

01

I'm a student.

SPEAKING
Introducing yourself
GRAMMAR
The verb *be*
LISTENING
Meeting people
READING
Occupations

Vocabulary: an actor, a businessman, a chef, a designer, a doctor, a sales clerk, a server, a singer, a student, a teacher; an engineer, a model, a programmer, a tour guide

Conversation: Introducing yourself

Language Practice: Statements and *yes/no* questions with *be*

Pronunciation: Reduction of *a/an*

Listening: People introducing themselves

Speaking: A board game about personal information

VOCABULARY

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

WARM-UP

- Focus attention on the warm-up activity. Model the activity by introducing yourself to a student. Have the student introduce him- or herself to you.
- Have students turn to a person next to them and introduce themselves.
- Encourage students to shake hands and to look each other in the eye as they practice introducing themselves.

Activity 1

- Books closed. Elicit jobs the students already know in English. Write the names and the jobs of some famous people on the board. For example: *Taylor Swift = singer*. Then point to yourself and say *I am a ...?* Write *teacher* on the board to complete the sentence even if students don't answer with the word. Point to a student and say *You are a ...?* Write *student* on the board to complete the sentence.
- Books open. Focus attention on the photos. Check which vocabulary items the students already know.
- Model the target vocabulary items—*a singer, an actor, etc.*
- Do the example with the class. Then have students complete the activity on their own.
- **LANGUAGE NOTE:** Explain to students that the article *an* is used before nouns that begin with a vowel sound and that *a* is used before nouns that begin with a consonant sound. Have students practice saying the vocabulary with the correct articles.
- **CULTURE NOTE:** It is becoming more common to use gender neutral words to describe some occupations. For example: *actor* is increasingly being used for both men and women; *server* is used instead of *waiter* or *waitress*. However, *businesswoman* and *businessman* are still more common than *businessperson*.

Activity 2

Play the recording. Allow time for students to change incorrect answers. Then check answers.

ANSWERS

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

Activity 3

- Model the question *How do you spell* doctor? Then write *D - O - C - T - O - R* on the board while saying the letters out loud.
- Write another occupation on the board and have a student spell it.
- Have students do the activity in pairs. As students work, walk around the class to check progress and offer help as necessary.

EXTRA IDEA

Have students come to the board one at a time. Whisper a job to each student and have them act it out silently for the class. The other students guess the job. Alternatively, have students think of a job and act it out.

Vocabulary Tip

- Focus attention on the Vocabulary Tip box. Explain to students that writing down new words in a notebook is a good way to remember the words they learn.
- Show students an example of a small notebook they can use for vocabulary. Then have students bring in a notebook to class. Give them time to write the new words in it, along with the definition and notes about the pronunciation.

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.

WARM-UP

Books closed. Elicit students' jobs or the jobs of famous people students know. Elicit short sentences such as: *I'm a student. Ariana Grande is a singer. Chris Hemsworth is an actor.*

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

Activity 1

- Books open. Focus attention on the model conversations.
- Preteach words and phrases students might not be familiar with or might have difficulty pronouncing. For example: *Los Angeles, Mexico, great, class.*
- Have students read each conversation silently before doing the activity.
- Watch the video. Pause after each line of the conversations and have students repeat.
- Model the first conversation with a student. Then have students practice it in pairs. Make sure pairs change roles so they practice each part.
- As students work, walk around the class to check progress and offer help as necessary.
- Model the second conversation with a student. Then have students practice it in pairs. Walk around the class and help as necessary.
- **CULTURE NOTE:** In the US, when the student and the teacher in a class are both adults, it can be appropriate for the student to call the teacher by his or her first name. However, if the teacher introduces herself as *Ms. Jones*, for example, then that is what students should use.
- **KEY VOCABULARY:** *Hi* is an informal way to say *Hello*. *How about you?* is a common phrase used to ask someone the same question they have just asked you. *Great!* is an informal way to express a positive feeling about something. *Well* is used here to restart the conversation, after expressing surprise with *Oh*.

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 conversations. Pause after each line of the conversations and have students repeat.
- When students are familiar with the conversations, have them close their books. Pause the video (or recording) before each line and have students say the lines from memory.

EXTENSION

- Books closed. Write Maria's lines on the board.
- Point to and say Maria's first line. Have a student recreate Tom's first line. Accept any reasonable answer. If students find this difficult, say the first word or a key word of the line.
- Continue with the rest of Maria's lines. Have different students say Tom's lines.
- Then have different pairs of students say the conversations for the class.

Useful Words

- Focus attention on the Useful Words box. Explain that there are many different responses to the question *How are you?* Make sure students understand that the expressions are ordered from top to bottom according to how well the speaker feels (*Great* = really well; *Not bad* = OK).
- Model the responses and have students repeat them.
- Then have students make pairs and practice asking and answering the question *How are you?* using the words and phrases in the box.

Activity 2

- Write the conversations from Activity 1 on the board. Underline the personal information. For example: *Maria, Tom, Los Angeles*, etc.
- Explain that *You're in my class* can also mean "We're in the same class."
- Model Maria's line *Oh...well, great!* as it is said in the recording. Explain that Maria uses the tone of surprise. Then say the line again, using an enthusiastic tone.
- Focus attention on the example conversation in the speech bubbles. Explain how students can personalize the information in the two conversations in Activity 1 with their own information.
- Have students make pairs and practice both conversations with their own ideas.
- Focus attention on the picture of the cell phone. Then have students video their conversations 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 that students can use to give feedback to each other. For example: *Student A speaks naturally. Student B 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 1

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

- Books closed. Write the following sentences on the board:
I'm Linda. = *I am Linda.*
You're in my class. = *You are in my class.*
He's a student. = *He is a student.*
She's a teacher. = *She is a teacher.*
- Explain how *I am* becomes *I'm*, *you are* becomes *you're*, *he is* becomes *he's*, and *she is* becomes *she's*.
- Books open. Write the examples from the Language Practice box on the board. Underline the words that are written in bold in the box. Explain the negative form.
- Write several jobs on the board. Elicit statements such as *I'm a student.* *She's a teacher.*
- Direct students to page 96 of the Grammar Reference for more information.
- **LANGUAGE NOTE:** Explain to students that *He isn't a student* and *He's not a student* mean the same thing. The only difference is which words are contracted.

TEACHER RESOURCE CENTER

Launch Unit 1 PowerPoint™ slides on the Teacher Resource Center for additional grammar presentation and practice.

Activity 1

- Ask students if they recognize any of the people in the photos. Then focus attention on the first photo and ask *What's her job?*
- Focus attention on the examples. Make sure students understand they should use the information in the label for each photo to complete the sentences. Elicit why *isn't* and *She's* are the correct words to complete the sentences. (The correct form of *be* for *Mary Barra/she* is *is*. She is a businesswoman, not a doctor.) Make sure students understand that *isn't* = *is not* and *She's* = *She is*.
- Have students fill in the blanks on their own.
- Play the recording. Allow time for students to change incorrect answers. Then check answers.
- **CULTURE NOTE:** Mary Barra is the first female CEO of a major car company. She is American. Gordon Ramsay is a chef, businessman, and reality TV star. He is from the UK. Beyoncé Knowles-Carter is an American singer, songwriter, and actor. Diego Luna is an actor and movie director. He is from Mexico. Vera Wang is an American fashion designer. Barry Marshall is an Australian doctor and medical researcher. He won the Nobel Prize in 2005.

ANSWERS

- | | |
|------------------------------|------------------------------|
| 1. isn't, She's | 4. isn't, He's |
| 2. isn't, He's | 5. is, She isn't / She's not |
| 3. is, She isn't / She's not | 6. is, He isn't / He's not |

VARIATION

Have students write both the contracted and uncontracted forms in the sentences.

EXTRA IDEA

- Have a student call out a name and a job and then point to another student. For example: *Beyoncé, server.*
- Have the second student make a true sentence. For example: *Beyoncé isn't a server.* Then have the second student call out a name and a job and point to another student.
- Continue around the class.

Activity 2

- Focus attention on the example introductions in the speech bubbles. Model them and have students repeat.
- Give an example with true information about yourself.
- Have students introduce themselves to the class. Make sure students understand that they should mention their name, where they are from, and their occupation.
- If your class is large, have students do the activity in groups.

ANSWERS

Answers will vary.

LANGUAGE PRACTICE 2

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

- Write the examples from the Language Practice box on the board. Underline the words that are written in bold in the box. Have students notice that the verb comes before the subject in this type of question.
- Write several cities and jobs on the board. Ask different students questions such as *Are you from Paris? Are you a chef?* Follow up with questions in the third person: *Is he from Paris? Is he a chef?*
- Direct students to page 96 of the Grammar Reference for more information and practice.
- **LANGUAGE NOTE:** Explain that it is incorrect to say *Yes, he's* or *Yes, she's*. The correct response with *Yes* in these cases is always *Yes, he is* and *Yes, she is*.

Activity 1

- Focus attention on the examples. Make sure students understand why *Are* and *am* are the correct words to complete the conversation. (*Are* is the correct form of *be* for *you*; *am* is the correct affirmative form for *I*.)
- Focus on items 2–5. Explain that students need to fill in the blanks with the correct form of *be* or a pronoun.
- Focus on item 6. Explain that students should complete this conversation with a question and an answer about origin or job, similar to those in the other items, but using information about themselves. If necessary, give an example with information about yourself. For example: *Are you a student? No, I'm not. I'm a teacher.*
- Have students fill in the blanks on their own. Then check answers.
- Have pairs of students read their conversations in item 6 for the class.

