PAIR WORK Ask your partner about future plans. Complete the sentences.

- On Friday night, my partner is going to _____.
- My partner is going to go by _____.
- Next week, my partner _____.
- My partner isn't going to _____ by _____.
- My partner and I are both _____.

What are you going to do on ... ?

I'm going to ...
How about you?

ANSWERS

- Marcelo
Where: Osaka
How: train
When: next week
How long: two weeks
Who with: sister
- Diana
Where: Qatar
How: cruise ship
When: the fall
How long: a week
Who with: family

- Steve
Where: Costa Rica
How: ship
When: the spring
How long: five days
Who with: parents
- Li Wei
Where: Guadalajara
How: car
When: next month
How long: a weekend
Who with: best friend

- Michel
Where: Ho Chi Minh City
How: train
When: next year
How long: three months
Who with: friend
- Angela
Where: Guam
How: plane
When: the summer
How long: a month
Who with: best friend

UNIT 12 Where are they going to go?

Student B



1 PAIR WORK Ask and answer questions to complete the information. Try to guess the place.

A Is Diana going to go to Dubai on vacation?

B No, she's going to go to Qatar.

Marcelo

Where: Osaka

How: train

When: next week

How long: two weeks

Who with: sister

Li Wei

Where: _____

How: _____

When: _____

How long: _____

Who with: _____

Diana

Where: Qatar

How: _____

When: _____

How long: _____

Who with: _____

Michel

Where: Ho Chi Minh City

How: train

When: next year

How long: three months

Who with: friend

Steve

Where: Costa Rica

How: ship

When: the spring

How long: five days

Who with: parents

Angela

Where: _____

How: _____

When: _____

How long: _____

Who with: _____



2 PAIR WORK Ask your partner about future plans. Complete the sentences.

- On Friday night, my partner is going to _____.
- My partner is going to go by _____.
- Next week, my partner _____.
- My partner isn't going to _____ by _____.
- My partner and I are both _____.

What are you going to do on ... ?

I'm going to ...
How about you?

Activity 2

- Explain that this is a discussion activity, not an information gap.
- Focus attention on the examples and write them on the board. Elicit other useful questions students might need and write them on the board.
- Have students fill in the blanks with information about their partner's future plans.

ANSWERS

Answers will vary.

EXTRA IDEA

- Elicit different kinds of transportation. Include *on foot*. Write these on separate pieces of paper.
- Have students make groups. Give a piece of paper to each group. Have each group recommend a place to visit that is most easily reached by the transportation written on the piece of paper.
- Have students give detailed instructions. For example: *Take the number 31 bus from outside the school to the main bus station. Then change to the 43 bus.*

UNIT 1

Activity 1

- Have students read the chat room post quickly. Then write the entire post on the board. Erase the information that relates to Judy such as her name, age, etc.
- Elicit what information a student in the class will write in the blank spaces as an example.
- Have students do the activity.

Activity 2

- Have students make pairs and read the chat room post their partner wrote. Encourage the students to ask follow-up questions of their partner.
- Have students report back to the class about what they have in common with their partner.

UNIT 2

Activity 1

- Copy the form from the Student Book onto the board. Choose an individual student. Ask questions, such as *What's your last name?* and *What's your nationality?* Complete the form with this information.
- Have students do the activity.

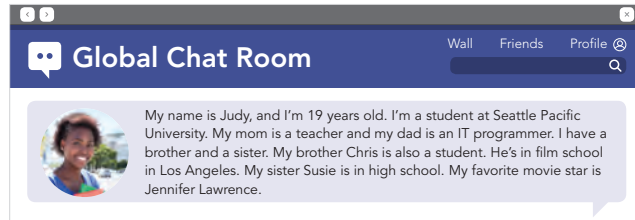
Activity 2

- Elicit other questions that students might ask and write them on the board. For example: *What's your email address?*
- Have students ask and answer these additional questions.

WRITING

UNIT 1

- 1 Read this information in a chat room for international students. Then write similar information about you.



- 2 **PAIR WORK** Read your partner's information. Compare your information. Try to find two things which are similar.

UNIT 2

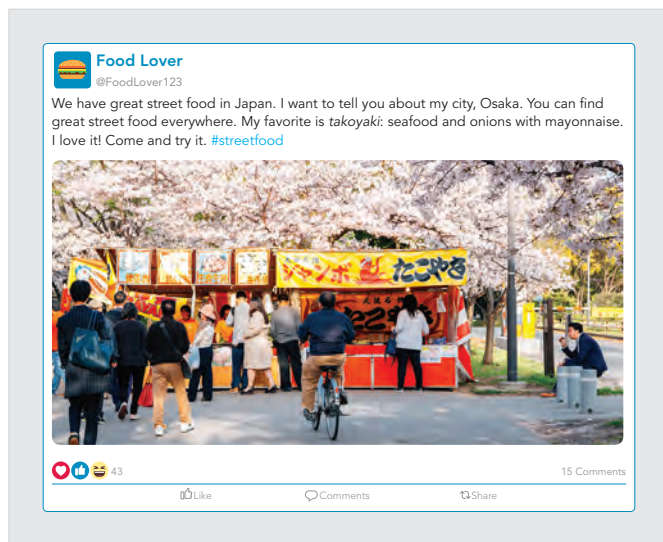
- 1 Complete the form with your information.

Last name: _____		First name: _____	
Nationality: _____		Age: _____ Birthday: _____	
School: _____		Major: _____	
Personal information:			
Favorite subject:			
My favorite subject is _____			
Career goal:			
I want to be _____			
Free time activities:			
On the weekend, I like _____			

- 2 **PAIR WORK** Compare your personal information with another student. Ask and answer questions about the statements.

UNIT 3

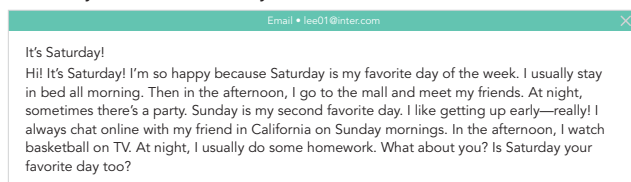
- 1 Read the tweet from a student in Japan about food in her city. Then write a tweet to the Smart Choice team about your favorite street food. #streetfood



- 2 **GROUP WORK** Compare tweets with your group. Which street food does your group like best?

UNIT 4

- 1 Read the email from a pen pal. Then write a reply. What do you usually do on your favorite day and second favorite day of the week?



- 2 **PAIR WORK** Take turns reading your emails. Make a list of things you both usually do on the weekend.