ANSWERS

- | | |
|------------------|---|
| 1. Are, am | 4. Is she, is |
| 2. Are, I'm, I'm | 5. Are they, aren't, They're / They are |
| 3. he, isn't | 6. Answers will vary. |

Activity 2

- Focus attention on the text in the speech bubbles. Explain that students should complete this conversation in pairs, with their own information.
- Have students make pairs. Give them time to think about how to fill in the blanks with their own information.
- Model the activity with a student. Then have students practice their conversation in pairs. As students work, walk around the class to offer help as necessary.
- Have pairs say their conversation for the class.

ANSWERS

Answers will vary.

EXTRA IDEA

- Books closed. Write the following headings on the board: *Names, Places, Jobs*.
- Elicit unusual and funny names, places, and jobs. Write six of these under each heading and number them 1–6. For example:

	<u>Names</u>	<u>Places</u>	<u>Jobs</u>
1.	Goofy	the moon	cowboy
2.	Chandler	a sushi bar	clown
3.	Moose	Paris	president
4.	Ms. Pac-Man	Gangnam	TV star
5.	Mr. Bean	the ocean	spy
6.	Poochie	Starbucks	clerk

- Books open. Give one student a six-sided die and then have another pair read the conversation in Activity 2 aloud in front of the class. When they come to each blank, the student rolls the die, and the number determines the name, place, or job the students say. For example, if the number on the die is 3, the first student says, *Hi. I'm Moose*, in the first picture and *I'm from Paris* in the third picture.
- Copy the funny dialogue onto the board and have students revise it so that it sounds more natural.
- Have students practice the conversation in pairs, using their own suggestions for funny names, places, and jobs.

EXTRA IDEA

Have students brainstorm questions that would logically follow the conversation in Activity 2. Write them on the board. Divide the class into new pairs and have them extend the conversation.

TEACHER RESOURCE CENTER

Print Unit 1 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 *a/an*.

Activity 1

Model the examples. Then play the recording for students to notice the reduced sounds.

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: *an engineer, a model, a programmer, a tour guide*.
- Focus attention on the photos and the new vocabulary items. Model the words and have students repeat them.
- Do the first item with the class as an example. Then have students match the other photos and vocabulary items.
- Then check answers.

ANSWERS

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

Activity 2

- Focus attention on the instructions and the pictures. Explain that students will listen to four conversations and identify the picture/place the people are in.
- Then focus attention on the four pictures. Elicit or explain where the people are in each picture. Then point out the boxes where students should write the number of the conversations they hear.
- Play the recording. Have students write the numbers of the conversations. Then check answers.

ANSWERS

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

Activity 3

- Focus attention on the four statements, and the *True* and *False* boxes. If the students are unfamiliar with this kind of activity, write *True* and *False* on the board, and draw three boxes beneath them. Make clearly true and untrue statements, checking the appropriate box each time. For example: *I'm an actor. I'm from Antarctica.*
- Give students time to read the statements silently. Preteach *Thailand*, *AKB48*, and *Indonesia* if necessary.
- Play the recording again. Have students choose *True* or *False*. Then check answers.
- **CULTURE NOTE:** AKB48 is a large Japanese all-female pop band, with over 100 members. AKB is a reference to Akihabara, a part of Tokyo that is popular with young people. Blackpink is a K-pop group, whose four members come from South Korea, New Zealand, and Thailand.

ANSWERS

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

EXTENSION

- Write some comprehension questions on the board. For example: *Is Paula an engineer? Is Mark from Mexico? Is the band Blackpink?* etc.
- Have students listen again and answer the questions.

Activity 4

- Focus attention on the picture of Nova and John (picture C) in Activity 2. Explain that students will hear more of their conversation and choose the correct answer to complete the information about them.
- Give students time to read the three items and the choices silently. Preteach *New Orleans* and *New York* if necessary.
- Play the recording and have students circle *a*, *b*, or *c*. Then check answers.

ANSWERS

1. c 2. b 3. a

SMART CHOICE ONLINE

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

SPEAKING

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

Activity 1

- Explain that students are going to play a board game.
- Focus attention on the instructions. Explain that each player needs to choose a game piece—for example, a coin, an eraser, or a hairpin. To move forward on the board, students should flip a coin and move one space if they get heads and two spaces if they get tails. When they land on a square, they ask another student the question on the square. If they land on a square with the question mark, they have to make their own question. The first student to reach the *FINISH* square wins the game.
- Focus on the flags and the names of the countries. Model them for the class and have students repeat.
- Then focus on the questions on the board in Activity 2. Make sure students understand the instruction *Make a question*.
- Have students practice making a question. Elicit some of these to confirm they understand that this is an opportunity for them to communicate in an open and creative way.
- Focus on the example conversation in the speech bubbles. Model the first question and answer with a student. Encourage students to give as detailed an answer as possible, for example: *No, she isn't. She's an actor.*

Activity 2

- Have students make pairs or groups and play the game. Make sure each pair or group has a coin before starting.
- As students work, walk around the class to check progress and offer help as necessary. The goal of this activity is primarily fluency rather than accuracy. Students should be encouraged to make questions and answers in a manner that you and other students understand. However, the focus should be on encouraging students to communicate freely and to answer the questions in detail.
- **CULTURE NOTE:** Emma Watson is a British actor who is most famous for her role in the Harry Potter movies. BTS is an all-male K-pop group. Bruno Mars is an American singer and songwriter.

ANSWERS

1. No, she isn't. She's an actor.
2. Possible answers: Yes, I am. / No, I'm not. I'm from ...
3. S-E-R-V-E-R
4. Questions and answers will vary.
5. No, it's/they're not. It's/They're from South Korea.
6. Possible answers: Yes, he/she is. / No, he/she isn't.
He/She's from ...
7. Questions and answers will vary.
8. Possible answers: Yes, I am. / No, I'm not. I'm a/an ...
9. No, he isn't. He's a singer.
10. Questions and answers will vary.

EXTENSION

If some groups or pairs finish before the others, have them start again from the beginning, this time making all the questions themselves.

Activity 3

- Have students go online to find information about their favorite celebrity. Suggest that they can search for information such as full name, job, and country of origin. Encourage students to search on English language 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 1 Worksheet 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's your phone number?

SPEAKING
Personal information

GRAMMAR
Possessives/
Wh- questions

LISTENING
Personal information/
Numbers

READING
Personal details

Vocabulary: birthday, email address, favorite food, favorite singer, hobby, home address, hometown, major, nickname, phone number; cycling, photography, swimming, traveling
Conversation: Asking for and giving personal information

Language Practice: Possessives and *wh-* questions with *be*
Pronunciation: Saying phone numbers and symbols
Listening: People talking about personal information
Speaking: A class directory with personal information

VOCABULARY

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

WARM-UP

- Books closed. Elicit or teach the months. Write them on the board.
- Draw a simple picture of a birthday cake on the board. Write the following next to it: *My birthday is in _____*. Complete the sentence with your birthday month and model the sentence for the class.
- Ask each student *When is your birthday?* Write their 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 icons in the student directory. Check which icons the students recognize. Elicit the English words for the icons.
- Model the target vocabulary items—*email address, favorite singer, birthday*, etc.
- Do the example with the class. Then have students complete the activity on their own.

Activity 2

Play the recording. Allow time for students to change incorrect answers. Then check answers.

ANSWERS

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

Activity 3

- Have students make pairs. Focus attention on the example conversation. Explain that students will take turns asking for the spelling of the vocabulary items in Activity 1 in random order while their partner spells them and write them down.
- Have students do the activity. Have them check the spelling of each word as their partner finishes writing it.
- As students work, walk around the class to check progress and offer help as necessary.

VARIATION

Do this activity as a game with the whole class. Have students close their books. In random order, read all the vocabulary items while students write them down. In pairs and with books open, have students check each other's spelling. The student with the most words spelled correctly wins the game.

EXTRA IDEA

- Read telephone numbers, street addresses, and email addresses to students at natural speed and have them write down the information. If necessary, preteach the symbols in the Useful Language box on page 13.
- Have students read the list back to you to check their answers.
- Then have students repeat the activity in pairs.

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 a student's personal information. Ask, for example, *What's your major?* Write the information on the board. For example: *Laura's major is history.* Repeat the procedure by asking other students about their hometown and favorite food.

Activity 1

- Books open. Focus attention on the conversation.
- Preteach words and phrases students might not be familiar with. For example: *That's awesome, let's have lunch sometime, and Me, too.*
- Have students read the conversation silently before doing the activity.
- Have students fill in the blanks on their own.
- Watch the video. Allow time for students to change incorrect answers. Then 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. a 2. c 3. 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 each line and have students say the lines from memory.

EXTENSION

- Books closed. Write Maria's lines on the board.
- Point to and say Maria's first line. Have a student recreate Lily's first line. Accept any reasonable answer. If students find this difficult, say the first word or a key word of the line.
- Continue with the rest of Maria's lines and different students saying Lily's lines.
- Have different pairs say the conversation for the class.