UNIT 3

Activity 1

- Focus on the tweet. Elicit how many characters (including letters, spaces, and punctuation) a tweet has. (280)
- Have students read the tweet quickly. Make sure that they understand the tweet. Then write the following questions on the board:
What's your favorite street food?
Where do you live?
Where is the best place to get street food?
What kind of food does it have?
Elicit answers.
- Have students do the activity. Encourage students to include answers to the questions on the board in the tweet they write.

Activity 2

Have students make groups and compare their tweets. Have each group vote on the street food they like best.

UNIT 4

Activity 1

- Have students read the email quickly. Then elicit information about the writer's favorite day and second favorite day, and what he or she does. Write the responses on the board.
- Have students do the activity.

Activity 2

Have students make pairs and read their partner's email. Have the pairs make a list of activities they both do.

UNIT 5

Activity 1

- Focus attention on the lines. Ask *What are these people doing?* Elicit *They're chatting.*
- Read the lines from the conversation. For example: *Hi!* Elicit sentences that can be used in reply. For example: *Hi, there!*
- Have students complete the conversation on their own. Explain that there is more than one correct way to complete it, but that they must carefully read Bestfriend1001's responses. Encourage students to be creative and to have fun doing the activity.
- Have students make pairs and take turns reading their conversations.
- Working on their own, have students write about what they are doing now. Encourage students to be creative.

Activity 2

Have students make pairs and read their partner's paragraphs. Have the pairs find two differences between their paragraphs.

UNIT 6

Activity 1

- Focus attention on the journal. Write the following questions on the board:
What did Marco do on Tuesday?
How was the weather?
Did he take the subway?
Was he early or late?
How many students were in the class?
- Have students read the diary quickly. Then elicit answers to the questions and write them on the board.
- Have students do the activity. Tell them their paragraphs should answer all of the questions on the board.

Writing

UNIT 5

- 1** Read the questions and complete the conversation. Then write a paragraph about what you are doing right now.

Right now, it's 9 p.m. ...

Bestfriend1001: Hi!

You@SmartChoice: _____

Bestfriend1001: What are you doing?

You@SmartChoice: _____

Bestfriend1001: What kind of homework?

You@SmartChoice: _____

Bestfriend1001: Do you like your English class?

You@SmartChoice: _____

Bestfriend1001: Me, too. Are you studying for a test at the end of the year?

You@SmartChoice: _____

Bestfriend1001: OK—good luck with it!

You@SmartChoice: _____



- 2 PAIR WORK** Compare paragraphs with a partner. Try to find two differences between you and your partner.

UNIT 6

- 1** Read Marco's journal about his last English class. Then write similar information about your last English class.

My last English class was on Tuesday. The weather was cold, and the sky was gray. My bus was late, so I was late for class. The class was at 4:00 p.m. Mr. Dawson was the teacher. He was on time. Eighteen students were there. It was a really fun class. But now I have too much homework!



- 2 PAIR WORK** Compare your writing with a partner. Ask and answer questions about any different information.

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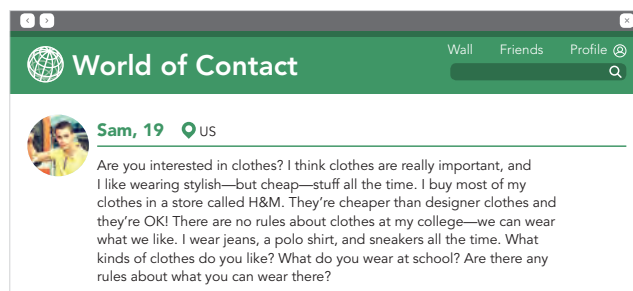
Activity 2

- Have students make pairs and read their partners' paragraphs.
- Write the question *Did you both like your last class?* on the board. Elicit follow up questions and answers, such as:
A *Why did you like it?*
B *It was interesting.*
A *Why was it interesting?*
B *Because the teacher was a lot of fun.*
- Have students do the activity in pairs. Encourage students to use the follow-up questions on the board.

UNIT 7

1 Read this message from a student. Then write a reply. Be sure to answer these questions:

- What kind of clothes do you like?
- Where do you buy your clothes?
- What do you wear to school (or work)?
- Are there any rules about what you can wear there?



2 PAIR WORK Take turns reading your messages. Do you and your partner like the same clothes? Find two differences.

UNIT 8

1 Read the information about Antonia. Then write a similar paragraph about yourself. Add hashtags for things you want to talk about.



2 PAIR WORK Compare paragraphs with a partner. Ask your partner questions.

UNIT 7

Activity 1

- Write the questions above the message on the board. Then ask the class to change them to the third person. For example: *What kind of clothes do you like?* changes to *What kind of clothes does he like?* Teach vocabulary such as *polo shirt*, if necessary. Have students read the message and find the answers to the questions. Have them check in pairs. Then elicit the answers to the questions on the board.
- Have students do the activity on their own. Make sure students answer all four questions in the messages they write.

Activity 2

Have students make pairs and compare their messages. Have them make a list of the differences in their likes and dislikes. Remind them to find two differences if they can.

UNIT 8

Activity 1

- Write the following questions on the board:
What's her name?
What does she look like?
What's she like?
What are her hobbies?
What things does she want to talk about?
- Have the students read the paragraph and find the answers to the questions, check with a partner, and elicit answers to the questions on the board.
- Have students do the activity, using the questions on the board for help.

Activity 2

Have students make pairs and read each other's paragraphs. Encourage the pairs to ask follow-up questions.

UNIT 9

Activity 1

- Write these questions about the article on the board:
Where is the place in the picture?
Is Antwerp a good place to visit?
Why?
- Have the students read the article and find the answers to the questions, check with a partner, and elicit answers to the questions on the board.
- Have students do the activity, using the questions on the board for help.

Activity 2

Have students make pairs and read each other's paragraph. Have them make a list of other things visitors can do in their town or country.

UNIT 10

Activity 1

- Write the email on the board.
Teach *student hostel*, *huge stores*, and *hometown*. Then erase the specific information about the Zona Rosa and about the writer's hometown.
- Have students do the activity, using the sentences on the board for help.

Activity 2

Have students make pairs, and read their partner's paragraph. Then have them make a list of similarities and differences.

Writing

UNIT 9

- 1 Read this article about Antwerp, a city in Belgium. Then write a similar article about your town or country.

Blog | About | Latest posts | Archives

BEYOND BRUSSELS

Brussels is the capital city of Belgium, but there are other interesting places to visit in Belgium. Antwerp is a beautiful old city with great food. French fries come from Belgium, and the French fries in Antwerp are delicious! I live here because I'm a musician and the city has more music clubs than any place I know. There are music clubs in cafés, theaters, even in an old church. My favorite is Café Hopper. It's a very good café and musicians play jazz there.