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 *marketing*. 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 that students 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.
- Then have students video their conversations 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 that students can use to give feedback to each other. For example: *Student A speaks naturally. Student B speaks clearly.* etc. You can use a scale from 1 to 5.

Conversation Tip

- Focus attention on the Conversation Tip box. Explain that students should respond to their partner's suggestions or comments to be active in a conversation.
- Have students find the examples in the speech bubbles in the conversation in Activity 1. Then have them find other examples of responses that are not an answer to a question. (Lily's comment *That's awesome!*, when Maria mentions her hometown. Maria's last line, *Me, too*, in which she agrees with Lily's comment.)
- Have students make pairs and take turns making and responding to suggestions. One student makes a suggestion with *Let's*; the other responds with *Great idea*.

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 1

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

- Books closed. Point to yourself and say, for example, *My favorite food is pizza*. Ask a female student, *What's your favorite food?* Elicit an answer, for example: *ice cream*. Speak directly to the student and say *Your favorite food is ice cream*.
- Then write the information on the board. For example: *Tina's favorite food is ice cream. Her favorite food is ice cream*. Repeat this procedure with a male student to teach *his*.
- To teach *our*, write on the board: *My favorite food is pizza. Mike's favorite food is pizza. Our favorite food is pizza*. To teach *their*, write on the board: *Tina's favorite food is ice cream. Dave's favorite food is ice cream. Their favorite food is ice cream*.
- Books open. Focus attention on the examples in the Language Practice box. Elicit statements using possessives and personal information, such as: *My name is Sun-hee. Your name is Maria. Her name is Kelly. His name is Yuri*.
- Direct students to page 97 of the Grammar Reference for more information.
- **LANGUAGE NOTE:** Street addresses in English often use common abbreviations such as *St.* (street), *Ave.* (avenue), and *Rd.* (road).

TEACHER RESOURCE CENTER

Launch Unit 2 PowerPoint™ slides on the Teacher Resource Center for additional grammar presentation and practice.

Activity 1

- Focus attention on the photo and the example in item 1. Make sure students understand why *Your* is the correct word to complete the sentence. Explain that, in the photo, the teacher is talking to the student. *Your* is the possessive for the second person singular.
- Focus attention on the other items. Explain that students should pay attention to the information in each item, such as the gender of the people in the photos, their number, and the use of quotation marks, as they do the activity. Preteach *username*.
- Have students fill in the blanks on their own.
- Play the recording. Allow time for students to change incorrect answers. Then check answers by having different students read out the complete sentences.

ANSWERS

- | | | |
|---------|--------|----------|
| 1. Your | 3. His | 5. Their |
| 2. Her | 4. My | 6. Our |

Activity 2

- Provide an example of a creative and/or amusing name, address, and phone number. Say *My name is _____*. *My address is _____*. *My phone number is _____*. Draw a rectangle on the board and write the name, the address, and the phone number inside it, so that it resembles a name card.
- Focus attention on the activity in the book. Allow time for students to think about their own creative name cards.
- Have students make pairs. Then have students take turns telling each other their imaginary personal information and completing the name card with their partner's information.

EXTENSION

Have students share their partners' imaginary identities with the class. Then have a show of hands to decide which one is the most interesting.

EXTRA IDEA

Hold up pictures of individual men and women as well as groups of people of different ages. Say one piece of information, for example: *biology*. Have students use the picture and the information to make a sentence using possessives, for example: *Their major is biology*.

EXTRA IDEA

Say a sentence with someone's personal information, for example: *Bill's phone number is 555-9876*. Ask a student to say the sentence again with the correct possessive adjective: *His phone number is 555-9876*.

EXTRA IDEA

Have students use the sentences in Activity 1 to write their own information: name, address, hometown, and major. Then have them share their information with the class.

LANGUAGE PRACTICE 2

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

- Books closed. Review the possessive adjectives *his*, *her*, *my*, and *your*. Elicit statements such as *My name is _____*. *Her name is _____*.
- Books open. Write the examples from the Language Practice box on the board. Underline the words that are written in bold in the box. Elicit or explain the meaning of the question words: *What* starts a question about specific information or a thing, *Where* starts a question about a place, *When* starts a question about time or a date, *Who* starts a question about a person.
- Ask individual students questions such as *What's your name?* *Who's your favorite singer?* *When's your birthday?* Follow up by asking other students third-person questions about what they just heard. For example: *What's her name?* *Who's his favorite singer?* *When's Marco's birthday?*
- Direct students to page 97 of the Grammar Reference for more information and practice.

Activity 1

- Focus attention on the instruction. Explain that students should match the questions in the first column with the correct answers in the second column.
- Focus attention on the example. Make sure students understand that *d* is the correct answer because it answers the question about someone's username.
- Have students complete the activity on their own.
- Check answers by having pairs of students read out the matching questions and answers.

ANSWERS

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

Activity 2

- Focus attention on the instructions and the conversations. Explain that students should complete the questions with the correct question word and form of *be*, but they should complete the answers with their own information. If necessary, do the first item with the class as an example.
- Have students look at the conversations. Give them time to think about how to fill in the blanks with their own information.
- Have students make pairs and take turns asking and answering the question in each conversation.
- Have the pairs of students say one of the conversations for the class.

ANSWERS

1. What's, (answers will vary)
2. Where's, (answers will vary)
3. When's, (answers will vary)
4. Who's, (answers will vary)

EXTRA IDEA

Have students work in pairs to play a guessing game. One student thinks of a famous person but doesn't say his or her name. The other student tries to guess the person's identity by asking *wh-* questions about, for example, the person's major, hometown, hobby, favorite food, nickname, etc.

PRONUNCIATION

The goal of this section is to focus on how to say phone numbers and how to say symbols that are used in email addresses and social networks.

Activity 1

- Model the examples. Then play the recording and have students listen for the pauses between the groups of numbers.
- Play the recording again and pause after each phone number for students to repeat.
- Then have students practice saying the phone numbers to the class.

Activity 2

- Focus attention on the symbols in the Useful Language box. Model them for the class.
- Then play the recording for students to listen to the symbols again.
- Play the recording again and pause after each symbol for students to repeat.
- Have students practice saying the symbols to the class.

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: *cycling, photography, swimming, traveling*.
- Focus attention on the pictures and the new items. Model the pronunciation of the words and have students repeat.
- Read the question and have students choose all the activities they like.
- Ask some students to share their answers with the class.

ANSWERS

Answers will vary.

Activity 2

- Focus attention on the four pictures. Explain that students will listen to four conversations and write the number of the conversation on the corresponding picture. Make sure students understand the place and situation in each picture.
- Play the recording and have students do the activity. Then check answers.

ANSWERS

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

Activity 3

- Explain to students that they will listen to the four conversations again and choose the correct answer to complete each sentence.
- Read the items aloud and make sure students understand their meaning.
- Play the recording and have students do the activity. Then check answers.

ANSWERS

1. c 2. c 3. b 4. b

Activity 4

- Explain that students will hear more of the conversation between Mohammed and Oliver, and choose if each sentence about it is *True* or *False*.
- Read the four statements to the class. Explain or elicit any words students might not be familiar with.
- Play the recording. Have students do the activity on their own. Then check answers.

ANSWERS

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

EXTENSION

- Ask these questions to the class. Have students write down their answers.
What's Oliver's major?
What's Oliver's hometown?
What's Oliver's nickname?
- Have students check their answers in pairs. If necessary, play the recording again for students to check their answers. Then check answers with the class.

TEACHER RESOURCE CENTER

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

SMART CHOICE ONLINE

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

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 chart and the example. Explain that students will fill out this chart with information about themselves.
- Have students complete the activity on their own.

ANSWERS

Answers will vary.

Activity 2

- Have students make groups. Explain that they will ask each other for their personal information in order to complete the chart in Activity 2.
- Model the example conversation with a student. If necessary, elicit the questions to ask about the other information in the chart. For example: *What's your nickname? What's your hobby? What's your favorite thing? What's a fun fact about you?*
- Focus attention on the chart. Point out that students should write the names of the other students in their group in the first column as well.
- Have students interview the other students in their group to complete the chart with their information.

ANSWERS

Answers will vary.

Activity 3

- Focus attention on the example in the speech bubble. Explain that students will use the information in their charts to tell the rest of the class about the other students in their group.
- Have students take turns making sentences about their classmates. Make sure they use third-person sentences.

EXTENSION

- Put students from different groups in pairs and have them exchange the information in their charts. Make sure they use third-person sentences. For example: *Kensuke's nickname is Ken. His favorite thing is his phone.* Have students write down the information they hear on a piece of paper.
- Then have students find the people their partner told them about and confirm the information they heard. For example: *Kensuke, is your nickname Ken? Is your favorite thing your phone?*
- Have a few individual students say one sentence about themselves and then one sentence about another student in the class. For example: *My nickname is Sam. His nickname is Ken.*

EXTRA IDEA

- Have students brainstorm other categories to add to the chart in Activity 2. For example: *phone number, hometown.*
- Have students make groups and take turns asking and answering questions about the new categories.
- Have groups compare their categories.

EXTRA IDEA

- Write the following sentences on the board and have students copy them on a sheet of paper or notebook:
 1. _____ and I have the same major.
 2. _____ and I have the same birthday.
 3. _____ and I have the same favorite singer.
 4. _____ and I have the same favorite food.
- Have students move around the classroom and find people with the same major, birthday, favorite singer, or favorite food. Have them write the people's names in the blanks.

EXTRA IDEA

Put students in pairs to play a guessing game. One student describes a person in the class without saying his or her name. For example: *Her nickname is Princess. Her favorite food is spaghetti.* The other student tries to guess who is being described.

Activity 4

- Have students go online to find information about their favorite singer or actor. Suggest they can search for the person's nickname, hobby, and favorite food, for example.
- 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

That's my wallet!

SPEAKING
Personal possessions

GRAMMAR
This/that, these/those

LISTENING
Identifying people and possessions, numbers

READING
Personal possessions

Vocabulary: a backpack, a debit card, glasses, headphones, keys, a notebook, a phone charger, textbooks, a wallet, a water bottle; black, blue, green, red, silver, white

Conversation: Talking about personal possessions

Language Practice: *This, that, these, and those*

Pronunciation: Number pairs

Listening: People talking about possessions and people in photos

Speaking: A role play at the lost and found

VOCABULARY

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

WARM-UP

- Books closed. Focus attention on the warm-up question. Take some things out of your bag. As you do, say the words and write them on the board.
- Have students take out other items from their bags. As each student holds up the item, elicit the word in English and write it 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. Check to see which vocabulary items the students already know.
- Model the target vocabulary items: *a backpack, keys, glasses, etc.*
- Do the example with the class. Then have students complete the activity on their own.

Activity 2

Play the recording. Allow time for students to change incorrect answers. Then check answers.

ANSWERS

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

EXTRA IDEA

Play a drawing game. Have students make groups. Then have students take turns drawing a vocabulary item for the other students in the group to guess what it is.

Activity 3

- Focus on the instructions and the examples in the speech bubbles. Explain that students will try to remember the items in the photos in Activity 1.
- Have students make pairs. Give them a minute to look at the photos.
- Then have students close their books and take turns telling their partner the vocabulary items they remember.

EXTRA IDEA

- Play another memory game. Bring in vocabulary items or borrow them from students for the activity. Put several items on a table and elicit their names. Then model the names of the objects for students to repeat.
- Give students one minute to study the items on the table, and then cover them. Have students write down all the items they can remember.
- The first student to list the most items correctly wins.

Vocabulary Tip

- Focus attention on the Vocabulary Tip box. Explain that when students practice spelling a new word, it helps them learn the word.
- Have students practice spelling words by writing them repeatedly in their notebooks.

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. Borrow several personal items from students. Then write sentences about each object and who it belongs to on the board, for example: *This is Marina's cell phone. This is Jun's wallet.*

Activity 1

- Books open. Focus attention on the model conversation.
- Preteach words and phrases students might not be familiar with. For example: *Can I help you?*, *Here you are*, *Anything else?*, *sign*, and *Wait a minute!*
- Have students read the conversation silently before doing the activity.
- Have students fill in the blanks on their own.
- Watch the video. Allow time for students to change incorrect answers. Then 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 2. a 3. c

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 each line and have students say the lines from memory.

EXTENSION

- Books closed. Write Hannah's lines on the board.
- Point to and say Hannah's first line. Have a student recreate Patrick's first line. Accept any reasonable answer. If students find this difficult, say the first word or a key word from the sentence.
- Continue with the rest of Hannah's lines and different students saying Patrick's lines.
- Have different pairs say the conversation for the class.

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 *water bottle*. 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 that students 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.
- Then have students video their conversations 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 that students can use to give feedback to each other. For example: *Student A speaks naturally. Student B speaks clearly.* etc. You can use a scale from 1 to 5.

TEACHER RESOURCE CENTER

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

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 1

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

- Books closed. Write the following sentences from the conversation on page 17 on the board:
This is your debit card.
That's my phone charger.
- Explain that when the thing or person referred to is close to the speaker, we use *this*, but when it's far from the speaker, we use *that*.
- Books open. Write the examples from the Language Practice box on the board. Underline the words that are written in bold in the box. Explain that the verb comes before the subjects *this* and *that* in questions. Remind students that *Who's* is a contraction of *Who is*. Also point out that in short answers for questions with *this/that* as subjects, we use *it* for both people and things.
- Write several personal items and family member words on the board. Elicit questions and answers such as *Is this your phone?* *Yes, it is*, and *Who's that?* *It's my brother*.
- Direct students to page 98 of the Grammar Reference for more information.

Activity 1

- Focus attention on the instructions and the example. Make sure students understand that *this* is the correct word to complete the question because the speaker in the picture is close to the car—the thing being referred to.
- Have students work individually to complete the sentences with *this*, *that*, *it*, or a form of *be*.
- Play the recording. Allow time for students to change incorrect answers. Then check answers.

ANSWERS

- | | | | |
|---------|---------|-----------|-------------|
| 1. this | 2. that | 3. That's | 4. it isn't |
|---------|---------|-----------|-------------|

Activity 2

- On the board, draw a simple stick man or woman, carrying a briefcase. Ask *What is this?* If necessary, encourage students to guess by asking *Is that a _____?* Elicit answers such as *It's a businessman/businesswoman*. *It's a man/woman*. *Yes, it is*. / *No, it isn't*.
- Focus attention on the empty box. Explain that students should draw something in the box and then show it to their partner. The other student should ask the question *Is that a/an _____?* until he or she guesses it correctly.
- Have students do the activity in pairs. As students work, walk around the class to help with vocabulary and correct the grammar as necessary.

ANSWERS

Answers will vary.

EXTRA IDEA

- Put students in small groups and have them mix up some of their objects (pencils, erasers, notebooks) in a bag.
- Have each student pick out an item at random. Then have students find the owners of the objects by taking turns asking and answering each other questions, such as *Is this your pencil?* and *No, it's not. That's Juan's pencil*.

EXTRA IDEA

- Have students stand in two parallel lines facing each other (Line A and Line B).
- Have the first student in Line A name two people, one in Line A and the other in Line B. Make sure the student uses *this* and *that* correctly. For example: *This is Mark* (for someone closer) and *That is Linda* (for someone farther).
- Have the second student in Line A name the people the first student just named, plus one more person in Line A and Line B. Again, make sure they are using *this* and *that* correctly.
- Continue until everyone in Line A has had a turn. Then follow the same procedure for Line B.

LANGUAGE PRACTICE 2

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

- Books closed. Write the following sentences from the conversation on page 17 on the board:
I think those are my glasses.
These?
- Explain that when the things or people referred to are close to the speaker, we use *these*, but when they are far from the speaker, we use *those*. Make sure students understand that, for plural words, *these* and *those* are used instead of *this* and *that*.
- Books open. Write the examples from the Language Practice box on the board. Underline the words that are written in bold in the box. Point out that *they* is the word used in short answers for questions with *Are these* and *Are those*.
- Take several objects from students and place them around the room. As you stand close to and far away from the items, ask individual students questions such as *Are these your pens?* and *Are those your pencils?*
- Direct students to page 98 of the Grammar Reference for more information and practice.

TEACHER RESOURCE CENTER

Launch Unit 3 PowerPoint™ slides on the Teacher Resource Center for additional grammar presentation and practice.

Activity 1

- Focus attention on the example and make sure students understand why *b* is the correct answer. (It's the answer for a *yes/no* question asking about things. Answer *d* is about people.)
- Have students complete the activity on their own. Then check answers by asking pairs of students to read a question and the matching answer.

ANSWERS

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

Activity 2

- Focus attention on the instructions and the first item. Elicit the words to complete B's short answer as an example. (*they are*)
- Then have students complete the sentences on their own.
- Have students check their answers with a partner. Then check answers with the class.
- Have students practice the conversations in pairs. Then have pairs read one of the conversations for the class.

ANSWERS

1. they are 3. they aren't
2. they aren't 4. those, they are

EXTENSION

- Have students take a few of their possessions and place them around the classroom.
- Have students make pairs and point to various items around the classroom. Tell them to practice the questions and answers. For example:
Is that your book?
No, it isn't. This is my book.
Are these your pens?
Yes, they are.

TEACHER RESOURCE CENTER

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

PRONUNCIATION

The goal of this section is to focus on pronouncing pairs of numbers that sound similar.

Activity 1

Play the recording. Have students listen and practice saying the numbers. Make sure they notice the difference in the pronunciation of numbers that are frequently confused, for example: 13 (*thirteen*) and 30 (*thirty*), 14 (*fourteen*) and 40 (*forty*), etc.

Activity 2

Play the recording. Have students choose the number they hear.

ANSWERS

1. 20 3. 70 5. 16 7. 19
2. 15 4. 30 6. 80 8. 14

EXTENSION

- Have students write a list of number pairs from Activity 1.
- Have students make pairs and take turns reading one of the numbers in each pair aloud. Their partner writes the number they hear.
- Have students compare their lists and practice more with numbers they have difficulty pronouncing or understanding.

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: *black, blue, green, red, silver, white*.
- Focus attention on the pictures and the new vocabulary items. Model the words and have students repeat them.
- Make statements and ask questions using the new words. For example, point to a color in the book and say *I like blue. Do you like blue?* Elicit answers.
- Have students choose the colors they like. Then ask *Who likes _____?* about each color. Ask the class for a show of hands to determine students' favorite colors.