- 2 **PAIR WORK** Take turns reading your articles. What else can you recommend for visitors to do in your town?

UNIT 10

- 1 Read this email from a US student living in Mexico City. Then write a similar paragraph about the street where you live.

Email • lee01@inter.com

Right now, I'm living in a student hostel in an area called the Zona Rosa. It's very busy! There are some huge stores at the other end of my street. Fortunately, my part of the street isn't as crowded. There are only a few small stores, and there aren't many people. But there's always a lot of traffic, day and night, so it's very noisy.

In my hometown in the US, I live on a very quiet street. There aren't any stores, just houses. And every house has a front yard and a backyard.

- 2 **PAIR WORK** Compare paragraphs with a partner. Are your streets similar or very different?

UNIT 11

- 1** Read the tips about visiting London. Then write a similar paragraph about a place you visited. Give tips to first-time visitors.

Visiting London? Wall Friends Profile

Here are some tips from visitors

- 1 Fly into a cheaper airport.**
I flew into London Heathrow, a great airport, but there are cheaper ones. My friends found a really cheap ticket, flying into an airport called Stansted. Check it out.
- 2 Take the bus.**
The subway (they call it the underground) is fast, but you don't see anything. Take the bus! You can see all the sights from the top deck.
- 3 Go to the park.**
Central London is full of parks, and they're full of interesting things to see—lakes, sculptures, wildlife. I even saw deer!
- 4 There's a lot of free stuff.**
There are so many great art galleries and museums in London, and they're usually free! And there are street musicians everywhere.

- 2 GROUP WORK** Take turns reading your paragraphs. Compare your tips.

UNIT 12

- 1** Read this email from a Canadian student. Then write a reply. Include this information:

- your name
- the name of your town / city
- the transportation systems in your town / city
- information about cycle lanes, and safety for pedestrians

Hi! My name is Anita LeClerc, and I live in Montreal, Canada. At my college, we're going to do a survey about green transport in cities around the world. I found your school website. Is it OK if I ask you some questions about your city transportation?

Do you have a subway system? How many stations are there? Are there buses or street cars? Is it safe to ride a bike? Is your city a good place to walk?

I hope to hear from you soon.

- 2 PAIR WORK** Compare your emails. What did you say about your city?

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UNIT 12

Activity 1

- Have students read the email and circle Anita's questions in the email. Explain to students that Anita is writing to *them* and that they need to write a reply.
- Write *Hi Anita, My name is _____, on the board.* Have students use this as the opening for their emails.
- Make sure students include information such as their name, the name of their city, the transportation in their city, and the things to do in their city. Students also need to answer the questions they circled in Anita's email.
- Have students do the activity on their own.

Activity 2

Have students make groups, and compare their emails.

EXTENSION

Have students imagine that they are writing to someone in a city where they want to live. Before they start, elicit some ideas for questions that students might want to ask. For example:

Where is a good place to live in the city?

What's the subway like? Is it safe?

UNIT 11

Activity 1

- Write the following questions on the board:
Where did the writer go?
How did he or she travel there?
How did the writer travel in London?
What does the writer think visitors should see?
What free stuff does the writer mention?

- Read the tips to the class. Then elicit answers to the questions on the board.
- With the class, brainstorm a list of tips to give a visitor to your city. Write the tips on the board. Elicit details to write under each tip.
- Explain to students that they are to write tips about a place they have visited. Have students make notes and then do the activity.

Activity 2

Have students make groups, and read their partners' tips. Have each group vote for the best tips in their group.

GRAMMAR

UNIT 1

Grammar Reference

- Have students read the explanations of when we use the simple present of *be*. Ask students to give additional examples of statements using the simple present of *be*.
- Explain that *be* can be contracted. Use the *Affirmative statements* and *Negative statements* charts as examples.
- Use the *Yes/No questions* chart to review the question forms of *be*. Use the *Short answers* chart to review answers to *yes/no* questions and how they are contracted. Be sure to point out that we use contractions in negative short answers.

NOW PRACTICE

Activity 1

- Focus attention on the activity. Make sure students understand that the activity has three steps. First, students complete the sentences with the correct, contracted form of *be*. Then they check the sentences that are true for them. Finally, students correct the sentences that are not true for them. Have students read the five sentences carefully. Explain the example.
- Have students do the activity on their own.
- Allow time for students to complete their answers. Then have students compare their answers with a partner then check with the class.

ANSWERS

1. 's
2. 'm
3. 's
4. 's
5. 're

Answers for the second and third part of the activity will vary.

GRAMMAR

UNIT 1

Statements and questions with *be*

We use the simple present of *be* to talk about a person's name, nationality, age, and job.

- **Are** you Tom?
- He **is** a doctor.
- I **am** 19 years old.
- My teacher **is** from England.

We often contract, or shorten, the verb *be*.

- I'm a student.
- He's a teacher.
- I'm not a teacher.
- She isn't a teacher.

Wh- questions	Affirmative statements	Negative statements
What is your name	I am	I am not
Where are you from?	'm	'm not
How old are you?	You are	You are not
What is your favorite movie?	We are	We aren't
	They 're from Mexico.	They 're not from Brazil.
	He is	He is not
	She 's	She isn't
	It	It 's not

Yes/No questions		Short answers	
Are	you	Yes, I am .	No, I'm not .
	we	Yes, we are .	No, we aren't / No, we're not .
	they	Yes, they are .	No, they aren't / No, they're not .
	from Japan		
Is	he	Yes, he is .	No, he isn't. / No, he's not .
	she	No, she isn't / No, she's not .	
		Yes, it is .	No, it isn't / No, it's not .

We contract *is* in *wh*- questions and *am / is / are* in statements.

- **What's** your name?
- **I'm** Lee.
- **What's** your favorite movie?
- **It's** The Avengers.

NOW PRACTICE

- 1** Complete the sentences with a contraction of *am*, *is*, or *are*. Choose (✓) the sentences that are true for you and correct the others.

- | | | |
|-----------------------------------|--------------------------|-----------------------------------|
| 1. My mother <u>is</u> a teacher. | ☐ | <u>My mother isn't a teacher.</u> |
| 2. I <u>am</u> 18 years old. | ☐ | _____ |
| 3. My birthday <u>is</u> today. | ☐ | _____ |
| 4. My father <u>is</u> tall. | ☐ | _____ |
| 5. We <u>are</u> students. | ☐ | _____ |

- 2** Answer the questions with information about you. Use contractions.