ANSWERS

Answers will vary.

Activity 2

- Explain that students will listen to Grace describe things and people in the four photos. They should write the number of each conversation on the corresponding picture.
- Focus attention on the pictures. Elicit the words for key elements in the pictures by asking, for example, *What is this? Is it a _____? What color is it?*
- Play the recording. Have students do the activity on their own. Then check answers.

ANSWERS

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

Activity 3

- Read the items aloud. Make sure students understand their meanings. Explain that students will listen to the conversations again and choose one word to complete each sentence about them.
- Play the recording again. Have students do the activity on their own. Then check answers.

ANSWERS

1. a 2. c 3. c 4. a

Activity 4

- Focus attention on the instructions. Explain that students will hear Grace talk about some other photos.
- Read the statements to the class. Make sure students understand their meanings.
- Play the recording and have students choose whether each statement is true or false. Then check answers.

ANSWERS

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

EXTENSION

- Write more *true/false* statements about the recording on the board. For example:
 1. *Steven is Brian's brother.*
 2. *Ellen is 22.*
 3. *Nick is Grace's brother.*
 4. *Grace's hometown is New York.*
- Have students listen again and write *true* or *false* in their notebooks.

EXTRA IDEA

- Have students bring in photos of their friends, family, and personal items.
- Elicit or preteach possible questions students can ask about the people and things in the photos. Write them on the board, for example: *Is this your sister? What's her name? Is this her dog?*
- Have students work in pairs to ask and answer questions about their photos.

SMART CHOICE ONLINE

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

SPEAKING

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

Activity 1

- Explain that students are going to do a role play in pairs.
- Focus attention on the picture and the example conversation. Explain that the conversation takes place in a lost and found. Students are going to take turns playing the role of the customer, who lost something, and the role of the clerk, who will try to find the object.
- Point to the numbered items in the picture and elicit their names and colors. If necessary, write the words on the board.
- Explain that Student A should ask about items 1, 3, 5, 7, and 9. Then students should change roles, and Student B should ask about items 2, 4, 6, 8, and 10.
- Model the example conversation with a student. If necessary, model it again with another student, this time replacing the objects with different ones from the picture. Make sure students understand that they should replace the nouns, colors, demonstratives, and verbs.
- Have students do the activity in pairs. As students work, walk around the class to check progress and offer help as necessary. Encourage students to improvise as much as they can.

ANSWERS

Student A asks about (1) headphones, (3) a debit card, (5) keys, (7) a wallet, and (9) a water bottle.
Student B asks about (2) a backpack, (4) glasses, (6) a phone, (8) a phone charger, and (10) a notebook.

Activity 2

- Have students make groups. Give each group a bag and ask each student to put three objects in the bag, without showing them to the other students. Then ask students to place the objects on a desk in the middle of each group.
- Focus attention on the example conversation. Have two students model it. Explain that students will take turns asking if one of the objects belongs to another student in the group.
- Have students do the activity. As students work, walk around the class to check progress and help with vocabulary as necessary.

Activity 3

- Have students go online to find out what things people usually lose and where they lose them. Suggest that they can search for key words such as *lost and found* + the name of a city or subway/train/bus, or *subway lost and found*.
- 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 Test from the Teacher Resource Center for an end-of-unit assessment.

VIDEO

The goal of this section is to review, practice, and expand 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

- Focus attention on the first picture and the questions. Ask *What's her job? Where is she?* Elicit answers.
- Have students answer the questions in pairs. Encourage them to have fun doing the activity. Then check answers.

POSSIBLE ANSWERS

She is a photographer.
She is in a forest/jungle/zoo. She is in Costa Rica.

VARIATION

Do the activity with the whole class. Ask *What do you see in the photos?* Elicit answers such as *a woman, a camera, an animal*, etc. Then ask *What's her job?* Elicit or preteach: *She is a photographer*. Then ask *Where is she?* Elicit or preteach answers such as: *She is in a zoo. She is in a forest/jungle. She is in Costa Rica*.

Culture Tip

Focus attention on the Culture Tip. Explain that the animal in the second picture is a sloth. Read the tip to the class. Elicit or explain the meaning of words students might not be familiar with, such as *species, live*, and *swimmer*.

Activity 2

- Explain that students are going to watch a video about the person in the first picture, Lucy. Explain that Lucy is making a calendar, and that each month has a photo of a different sloth.
- Focus attention on the instructions. Explain that students don't need to understand every word in the video. They only need to identify the months they hear or see in the video. Then focus attention on the list of months. Read the months to the class or have different students read them aloud.
- Play the video. Have students check the months they hear or see in the video. Then check answers.

ANSWERS

January, March, April, May, June, July

Activity 3

- Focus attention on the sentences and the words in the box. Read them aloud to the class. Elicit or explain the meaning of any words or phrases students might not be familiar with.
- Explain that students are going to watch the video again and complete the sentences with the words in the box. Point out that they should only focus on completing the sentences; they don't need to understand every word in the video.
- Play the video again. Have students do the activity on their own. If necessary, play the video one more time, pausing after the relevant passages for students to check their answers. Then check answers.

ANSWERS

1. England	3. January	5. nickname
2. small	4. the US	6. month

Activity 4

- Focus attention on the question and the example conversation. Model it with a student.
- Have students do the activity in pairs. As students work, walk around the class to check progress and offer help as necessary.

SMART TALK

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

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 the language presented in Units 1–3, by using a reading text and providing more comprehension and speaking practice.

Activity 5

- Focus attention on the photos in the text. Ask students *Do you know these people?* Elicit answers.
- Then have students answer the question in pairs. Encourage them to say what they know about each person.

ANSWERS

Answers will vary.

Activity 6

- Focus attention on the article. Explain or elicit the meaning of words students might not be familiar with, such as *dog trainer*, *Italian*, *magazines*, and *magic tricks*.
- Have students read the article silently.
- Focus attention on the statements. Read them to the class and make sure students understand their meaning. Explain that students should read each statement about the article and choose if it is true or false.
- Have students do the activity on their own.
- Check answers by having different students read one statement and say if it is true or false.

ANSWERS

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

EXTENSION

- On the board, write the names of the people from the article in one column and, in a second column, one fact about each person in random order.
- Have students match the names with the facts.

Activity 7

- Elicit different jobs and write them on the board. Then focus attention on the instructions. Ask a student *What's your favorite job?* Elicit answers such as *singer*.
- Have students do the activity in groups. As students work, walk around the class to check progress and offer help as necessary.

EXTENSION

Have students tell the class about the favorite jobs in their group.

EXTRA IDEA

Have students write a short biography, similar to the paragraphs in the article in Activity 1, of a celebrity they know. Then have them read it to the class.

WRITING

Teaching notes for the Writing section are on page T-92.

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

Do you like K-pop?

SPEAKING
Likes and dislikes
GRAMMAR
Simple present: *like*
LISTENING
Music preferences
READING
Likes and dislikes

Vocabulary: classical music, electronic dance music, hip-hop, jazz, K-pop, Latin music, pop music, rock music; annoying, boring, catchy, relaxing

Conversation: Talking about likes and dislikes in music

Language Practice: Statements and questions with *like*

Pronunciation: Yes/No question intonation

Listening: People talking about music preferences

Speaking: A role play about concert plans

VOCABULARY

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

WARM-UP

- Focus on the warm-up question. Then say, for example, *My favorite singer is Ed Sheeran*. Then ask students *Who's your favorite singer?* Elicit several examples.
- 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 photos and on the example.
- Model the target vocabulary items—*pop music, rock music, jazz, etc.*
- Have students complete the activity on their own.
- Play the recording. Allow time for students to change incorrect answers. Then check answers.
- CULTURE NOTE:** The *pop* in *pop music* stands for *popular*.

Hip-hop originated in New York City in the early 1970s. It usually includes a rapper and a DJ who provides an instrumental track.

K-pop refers to contemporary music that comes from South Korea. It includes a variety of genres, such as pop, hip-hop, and rap.

Latin music is a general term that includes music from many Central and South American countries. Some types of Latin music are merengue, salsa, rumba, and samba.

Some other important forms of music are the blues, country, gospel, and folk.

ANSWERS

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

EXTENSION

Have students brainstorm examples of songs and performers for each type of music.

EXTRA IDEA

Have students make a list of kinds of music that are popular where they live. Then have them list names of famous singers and groups that play each kind of music.

Activity 2

- Focus attention on the example conversation in the speech bubbles. Explain that students should change the underlined text with their favorite type of music.
- Ask two students to model the conversation, using their own information in place of the underlined kind of music.
- Have students make pairs and practice the conversation with their own information. As students work, walk around the class to offer help as necessary.
- Have pairs present their conversations to the class.

EXTENSION

Have students report back to the class about their partner's favorite kind of music.

Activity 3

- Write the two questions on the board. Say *My favorite song is [title of a song]*. Point to the first blank line and elicit the question word *what*. Then have a student ask another the completed question. Repeat the procedure for the second question and the question word *where*.
- Have students do the activity in pairs.
- Have some pairs present their conversation to the class.

ANSWERS

- | | |
|-------------------------------------|----------|
| 1. What | 2. Where |
| Answers to the questions 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 on the board: *I like _____ music.* Then say, for example, *I like pop music*, and complete the sentence on the board.
- Then ask a student *What kind of music do you like?* Elicit answers such as *I like classical music*. Repeat with some other students.