1. Are you a student? Yes, I am.
2. Is your teacher from England? _____
3. Are your parents doctors? _____
4. What's your name? _____
5. Where are you from? _____
6. How old are you? _____

Activity 2

- Focus attention on the activity. Make sure students understand that they need to complete the questions with information that is true for them. Explain the example answer before students start the activity.
- Tell students to use contractions when they can. Remind students that they can only use contractions for a negative short answer.
- Have students do the activity on their own.

- Allow time for students to complete their answers. Then have students compare their answers with a partner.

ANSWERS

1. Yes, I am./No, I'm not.
2. Yes, he/she is. No, he/she isn't.
3. Yes, they are./No, they're not.
4. My name's _____.
5. I'm from _____.
6. I'm _____ years old.

UNIT 2

The simple present

We use the simple present for facts, routines, and states.

- *I live in Seoul.* (fact)
- *We go to school on Monday.* (routine)
- *She feels tired.* (state)

We add -s or -es to the verb when we answer about a third person subject (*he, she, it*).

We use the helping verb *do* or *does* + *not* in questions and negative statements. We usually use the contractions *don't* and *doesn't*.

Affirmative statements	Negative statements	Wh- questions
I You We They He She It	I You We They He She It	What do you do ? What does she do ? Where does he live ? Where do they live ?
work in a school.	do not work don't work in an office.	
works in a school.	does not work doesn't work	

Spelling rules: third person singular

Some verbs end in <i>ch, sh, x, or ss</i> . Add <i>es</i> to these verbs.	Some verbs end in consonant + <i>y</i> . Change the <i>y</i> to <i>i</i> and add <i>es</i> .
teach +es teaches	study <i>y + ies</i> studies
wash +es washes	try <i>y + ies</i> tries
fix +es fixes	
miss +es misses	
These verbs have a special form:	
do → does go → goes have → has	

NOW PRACTICE

1 Complete the sentences and make affirmative statements. Use the verb in parentheses.

1. My sister goes to a good university. (go)
2. My teacher _____ her job. (like)
3. I think an actor _____ an interesting job. (have)
4. Most chefs _____ in cities. (work)
5. My friend _____ a lot of movies. (watch)
6. A good student _____ every evening. (study)
7. My friends and I _____ good music. (like)
8. My brother _____ far away. (live) He _____ home. (miss)

2 Complete the sentences and make negative statements. Use the verb in parentheses.

1. My brother doesn't have a job. (have)
2. I _____ near our school. (live)
3. My doctor _____ my name. (know)
4. My English teacher _____ Spanish. (speak)

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- Have students read the eight sentences carefully.
- Have students do the activity on their own.
- Allow time for students to complete their answers. Then have students compare their answers with a partner then check answers as a class.

ANSWERS

- | | |
|------------|------------|
| 1. goes | 6. studies |
| 2. likes | 7. like |
| 3. has | 8. lives, |
| 4. work | misses |
| 5. watches | |

Activity 2

- Focus attention on the activity. Make sure students understand that they need to complete each sentence with the negative form of the verbs. Explain the example answer before students start the activity.
- Tell students to use contractions.
- Have students do the activity on their own.
- Allow time for students to complete their answers. Then have students compare their answers with a partner then check answers as a class.

ANSWERS

1. doesn't have
2. don't live
3. doesn't know
4. doesn't speak

UNIT 2

Grammar Reference

- Have students read the explanations of when we use the simple present. Ask students to give additional examples.
- Use the *Affirmative statements* chart to show how the verb changes to agree with the subject. Point out that when there is a third person singular subject (*he/she/it*) an *s* is added to the end of the verbs.
- Use the *Spelling rules* chart to show how other verbs change in the third person singular. Point out that *do*, *go*, and *have* are irregular verbs.

- Use the *Negative statements* chart to show *do/does* + *not* are used to form the negative. Be sure to point out that the verbs do not change.

NOW PRACTICE

Activity 1

- Focus attention on the example in the activity. Make sure students understand that they need to complete each sentence with the affirmative form of the verb. Point out that *goes* is correct, rather than *go*, because *sister* is the third person singular.

UNIT 3

Grammar Reference

- Have students read the explanations of how to form questions with *do* in the simple present.
- Use the *Yes/No questions* and the *Short answers* charts to show examples. Point out that *do not* and *does not* in short answers are usually contracted to *don't* and *doesn't*. Ask students to give additional examples.
- Use the examples in the *Wh- questions* chart to show how *do* and *does* come before the subject and after the *wh-* word. Ask students to give additional examples.

NOW PRACTICE

Activity 1

- Focus attention on the first question and the example in the activity. Point out that the activity has two steps. First, students complete the questions with *do* or *does*. Then they write answers to the questions with information that is true for them.
- Have students read the six sentences carefully.
- Have students do the activity on their own.
- Allow time for students to complete their answers. Then have students compare their answers with a partner then check answers as a class.

ANSWERS

- Do, Yes, I do./No, I don't.
- Do, Yes, they do./No, they don't.
- Does, Yes, it does./No, it doesn't.
- Do, Yes, they do./No, they don't.
- Do, Yes, I do./No, I don't.
- Does, Yes, he/she does./No, he/she doesn't.

Activity 2

- Focus attention on the activity. Make sure students understand that they need to use the verbs from the box with *do* or *does* to complete the questions.

UNIT 3

The simple present: questions with *do*

When we ask *yes/no* questions, we use the helping verb *do* or *does*. It comes **before** the subject. When we answer *yes/no* questions, we usually use contracted forms in negative short answers.

Yes/No questions		Short answers	
Do	you we they like pizza?	Yes, I do . Yes, we do . Yes, they do .	No, I do not . / No, I don't . No, we do not . / No, we don't . No, they do not . / No, they don't .
Does	he she it	Yes, he does . Yes, she does . Yes, it does .	No, he does not . / No, he doesn't . No, she does not . / No, she doesn't . No, it does not . / No, it doesn't .

When we ask *wh-* questions, we also use the helping verb *do* or *does*. It comes **before** the subject and **after** the *wh-* word.

Wh- questions	
What do	you we they like?
What does	he she it

NOW PRACTICE

- 1** Complete the questions with *Do* or *Does*. Then answer the questions with information about you.

- Do you like pizza? Yes, I do.
- _____ your family like spicy food? _____
- _____ your school serve food? _____
- _____ your friends like takeout? _____
- _____ you work in a restaurant? _____
- _____ your teacher drink coffee? _____

- 2** Complete the questions. Use the verbs in the box.

- Where do you live?
- What kind of food _____ your family _____?
- What kind of food _____ your favorite restaurant _____?
- Where _____ you _____ for lunch?
- What _____ your friends want to _____ tonight?
- What _____ you _____ is the best food in the world?

go
like
think
live
eat
serve

- Have students do the activity on their own.
- Allow time for students to complete their answers. Then have students compare their answers with a partner then check as a class.

ANSWERS

- do, live
- does, like
- does, serve
- do, go
- do, eat
- do, think

UNIT 4

Frequency adverbs

We use frequency adverbs to say *how often*.

Frequency adverbs	How often?	When?
always 100%	once a week	on Saturday mornings
usually 75%	twice a week	on Mondays and Thursdays
sometimes 50%	three times a week	after work / school
never 0%	every day / every weekend	on weekends

Frequency adverbs usually go **before** the verb.

- We **always exercise** on Monday.
- She **usually goes** to the gym.

- I **sometimes play** soccer.
- I **never go** running.

With the verb *be*, frequency adverbs go **after** the verb.

- They **are always** hungry.
- He **is usually** on time.

- I **am sometimes** late.
- She **is never** tired.

We use *ever* to make questions (*ever* = *at any time*)

- Do you **ever** play basketball? Yes, I play basketball once a week.
- Do you **ever** go swimming? No, I never go swimming.

Use the order: *adverb—how often—when*:

- I **always** play soccer **every weekend**.
- I **usually** go running **once a week on Mondays**.

NOW PRACTICE

1 Complete the sentences. Put the frequency adverbs and time expressions in the correct place.

- I'm hungry in the morning. (usually)
I'm usually hungry in the morning.
- I go to school on Saturdays. (sometimes)

- I exercise on weekends. (always)

- I'm happy. (always)

- I go out with my friends on Saturdays. (usually)

- I eat a big breakfast. (never)

- I go swimming. (sometimes, on weekends)

- I go to the gym (usually, after work)

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NOW PRACTICE

Activity 1

- Focus attention on the example in the activity. Make sure students understand that they need to put the frequency adverbs in the correct position in each sentence. Some items have more than one answer.
- Have students read the six sentences carefully. Point out that in item 6, students need to choose *never* or *ever*. If they choose *never*, they will need to change another part of the sentence.
- Allow time for students to complete their answers. Then have students compare their answers with a partner
- Check answers as a class.

ANSWERS

- Usually I'm hungry in the morning./I'm usually hungry in the morning.
- I sometimes go to school on Saturdays.
- I always exercise on weekends.
- I'm always happy.
- I usually go out with my friends on Saturdays.
- I never eat a big breakfast.
- I sometimes go swimming on weekends. / Sometimes I go swimming on weekends.
- I usually go to the gym after work. / Usually, I go to the gym after work.

UNIT 4

Grammar Reference

- Focus attention on the chart. Use it to explain the meaning of the frequency adverbs.
- Have students read the explanations of where frequency adverbs can go in a sentence. Explain that with most verbs, frequency adverbs come before the verb. However, when used with *be*, they usually come after the verb. Ask students to give additional examples of frequency adverbs used with *be* and other verbs.
- Use the examples to show how *never* and *ever* are used. *Never* is not used with the negative form of a verb or in questions. In questions and negative statements, *ever* is used.
- Point out that like other frequency adverbs, the position of *never* and *ever* in a sentence depends on whether the verb is *be* or another verb.
- **LANGUAGE NOTE:** Explain that some frequency adverbs can come at the beginning and the end of a sentence. Have students read the examples. Ask students to give additional examples using *sometimes* and *usually*.

UNIT 5

Grammar Reference

- Have students read the explanations of when we use the present continuous. Elicit other examples of statements using the present continuous to describe actions happening now and around this time.
- Use the *Affirmative statements* chart, the *Negative statements* chart, and the *Wh- questions* chart to review the forms of the present continuous. Point out that the statements and the *wh-* questions can be contracted.
- Use the *Spelling rules* chart to review how to change the base form of the verb into the *-ing* form.

NOW PRACTICE

Activity 1

- Focus attention on the activity. Make sure students understand that they need to change the verbs into the *-ing* form.
- Allow time for students to complete their answers. Then have students compare their answers with a partner then check as a class.

ANSWERS

- | | |
|------------|---------------|
| 1. writing | 5. playing |
| 2. sending | 6. taking |
| 3. sitting | 7. running |
| 4. having | 8. exercising |

Activity 2

- Focus attention on the activity. Make sure students understand that they need to complete the sentences with the correct form of *be* and the *-ing* form of the verbs.
- Allow time for students to complete their answers. Then have students compare their answers with a partner then check as a class.

UNIT 5

The present continuous

We use the present continuous to show that something is happening now or for a limited time.

- *He's talking on the phone. (It's happening now.)*
- *I'm living in Tokyo now. (It's for a limited time.)*

Affirmative statements	Negative statements	Wh- questions
I am 'm	I am not aren't	What are you we they doing?
You are We 're They 're listening to music.	You are not We aren't reading a book. They aren't	What is he she it doing?
He is She 's It 's	He is not She isn't It isn't	

We form the present continuous with the helping verb *be* + *-ing* form of a verb.

Spelling rules: <i>-ing</i> form		
work	+ <i>ing</i>	working
do	+ <i>ing</i>	doing
study	+ <i>ing</i>	studying
listen	+ <i>ing</i>	listening
When verbs end in an <i>e</i> , delete the <i>e</i> and add <i>ing</i> .		
message	e + <i>ing</i>	messaging
dance	e + <i>ing</i>	dancing
When the last three letters are consonant—vowel—consonant, double the final consonant and add <i>-ing</i> . Never double <i>x</i> , <i>y</i> , <i>z</i> . Vowels are <i>a</i> , <i>e</i> , <i>i</i> , <i>o</i> , <i>u</i> .		
swim	double consonant + <i>ing</i>	swimming
stop	double consonant + <i>ing</i>	stopping

NOW PRACTICE

1 Write the *-ing* form of these verbs.

- | | |
|-------------------------|-------------------|
| 1. write <u>writing</u> | 5. play _____ |
| 2. send _____ | 6. take _____ |
| 3. sit _____ | 7. run _____ |
| 4. have _____ | 8. exercise _____ |

2 Complete the questions and sentences. Use the present continuous form of the verb.

- What are you doing now? (do)
- Where _____ you _____ now? (sit)
- What kind of music _____ your friends _____ to? (listen)
- Who _____ your brother _____ to? (talk)
- What _____ you _____ in school? (study)
- What _____ they _____ for lunch? (make)

ANSWERS

- are, doing
- are, sitting
- are, listening
- is, talking
- are, studying
- are, making

UNIT 6

The past tense of *be*

The verb *be* has two forms in the past: *was* and *were*.