Activity 1

- Books open. Focus attention on the model conversation.
- Preteach words and phrases students might not be familiar with. For example: *concert tickets, music festival, Do you want to go?, awesome, sometime.*
- Have students read the conversation silently before doing the activity.
- Have students fill in the blanks on their own.
- Watch the video. Allow time for students to change incorrect answers. Then 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. As students work, walk around the class to correct pronunciation and intonation as necessary.
- CULTURE NOTE:** BTS is a seven-member, K-pop boy band.

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.
- 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 each line and have students say the lines from memory.

EXTENSION

- Books closed. Write Adam's lines on the board.
- Point to and say Adam's first line. Have a student recreate Lily's first line. Accept any reasonable answer. If students find this difficult, say the first word or a key word from each sentence.
- Continue with the rest of Adam's lines and different students saying Lily's lines.
- Have different pairs say the conversation for the class.

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 *Latin music*. 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 that students 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. As students work, walk around the class to check progress and correct pronunciation as necessary.
- Then have students video their conversations using a cell phone.
- Have students show their videos to others and offer feedback to one another.
- CULTURE NOTE:** Shakira is a Colombian singer-songwriter and businesswoman. Latin music and pop music are her two main musical styles. Calvin Harris is a British singer-songwriter who is best known for his electronic dance music.

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 that students can use to give feedback to each other. For example: *Student A speaks naturally. Student B speaks clearly.* etc. You can use a scale from 1 to 5.

Conversation Tip

- Focus attention on the Conversation Tip box. Explain that students should be polite when they decline an invitation or an offer because they don't like something.
- Have students find the example question and response in the conversation in Activity 1. Then ask them what makes Adam's response polite. (He says *thank you* and uses *really* after *don't*.)

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 1

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

- Write the examples from the Language Practice box on the board. Underline the words that are written in bold in the box. Make sure students notice how the helping verb *Do* comes before the subject in questions. Also explain that the negative form *don't* is short for *do not*. Point out that only the helping verb *do* or *don't* is used in the short *yes/no* answers—not the main verb, *like*.
- Write several kinds of music on the board. Then ask different students *What kind of music do you like?* and *Do you like pop music?* Elicit statements such as *I like jazz* and *No, I don't like pop music*.
- Focus on the words to express likes and dislikes in the Language Practice box. Make sure students understand that some are positive (*amazing, good*), some are more neutral (*not bad, OK*), and one is negative (*terrible*).
- Direct students to page 99 of the Grammar Reference for more information.

Activity 1

- Focus attention on the first photo and example. Make sure students understand that *like* is the correct form to complete the first blank because this is the question form. The helping verb *do* is the correct word to complete the second blank because it is an affirmative short answer and the subject *I* requires the form *do*.
- Explain that students need to use the information in the photos and the conversations to fill in each blank with the correct verb. Then focus attention on items 3 and 4. Point out that students should use the star code to fill in one of the blanks with an expression for likes and dislikes.
- Have students fill in the blanks on their own.
- Play the recording. Allow time for students to change incorrect answers. Then check answers.
- Have students practice the conversations in pairs.
- **KEY VOCABULARY:** *It's not my thing* is an informal way of saying that something doesn't interest you, that you don't really like it.

ANSWERS

- | | |
|----------------------------|-------------------------|
| 1. like, do | 4. like; OK |
| 2. Do, like; don't like | 5. do, like; like |
| 3. do, like; like, amazing | 6. Do, like; don't like |

EXTENSION

- Have students work in pairs to adapt the questions and answers in the conversations in Activity 1 with their own ideas. For example:
1 A *Do you like K-pop?*
B *No, I don't.*
5 A *What kind of music do you and your brother like?*
B *We like jazz.*
- Then have the pairs present one of their conversations to the class.

Activity 2

- Books closed. Elicit ways we can express likes and dislikes and write them on the board. For example: *I like pop music. I think hip-hop is amazing. I don't like jazz.*
- Then elicit questions and other expressions that can be used to ask or comment about likes and dislikes. For example: *How about you? Me, too. Not really,* etc. Write these on the board.
- Books open. Focus attention on the example conversation. Have two students read the conversation to the class. Explain that students should make conversations about the kinds of music in Activity 1 using information that is true for them. Point out that they might have to change other words so that the sentences make sense. Then model the conversation with a student, replacing the underlined words with different ones.
- Have students do the activity in pairs. As students work, walk around the class to check progress and offer help as necessary.

EXTRA IDEA

- Brainstorm other ways to express likes and dislikes. If necessary, have students use their dictionaries.
- Write the new words and phrases on the board.

EXTRA IDEA

- If you have access to the Internet in class, elicit the names of different artists from different genres. Write their names on the board.
- Then find and play short sections of each artist's music for the class. In pairs, have students tell each other their opinions of the music and the artists. Encourage students to use the adjectives to express likes and dislikes in the Language Practice box.

LANGUAGE PRACTICE 2

The goal of this section is to present and practice the target grammar: statements and questions with *like*—third person singular.

- Books closed. Ask individual students *Do you like jazz?* Find one who does and one who doesn't, and write their names on the board. For example:
I like jazz.
Diana likes jazz.
Jun doesn't like jazz.
- Have the students listen and repeat the sentences. Point out the final *s* and the negative form *doesn't*.
- Books open. Write the examples from the Language Practice box on the board. Underline the words that are written in bold in the box. Explain to students why these words change. Make sure students notice that the base form of the main verb is used in questions with *does* and negative statements with *doesn't*.
- Write several kinds of music on the board. Find out who likes or doesn't like them. Then ask individual students questions such as *Does Maria like jazz?* Elicit answers.
- Direct students to page 99 of the Grammar Reference for more information and practice.

TEACHER RESOURCE CENTER

Launch Unit 4 PowerPoint™ slides on the Teacher Resource Center for additional grammar presentation and practice.

Useful Words

- Focus attention on the Useful Words box. Ask students *What are these things?* Elicit (*musical*) *instruments*.
- Model the names of the instruments and have students repeat.
- Elicit the names of other instruments and write them on the board. Model their pronunciation and have students repeat. Leave the list on the board so that students can use it to answer question 3 in Activity 2.

Activity 1

- Focus attention on the example. Make sure students understand that the form *likes* is the correct one to complete the sentence because the subject is *he*.
- Have students complete the activity on their own. Then check answers.

ANSWERS

- likes
- does, like; likes
- Does, like; does
- Does, like; doesn't like
- like; doesn't

EXTENSION

Write the lines from Activity 1 in scrambled order on the board. Then have pairs of students work together to unscramble them and make conversations.

Activity 2

- Focus attention on the questions. Check understanding by asking some students the questions.
- Have students work in pairs and take turns asking and answering the questions.
- As students do the activity, walk around the class to check accuracy and offer help as necessary.

ANSWERS

Answers will vary.

EXTRA IDEA

- Have students interview a partner about music likes and dislikes. For example:
Do you like jazz?
Yes, I do.
Do you like rock?
No, I don't.
- Then have students tell the class what they learned about their partner. For example: *Bruno likes jazz, but he doesn't like rock.*

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 intonation in *yes/no* questions.

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 four new vocabulary items: *annoying, boring, catchy, relaxing*.
- Focus attention on the new vocabulary items and on the photos. Model the pronunciation of the new words and have students repeat.
- Do the first item with the class as an example. Then have students match the remaining photos with the words.
- Check answers.

ANSWERS

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

Activity 2

- Focus attention on the picture and on the kinds of music in the box. Explain that students are going to listen to four conversations with the people in the picture. They should write the letter of the kind of music next to the name of the person who likes it.
- Play the recording and have students do the activity. Then check answers.

ANSWERS

Eduardo: b Monica: d Adisorn: a Jane: c

Activity 3

- Explain that students will listen to the conversations again and complete the sentences by choosing the correct option—*a, b, or c*. Then read the activity items and the answer choices to the class.
- Play the recording and have students do the activity. Then check answers.

ANSWERS

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

Activity 4

- Focus attention on the picture in Activity 2. Explain that students will hear more about what kinds of music these people like.
- Focus attention on the sentences. Elicit the kind of information students should listen for to complete each sentence. (Eduardo's and Monica's favorite kind of music, and what Adisorn and Jane think about some kinds of music.)
- Play the recording. Have students complete the sentences with the correct information. Then check answers.

ANSWERS

1. rock 2. jazz 3. relaxing 4. amazing

EXTENSION

- Write additional comprehension questions about the recording on the board. For example: *Who's Eduardo's favorite classical composer? Does Adisorn like rock? Does Jane like Mozart? What's Jane's favorite kind of music?* etc.
- Have students listen again and answer the questions.

EXTRA IDEA

- Put students into groups. Have students take turns asking and answering the other students in their groups about their favorite kinds of music. Have them take notes about their classmates' preferences.
- Have students report back to the class about their group's favorite kinds of music.

EXTRA IDEA

- Have students write sentences using all of the new words from Activity 1.
- Then have students work in pairs and take turns reading their sentences to their partners.