- I **was** late yesterday.
- My parents **were** at home last night.

Affirmative statements	
I	
He	was
She	
It	sick yesterday.
You	
We	were
They	

We usually use contractions in negative statements.

- My teacher **wasn't** sick yesterday.
- My friends **weren't** at school yesterday.

Negative statements	
I	
He	was not
She	wasn't
It	at work.
You	
We	were not
They	weren't

NOW PRACTICE

1 Complete the sentences. Use *was* or *were*.

- Last night my friends and I were at the mall.
- The stores _____ open until midnight.
- My favorite store _____ very crowded.
- It _____ really noisy everywhere in the mall.
- By midnight I _____ very tired.

2 Complete the sentences with information about you. Use *was* or *wasn't*.

- I wasn't late to school yesterday.
- The city center _____ crowded last night.
- I _____ at school on Saturday.
- The weather _____ bad yesterday.
- It _____ very hot last weekend.

Activity 2

- Focus attention on the activity. Make sure students understand that they need to complete the sentences with the negative forms of *be* in the past.
- Allow time for students to complete their answers. Then have students compare their answers with a partner then check answers as a class.

ANSWERS

- | | |
|------------|-----------|
| 1. wasn't | 4. wasn't |
| 2. wasn't | 5. wasn't |
| 3. weren't | |

UNIT 6

Grammar Reference

- Have students read the explanations of the past forms of *be*. Use the *Affirmative statements* chart to show examples of *was* and *were*. Point out that we use *was* with singular pronouns and *were* with plural pronouns. Ask students to give additional examples of statements using *was* and *were*.
- Explain that affirmative statements with *be* in the past cannot be contracted. Use the *Negative statements* chart to review negative statements with *be* in the past and explain how they can be contracted.

NOW PRACTICE

Activity 1

- Focus attention on the activity. Make sure students understand that they need to add the correct form of *be* in the past. Preteach vocabulary if necessary.
- Allow time for students to complete their answers. Then have students compare their answers with a partner then check answers as a class.

ANSWERS

- | | |
|---------|--------|
| 1. were | 4. was |
| 2. were | 5. was |
| 3. was | |

UNIT 7

Grammar Reference

- Have students read the explanations of how and when to use comparative adjectives.
- Point out that in affirmative statements, when we mention the things we are comparing, we use *than*. For example:
I'm taller than you.
The red sweater is cheaper than the black one.
- When we don't mention both things, we don't use *than*: *I'm taller.* *The red sweater is cheaper.*
- We also use *as ... as* and a form of *be* to compare two people or things. In affirmative statements, it means the two people or things are the same. In negative statements, we use the negative form of *be* and *as ... as* to show the two people or things are different. For example:
I'm not as tall as my brother.
- Review the spelling rules of short adjectives. Explain that longer adjectives are usually formed with *more*. For example: *more comfortable*.
- Point out that *good* and *bad* have irregular comparative forms.
- Finally, point out that when we talk about the same thing twice in one sentence, or in a question and answer, we can use *one/ones* to replace it.

NOW PRACTICE

Activity 1

- Focus attention on the activity. Make sure students understand that they need to change the adjectives into the comparative form.
- Allow time for students to complete their answers. Then have students compare their answers with a partner and then check answers as a class.

Grammar

UNIT 7

Comparative adjectives

We use a comparative adjective when we compare two or more people or things.

We use the comparative + *than* to compare two things.

- *I'm **older** than you.*
- *Sneakers are **more comfortable** than shoes.*

We use *as* + adjective + *as* to say that two things are the same or different.

- *I'm **as tall as** you (the same).*
- *I'm **not as tall as** you (different).*

Spelling rules: adjectives

For short adjectives that end in a consonant, add *er*
For short adjectives that end in *e*, add *r*.

For short adjectives that end in one vowel and one consonant, double the consonant and add *er*.

For short adjectives that end in *y*, change the *y* to *i* and add *er*.

For most adjectives with two or more syllables, use *more* + adjective.

A few short adjectives have a special form

small → **smaller**

nice → **nicer**

big → **bigger**

fat → **fatter**

happy → **happier**

lazy → **lazier**

comfortable → **more comfortable**

good → **better**

bad → **worse**

To talk about the same thing twice in a sentence or a question and answer, we can use the words *one* or *ones* to replace it.

- *The red T-shirt is better than the blue **one**.*
- *Old jeans are more comfortable than new **ones**.*
- *Which T-shirt is cheaper? The red **one**.*
- *Which sneakers do you like? I like the black **ones**.*

NOW PRACTICE

1 Write the comparative form of the adjectives.

1. big bigger
2. hot _____
3. colorful _____
4. famous _____
5. old _____
6. expensive _____
7. new _____
8. crowded _____
9. interesting _____
10. easy _____
11. good _____
12. beautiful _____

2 Write sentences comparing two things. Choose adjectives from Activity 1.

1. Tokyo is bigger than London. (Tokyo / London)
2. _____ (designer clothes / regular clothes)
3. _____ (English / Chinese)
4. _____ (coffee / tea)
5. _____ (new phone / old phone)

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ANSWERS

1. bigger
2. hotter
3. more colorful
4. more famous
5. older
6. more expensive
7. newer
8. more crowded
9. more interesting
10. easier
11. better
12. more beautiful

Activity 2

- Focus attention on the activity. Make sure students understand that they need to compare the two

things in each sentence, using an appropriate adjective from Activity 1. Tell students that their sentences must make sense and that their answers will vary.

- Allow time for students to complete their answers. Then have students compare their answers with a partner then check as a class.

POSSIBLE ANSWERS

1. Tokyo is bigger than London.
2. Designer clothes are more expensive than regular clothes.
3. English is easier than Chinese.
4. Coffee is better than tea.
5. A new phone is more expensive than an old phone.

Be like and look like

To answer, we use *be* + personality adjectives.

To answer, we use *be* + personality adjectives.

- What's Paula like?
- What's Junseo like?
- She's smart and serious.
- He's funny and smart.

To ask about appearance we use:

1. *what + do + look like*

To answer, we use *be* + adjective for size or *have* + word for physical features (eyes, hair, beard, etc.).

- What **does** Ren **look like**?
- He's tall and heavy.
- What **does** Mia **look like**?
- She **has** blue eyes.

2. *who + do + look like*

To answer, we use *look like* + a person.

- Who **does** he **look like**?
- He **looks like** Matt Damon.
- Who **do** they **look like**?
- They **look like** their mother.