SMART CHOICE ONLINE

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

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 poster for the music festival in Activity 2. Explain that students are going to prepare for a role play related to the festival.
- Focus attention on the example conversation and concert tickets. Explain that in the conversation, the speakers have a discussion about going to a concert.
- Have students look at the tickets and read the conversation silently.
- Ask the class: *What kind of music is the concert?* (It's a classical music concert.) *What kinds of music do the speakers like?* (Speaker A likes classical and rock, Speaker B likes rock.) *What kind of concert do they want to go to together?* (A rock concert.)
- Model the conversation with a student. Then have students practice the conversation in pairs.

Activity 2

- Explain that students are going to do a role play in pairs.
- Focus attention on the poster again. Make sure students understand that the poster shows three different festivals. Elicit the different kinds of music. (rock—Imagine Dragons, Twenty One Pilots, Muse; Latin music—Shakira, J Balvin, Jennifer Lopez; pop music—Maroon 5, Selena Gomez, Adele)
- Explain that students should make conversations similar to that in Activity 1 using the information on the poster.
- If necessary, model the conversation in Activity 1 again with a different student, this time replacing the underlined words with information from the poster. For example: *Would you like to go to an Imagine Dragons concert? Thanks, but I'm not really into rock music.* etc.
- Have students do the role play in pairs. As students work, walk around the class to check progress and offer help as necessary.

Activity 3

- Have students change partners.
- Explain that now students should make conversations about music as freely as they can. Point out that the goal of the conversation is to invite their partner to a concert.
- Elicit some possible questions and write them on the board. For example: *What kind of music do you like? What is your favorite band? Would you like to go to a rock concert?*
- Have students do the activity in pairs. As students work, walk around the class to check progress and offer help as necessary.

Activity 4

- Have students go online to find out the kinds of music that are popular in another country. Students can search for charts listing the top hits or for encyclopedia articles about the country's culture, for example.
- 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

What do you do for fun?

SPEAKING
Suggesting things to do
GRAMMAR
The simple present
LISTENING
Free time activities
READING
What do you do for fun?

Vocabulary: do yoga, go shopping, go to the movies, have coffee with friends, listen to music, play basketball, play video games, watch TV; message friends, share photos, shop online, take selfies

Conversation: Making plans and suggesting leisure activities

Language Practice: The simple present—regular and irregular verbs

Pronunciation: *Wh-* question intonation

Listening: People talking about leisure activities

Speaking: A board game about leisure activities

VOCABULARY

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

WARM-UP

- Focus attention on the warm-up question. Then say, for example, *I like to go shopping with my friends, I like to watch TV*, etc. Then ask students *What do you like to do?* Elicit several examples.
- 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 photos and the example.
- Model the target vocabulary items—*have coffee with friends, do yoga, go shopping*, etc.
- Have students complete the activity on their own.
- Play the recording. Allow time for students to change incorrect answers. Then check answers.

ANSWERS

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

EXTENSION

Have students come to the board one at a time. Whisper a leisure activity to each student and have them act it out silently for the class. The other students guess the activity. Alternatively, have students think of a leisure activity to act out.

Activity 2

- Focus attention on the model conversation. Make sure students understand the expressions *I do* and *I do, too*.
- Model the conversation with a student.
- Have students practice the conversation in pairs.

Activity 3

- Explain to students that, like the model conversation on the Conversation page, the one in Activity 2 is color-coded. Students should substitute the words and phrases from the corresponding columns in the Activity 3 chart while practicing the Activity 2 conversation again.
- Explain or elicit the meaning of the expressions in the chart. Then model them to students.
- Make sure students understand they should use the words and expressions from the same row in the chart when practicing. Point out the blank lines in the chart for students to write their own ideas.
- Draw a three-column chart on the board and number the columns as in the book. Elicit some of the students' own ideas and write them in the chart. Make sure that the expression in column 3 agrees in number with the activity in column 1. For example, *watching TV* takes the singular form, so an appropriate expression in column 3 would be: *I like it*.
- Have students do the activity in pairs. Make sure pairs change roles so they practice each part. As students work, walk around the class to offer help and correct pronunciation and intonation as necessary.

Vocabulary Tip

- Focus on the Vocabulary Tip box. Explain that using a new word in a sentence helps students learn the word.
- Have students make sentences in their notebooks with the vocabulary items from this unit.

EXTENSION

- Have students rewrite their sentences on a sheet of paper, using a blank in place of the leisure activity. For example: *I _____ on the weekend*.
- Then have students exchange sentences with a partner and complete them with the missing words.

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 the activities students do for fun. Write on the board: *For fun, I _____*. Say, for example, *For fun, I play tennis*, and complete the sentence on the board. Then ask a student *What do you do for fun?* Elicit answers such as *I go shopping*. Then write on the board, for example: *Sara goes shopping*. Repeat with some other students.

Activity 1

- Books open. Focus attention on the model conversation.
- Preteach words and phrases students might not be familiar with. For example: *How's everything?*, *hang out*, *busy*, *free*, *let me check*, *See you then*, etc.
- Have students read the conversation silently before doing the activity.
- Have students fill in the blanks on their own.
- Watch the video. Allow time for students to change incorrect answers. Then 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. As students do the activity, walk around the class to correct pronunciation and intonation as necessary.
- **LANGUAGE NOTE:** *Actually* has many uses. In this conversation, it is used to correct previous information given: *Yes, I am free on Thursday*. Correction: *Actually, I'm busy on Thursday*.
How's everything? has the same meaning as *How are you?*
Let's hang out (or *Do you want to hang out?*) is an informal invitation to spend time together. It is specially useful when the speaker does not have a specific idea in mind of where to go or what to do together.

ANSWERS

- | | | |
|------|------|------|
| 1. c | 2. a | 3. 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 Adam's lines and have students say his lines.

EXTENSION

- Point to and say Patrick's first line. Have students listen and repeat the line, being careful to match the intonation, pitch, and tone of the speaker. Say or play the line again, if necessary.
- Continue with the rest of the lines in the conversation.
- Have different pairs say the conversation for the class. Tell them they can refer to their books, if necessary.

Useful Words

- Focus attention on the Useful Words box. If necessary, model the words for the class.
- Have students write down leisure activities they do on different days. Make a class calendar on the board, with names and leisure activities for each day of the week.

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 *tomorrow*. 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 that students 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.
- Then have students video their conversations 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 that students can use to give feedback to each other. For example: *Student A speaks naturally*. *Student B 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 1

The goal of this section is to present and practice the target grammar: regular verbs in the simple present.

- Books closed. Elicit the names of famous sports stars and the sports they play. Write them on the board.
- Then write sentences in the simple present using the athletes' names and the verb *play*, but replacing the verb forms with a blank. For example:

I _____ soccer.

Serena Williams _____ tennis.

Lionel Messi _____ soccer.

Naomi Osaka and Serena Williams _____ tennis.

Naomi Osaka and Serena Williams _____ soccer.

Elicit the words to complete the sentences (*play, plays, plays, play, don't play*). Elicit or explain why *play* becomes *plays* and the difference between *doesn't* and *don't*.

- Books open. Write the examples from the Language Practice box on the board. Underline the words that are written in bold in the box.
- Have individual students make similar sentences using the names and sports on the board.
- Direct students to page 100 of the Grammar Reference for more information.

Activity 1

- Focus attention on the first photo and the example. Explain that students should use the information in the photos and in the sentences to complete the conversations with the correct verbs and forms. Make sure students understand that *play* is the correct form to complete the statement because *I* is the subject and the photo indicates the sentence is affirmative.
- Have students fill in the blanks on their own.
- Play the recording. Allow time for students to change incorrect answers. Then check answers.
- Have students practice the conversations in pairs.
- **CULTURE NOTE:** Sung Hyun Park is a professional golfer from South Korea.

ANSWERS

- | | |
|-------------|-------------------------------|
| 1. play | 4. does, watch; watches |
| 2. listens | 5. Do, listen; don't; watch |
| 3. do, play | 6. Does, play; doesn't; plays |

EXTENSION

Divide the class into pairs. Have one student write a new answer for each conversation. Then have the other student write new questions to go with each of the new answers.

Activity 2

- Focus attention on the instructions and the questions. Make sure students understand that they should complete the questions with their own ideas.
- Model the questions by completing them with your own ideas and then asking four students.
- Have students work in pairs and take turns asking and answering the questions.
- As students do the activity, walk around the class to check accuracy and offer help as necessary.
- Have the pairs present one of their conversations to the class.

ANSWERS

Answers will vary.

EXTRA IDEA

- Divide the class into pairs. Explain that students will write three statements about another student in the class and his or her leisure activities. Tell them not to use the student's name. Write an example on the board:
She plays soccer on the school team.
She doesn't listen to pop music.
She watches TV every night.
- Tell students that the rest of the class will guess which student the sentences are describing.
- Give students time to write their sentences in pairs.
- Have pairs take turns reading their sentences to the class. The other students guess who they are describing.

LANGUAGE PRACTICE 2

The goal of this section is to present and practice the target grammar: irregular verbs in the simple present.