Look like : <i>wh</i> - questions		
What	are you we they he she is it	like?

Look like : <i>wh</i> - questions		
What Who	do you we they	look like?
What Who	does he she it	

1 Complete the conversations. Use *be like* or *look like*.

1. A What is your brother like?
B He's smart and friendly.
2. A Who is he like, your mother or your father?
B He looks like my father.
3. A What are your sisters like?
B My older sister is very serious, and my younger sister is very shy.
4. A What is your older sister like?
B She's tall, and she has long black hair.
5. A What is your favorite teacher like?
B He's funny and patient.

Grammar Reference

- Have students read the explanations of when and how to use *be like* and *look like* when describing personality and appearance. Show the pattern *what + be + like*, which is used to describe personality. Direct attention to the examples in the book. Elicit other examples.
- Then focus on the pattern *what + do + look like*, which is used to describe appearance. Direct attention to the examples in the book. Elicit other examples.

- Explain that the pattern *who + do + look like* is used to compare two people.
- Then review the examples in the charts.

NOW PRACTICE

Activity 1

- Focus attention on the activity. Make sure students understand that they need to add *be like* or *look like* to the questions.
- Tell students to use contractions where possible.

ANSWERS

1. is/'s, like
2. does, look like
3. are, like
4. does, look like
5. is/'s, like

UNIT 9

Grammar Reference

- Have students read the explanations of *can* and *can't*. Explain that in this unit, *can* is used primarily to talk about possibility, as in item 1. Ask students to give additional examples of statements using *can* and *can't* for possibility.
- Focus attention on the next three explanations. Explain that the second item and the *Affirmative* and *Negative statements* charts show the use of *can* for ability. Ask students to give other examples. Make sure students notice the position of *can* and that the verb doesn't change form. For example, we don't say *She can speaks*.
- Have students read the explanations of when we use *can* for permission and requests.
- When teaching the *Yes/No questions* and *Short answers* charts, point out the position of *can* in questions and the contraction *can't* in negative short answers.

NOW PRACTICE

Activity 1

- Focus attention on the activity. Make sure students understand that they need to complete the statements with *can* or *can't* and one of the verbs from the box. The completed statements should be true for them. Preteach vocabulary if necessary.
- Allow time for students to complete their answers. Then have students compare their answers with a partner.
- Have students share some of their partner's abilities with the class.

ANSWERS

- can/can't study
- can/can't wear
- can/can't speak
- can/can't go
- can/can't play

Grammar

UNIT 9

Can and can't

We use the helping verb *can*:

- to talk about possibility
 - We can visit the museum today. It's open.*
- to talk about ability
 - I can't swim.*
 - Can you speak Spanish?*
- to ask for and give permission
 - Can I come in?*
 - You can go home now.*
- to make requests and offers
 - Can I have a sandwich, please?*
 - Can I help you?*

Affirmative statements	Negative statements
I You He She It We They	I You He She It We They
can speak English.	cannot speak Chinese.
	can't speak

We usually use the contraction *can't* in negative short answers.

Yes/No questions	Short answers
I you he she it we they	Yes, you can . Yes, I can . Yes, he can . Yes, she can . Yes, it can . Yes, we can . Yes, they can .
Can she sing ?	No, you cannot . / No, you can't . No, I cannot . / No, I can't . No, he cannot . / No, he can't . No, she cannot . / No, she can't . No, it cannot . / No, it can't . No, we cannot . / No, we can't . No, they cannot . / No, they can't .

NOW PRACTICE

- Complete the sentences with information about you. Use *can* or *can't* and a verb from the box.

- I can't study in a noisy room.
- I _____ jeans at work.
- I _____ German.
- I _____ shopping tomorrow.
- I _____ basketball very well.

go
play
speak
study
wear

- Match the questions and answers.

- Can I help you? b
 - Can I speak to Mrs. Lee? _____
 - Can I have a coffee, please? _____
 - Can I look at your book? _____
 - Can you read this? _____
- a. Sure. With milk?
b. Yes, I'm looking for Room 232.
c. Sure. It's on the table.
d. I'm sorry, but she's not here right now.
e. No, sorry. I don't understand German.

Activity 2

- Focus attention on the activity. Make sure students understand that they need to match the questions on the left with the responses on the right.
- Allow time for students to complete their answers. Then have students compare their answers with a partner and then check as a class.

ANSWERS

- b
- d
- a
- c
- e

UNIT 10

There is and there are

We use *there is / there are* to say that something exists (or doesn't exist).

- **There's** a new restaurant in my neighborhood.
- **There isn't** a good store around here.

We use *there is* with singular nouns, and *there are* with plural nouns.

- **There's** a new movie at the theater.
- **There are** three new restaurants in town.

Yes/No questions				Short answers	
Is	there	a bank	in town?	Yes, there is .	No, there isn't .
Are		any banks		Yes, there are .	No, there aren't .

We often use *some* before plural nouns.

- **There are some** good cafés in town. (*some* = three or more)

We often use *any* before plural nouns in negative statements and questions.

- **There aren't any** movie theaters around here.
- **Are there any** convenience stores around here?

NOW PRACTICE

1 Complete the conversations.

- A Is there a convenience store around here?
B Sure. _____ one on the next block.
- A _____ any noodles left?
B No, _____. They were very good.
- A _____ any coffee shops around here?
B No, _____.
- A _____ a movie theater in this neighborhood?
B Yes, _____. It's five minutes away.

2 Complete the sentences. Use *some* or *any*.

- There are some good stores around here.
- There aren't _____ trains after midnight.
- There are _____ beautiful parks in this city.
- There are _____ banks downtown.
- There aren't _____ beaches near here.

ANSWERS

- A Is there
B There is/There's
- A Are there
B there aren't
- A Are there
B there aren't
- A Is there
B there is

Activity 2

- Focus attention on the activity. Make sure students understand that they need to complete the sentences with *some* or *any*.
- Allow time for students to complete their answers. Then have students compare their answers with a partner and then check as a class.

ANSWERS

- | | |
|---------|---------|
| 1. some | 4. some |
| 2. any | 5. any |
| 3. some | |

UNIT 10

Grammar Reference

- Have students read the explanations of how to use *there is* and *there are*. Make sure that students notice that *restaurant*, *store*, and *movie* are singular nouns, while *restaurants* is a plural noun.
- Use the *Yes/No questions* box to show the question forms. Use the *Short answers* box to show the affirmative and negative forms.
- Point out that the use of *some* in affirmative statements with *there are* is optional but very natural sounding. We cannot use *some* with singular nouns.

- The use of *any* in questions with plural nouns and non-count nouns is also optional but very natural sounding. *Any* is also used in negative statements.

NOW PRACTICE

Activity 1

- Focus attention on the activity. Make sure students understand that they need to complete the conversations with *is there*, *there is*, *are there*, or *there are*.
- Allow time for students to complete their answers. Then have students compare their answers with a partner then check answers as a class.

UNIT 11

Grammar Reference

- Have students read the explanations of how and when to use the simple past.
- Point out the auxiliary verb *did* in the questions, short answers, and negative statements.
- Use the *Questions* box to show how *did* functions as the question word in *yes/no* questions. Point out the contraction *didn't* in negative statements.
- Use the *Spelling rules* chart to show how the spelling of some verbs change in the past, in addition to adding *-ed*.

NOW PRACTICE

Activity 1

- Focus attention on the activity. Make sure students understand that they need to change the form of the verbs to the simple past. Point out that some of the verbs are irregular.
- Allow time for students to complete their answers. Then have students compare their answers with a partner then check as a class.

ANSWERS

- | | |
|------------|------------|
| 1. played | 6. forgot |
| 2. climbed | 7. helped |
| 3. bought | 8. dropped |
| 4. left | 9. liked |
| 5. worked | 10. saw |

Activity 2

- Focus attention on the activity. Make sure students understand that they need to complete the sentences with the simple past form of the correct verb. Point out that students can identify the verb they need to use by reading both sentences. For example, *didn't lose* becomes *lost* in the second sentence of the example answer.

UNIT 11

The simple past

We use the simple past for completed actions in the past.

- Where **did** you **go** last week? We **went** to Shanghai.
- Did** you **go** by train? No, we **didn't go** by train. We **drove**.

Regular verbs	Questions
like	Did you like the movie?
walk	Did you walk to college?
stay	Where did you stay ?
Irregular verbs	Questions
eat	Did you eat ice cream?
have	Did you have a good time?
go	Where did you go ?

Affirmative statements (add -ed)	Negative statements
I liked the movie.	didn't like the movie.
You walked to college.	didn't walk to college.
He stayed in a hotel.	didn't stay in a hotel.
Affirmative statements (verb changes)	Negative statements
She ate ice cream.	didn't eat ice cream.
It had a good time.	didn't have a good time.
We went to the city.	didn't go to the city.
They	

Spelling rules: common regular verbs (add -ed)

visit + <i>ed</i>	visited	post + <i>ed</i>	posted
miss + <i>ed</i>	missed	enjoy + <i>ed</i>	enjoyed
talk + <i>ed</i>	talked	work + <i>ed</i>	worked
love + <i>d</i>	loved	hate + <i>d</i>	hated
study <i>y + ied</i>	studied	try <i>y + ied</i>	tried

stop (see unit 5) double the final consonant + *ed*
stopped

Spelling rules: common irregular verbs (verb changes)

be → <i>was / were</i>	do → <i>did</i>	go → <i>went</i>	have → <i>had</i>
buy → <i>bought</i>	drive → <i>drove</i>	fly → <i>flew</i>	forget → <i>forgot</i>
get → <i>got</i>	leave → <i>left</i>	make → <i>made</i>	take → <i>took</i>

NOW PRACTICE

1 Write the simple past of the verbs.

- | | |
|-----------------------|-----------------|
| 1. play <u>played</u> | 6. forget _____ |
| 2. climb _____ | 7. help _____ |
| 3. buy _____ | 8. drop _____ |
| 4. leave _____ | 9. like _____ |
| 5. work _____ | 10. see _____ |

2 Complete the sentences. Use the simple past.

- I didn't lose my wallet. I lost my luggage.
- I didn't go to the movies yesterday. I _____ to the mall.
- I _____ my passport. I forgot my money.
- She didn't eat salad. She _____ a sandwich.
- I _____ a smartphone. I bought a tablet.

- Allow time for students to complete their answers. Then have students compare their answers with a partner and then check as a class.

ANSWERS

- | | |
|------------------|---------------|
| 1. lost | 4. ate |
| 2. went | 5. didn't buy |
| 3. didn't forget | |

UNIT 12

Be going to + verb

We use *be going to*:

1. to talk about future plans

• *I'm going to travel this weekend.*

• *We're going to take a vacation next year.*

2. in predictions about the future

• *Look at those dark clouds! It's going to rain.*

• *The traffic is really bad. We're going to be late*

Affirmative statements		Negative statements	
I	am 'm	I	am not 'm not
You	are	You	are not
We	're	We	aren't
They	going to travel?	They	're not going to watch TV.
He	is	He	is not
She	's	She	isn't
It		It	's not

Yes/No questions		Short answers	
Are	you we they going to work?	Yes, I am.	No, I am not. / No, I'm not.
		Yes, we are.	No, we are not. / No, we aren't.
		Yes, they are.	No, they are not. / No, they aren't.
Is	he she it	Yes, he is.	No, he is not. / No, he isn't.
		Yes, she is.	No, she is not. / No, she isn't.
		Yes, it is.	No, it is not. / No, it isn't.

NOW PRACTICE

1 Complete the sentences. Use *be going to* and the verb in parentheses.

- Cars are going to get safer in the future. (get)
- Fewer people _____ by plane in the future. (travel)
- More people _____ streetcars to work. (ride)
- People _____ shorter vacations. (have)
- I _____ around the world someday. (travel)

2 Answer the questions with information about you. Use *be going to*.

- When are you going to meet your friends?
I'm going to meet my friends in two hours.
- What music are you going to listen to next?

- How are you going to get to school / college / get home?

- What are you going to do now?

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ANSWERS

- are/aren't going to get
- are going to travel
- are going to ride
- are/aren't going to have
- am/'m/'m not going to travel

Activity 2

- Focus attention on the activity. Make sure students understand that they need to complete the sentences with *be going to* and a verb. Like in Activity 1, students can make affirmative or negative statements.
- Allow time for students to complete their answers. Then have students compare their answers with a partner.

ANSWERS

Answers will vary.

UNIT 12

Grammar Reference

- Have students read the explanations of how to describe future plans using *be going to* + verb. Point out that the base form of the verb is used after *be going to*.
- Explain that it is also used for predictions about the future, as in item 2.
- Have students study the example sentences in the charts and have them come up with additional examples.
- Write these on the board.

NOW PRACTICE

Activity 1

- Focus attention on the activity. Make sure students understand that they need to complete the sentences with *be going to* and the verbs in parentheses.
- Explain that students should choose to use the affirmative or negative form based on the context.
- Allow time for students to complete their answers. Then have students compare their answers with a partner then check as a class.