- Books closed. Write three sentences about yourself on the board. Use irregular verbs in the simple present. For example:
I go shopping on Saturdays.
I do yoga in the morning.
I have dinner at 7:00 p.m.
- Have students identify the verbs in each sentence. Explain that these verbs are irregular and have a different form in the third person singular.
- Have a student come to the board and try to rewrite each sentence in the third person. For example: *Our teacher goes shopping on Saturdays.* Help if the student cannot write the verb form correctly.
- Have other students come to the board and rewrite the sentences using *He* or *She*.
- Books open. Write the examples from the Language Practice box on the board. Underline the words that are written in bold in the box. Explain to students why these words change.
- Write several activities with the verbs *do*, *go*, and *have* on the board. Ask individual students questions such as *When do you do homework?* and *Do you have coffee with friends every day?* Then ask the class about the information provided using questions in the third person, for example: *Does he do homework after school?* or *When does she have coffee with friends?*
- Direct students to page 100 of the Grammar Reference for more information and practice.
- LANGUAGE NOTE:** Explain that *have* is often an informal way of saying *eat* or *drink*, as in *have lunch* or *have coffee*.

TEACHER RESOURCE CENTER

Launch Unit 5 PowerPoint™ slides on the Teacher Resource Center for additional grammar presentation and practice.

Activity 1

- Focus attention on the instructions and the example. Explain that students need to complete the conversations with the correct verbs. Make sure students understand that *does* is the correct word to complete the first blank because the subject is *he* and because we use the verb *do* (and not *play*) with *yoga*.
- Have students complete the activity on their own. Then check answers.
- Have students practice the conversations in pairs.

ANSWERS

- | | | |
|---------|---------------|---------------|
| 1. does | 3. does | 5. do |
| 2. do | 4. Does, have | 6. does; goes |

Activity 2

- Model the questions for students to repeat. Then ask a student the first question.
- Have students make pairs and take turns asking and answering the questions. Make sure they answer with information about themselves.
- Have some pairs present one of their conversations to the class.

ANSWERS

Answers will vary.

EXTENSION

Have students tell the class what they learned about their partners in Activity 2. For example: *Lucas goes shopping on the weekend. He has lunch with his parents on Sunday.* etc.

EXTRA IDEA

- Divide the class into small groups. Elicit activities (*play soccer, do yoga*), question words and helping verbs (*when, where, do, does*), and time and place phrases (*on Saturday, at school*). Write these in random order on the board.
- Explain that the groups have three minutes to write as many questions and answers as they can using the words on the board. As an example, make one question and one answer. For example: *When do you do yoga?* and *I do yoga on Saturdays.*
- Set a timer for three minutes. The group with the most correct questions and answers wins.

TEACHER RESOURCE CENTER

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

PRONUNCIATION

The goal of this section is to focus on the falling intonation at the end of *wh-* questions.

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 four new vocabulary items: *message friends, share photos, shop online, take selfies*.
- Focus attention on the photos and the new vocabulary items. Model the pronunciation of the phrases and have students repeat.
- Check students' understanding by making sentences using the new items and asking students questions about the activity. For example: *I don't take selfies every day. Do you take selfies every day?* Elicit answers.
- Have students do the activity on their own. Point out that they should choose all the activities they do.
- Have some students tell the class the things they do.

ANSWERS

Answers will vary.

EXTENSION

Have students tell the class which of the activities they do every day.

Activity 2

- Focus attention on the phrases in the box and the two pictures. Explain that students are going to listen to two conversations and identify which of the activities in the box each person in the picture does on his or her phone.
- Play the recording and have students do the activity. Then check answers.

ANSWERS

Andy: c Karla: a Allegra: b Natasha: d

Activity 3

- Read the sentences and the answer choices to the class. Explain that students will listen to the conversations again and choose the correct activity to complete each sentence.
- Play the recording again and have students do the activity. Then check answers.

ANSWERS

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

Activity 4

- Focus attention on the four statements. Preteach any words students might not be familiar with. Then explain that students will now hear Natasha and Allegra talking again and decide if the statements are true or false.
- Play the recording and have students choose *True* or *False*. Then check answers.

ANSWERS

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

EXTENSION

- Write additional comprehension questions on the board. For example: *Is Allegra busy on Saturday? Does Allegra play soccer? Where does Allegra want to go for lunch?* etc.
- Have students listen to the conversation again and answer the questions.

EXTRA IDEA

- Put students into small groups.
- Write these discussion questions on the board:
What activities do you do every weekend?
What activities do you do every day?
Do you like to do activities with friends or alone?
- Have students discuss the questions in their groups.
- Have groups report back to the class about their discussions.

SMART CHOICE ONLINE

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

SPEAKING

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

Activity 1

- Explain that students are going to play a board game.
- Focus attention on the instructions. Each player needs to choose a game piece—for example, a coin, an eraser, or a hairpin. Explain how students move forward on the board: they should flip a coin and move one space if they get heads and two spaces if they get tails. When they land on a square, they ask another student the question on the square. When they land on a square with the question mark, they have to make their own question. The first student to reach the *FINISH* square wins the game.
- Go over the questions on the board in Activity 2. Make sure students understand them.
- Have students practice making a question. Elicit some of these to confirm they understand that this is an opportunity for them to communicate in an open and creative way.
- Focus on the example conversation. Model the first question and answer with a student. Encourage students to give as detailed an answer as possible, for example:
I play video games with friends.

Activity 2

- Have students make pairs or groups and play the game. Make sure each pair or group has a coin before starting.
- As students work, walk around the class to check progress and offer help as necessary. The goal of this activity is primarily fluency rather than accuracy. Students should be encouraged to formulate questions and answers in a manner that you and other students understand. However, the focus should be on encouraging students to communicate freely and to answer the questions in detail.

EXTENSION

If some groups or pairs finish before the others, have them start again from the beginning, this time making all the questions themselves.

Activity 3

- Have students go online to find out what people in other countries do for fun. For example, students can research places such as theme parks, or search leisure statistics to determine what activities are popular.
- 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 Worksheet 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

Can you speak Chinese?

SPEAKING
Things you can do
GRAMMAR
Can and can't
LISTENING
Things people can do
READING
People's abilities

Vocabulary: code, cook, draw, drive, play the violin, sing, speak Chinese, swim; at a café, at the beach, in a park, in the neighborhood

Conversation: Talking about ability

Language Practice: *Can and can't*

Pronunciation: *Can versus can't*

Listening: People talking about what they can and can't do

Speaking: A survey about abilities

VOCABULARY

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

WARM-UP

- Focus attention on the warm-up question. Make sure students understand the meaning of *well*.
- Tell the class, for example, *I play tennis well*. Then ask several students *What do you do well?* Elicit 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

- Focus attention on the photos and on the activities in the word box. Check which activity words the students already know.
- Model the target vocabulary items—*code, speak Chinese, drive*, etc. Then focus attention on the example.
- Have students complete the activity on their own.
- Play the recording. Allow time for students to change incorrect answers. Then check answers.

ANSWERS

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

EXTENSION

Have students come to the board one at a time. Whisper an activity to each student and have them act it out silently for the class. The other students guess the activity. Alternatively, have students think of their own activity and act it out.

Activity 2

- Focus attention on the model conversation. Model it with a student.
- Elicit the meaning of *only* by asking students *Does speaker B drive on Monday? on Tuesday? on Wednesday? on Thursday? on Friday?* and then confirming: *Speaker B only drives on Saturday and Sunday.*
- Have students practice the conversation in pairs.

Activity 3

- Explain to students that, like the model conversation on the Conversation page, the one in Activity 2 is color-coded. Students substitute the words and phrases from the appropriate columns in the Activity 3 chart while practicing the Activity 2 conversation again.
- Make sure students understand that they should use the words and expressions from the same chart row together in the conversation. Point out the blank lines in the chart for students to write their own ideas.
- Elicit or preteach the meaning of the expressions in column 2. Elicit other frequency or time expressions and write them on the board.
- Model the activity with a student. Have the student say the first line of the conversation. Respond using your own ideas for the time/frequency expression.
- Have students do the activity in pairs. Make sure pairs change roles so that they practice each part. As students work, walk around the class to offer help and correct pronunciation and intonation as necessary.

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 various skills and activities. Write them on the board. Have students say if they like to do them or don't like to do them.

Activity 1

- Books open. Focus attention on the model conversation.
- Preteach words and phrases students might not be familiar with. For example: *Well, uh, I see, Next!*
- Have students read the conversation silently before doing the activity.
- Have students fill in the blanks on their own.
- Watch the video. Allow time for students to change incorrect answers. Then 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. As students work, walk around the class to correct pronunciation and intonation as necessary.
- **LANGUAGE NOTE:** In this context, *I see* means *I understand*. The tone used by the interviewer when saying *Next!* shows that she is not impressed by the job hunter.

ANSWERS

1. b 2. a 3. c

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 each line and have students say the lines from memory.

EXTENSION

- Books closed. Write Diana's lines on the board.
- Point to and say Diana's first line. Have a student recreate Adam's first line. Accept any reasonable answer. If students find this difficult, say the first word or a key word from each sentence.
- Continue with the rest of Diana's lines and different students saying Adam's lines.
- Have different pairs say the conversation for the class.

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 *Spanish*. Point out the other colors, their columns in the chart, and boxes in the conversation.
- Elicit other words or phrases that can go in each column. Explain that students 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.
- Then have students video their conversations 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 that students can use to give feedback to each other. For example: *Student A speaks naturally. Student B speaks clearly.* etc. You can use a scale from 1 to 5.

Conversation Tip

- Focus attention on the Conversation Tip box. Explain that students should try to give more information after they give a negative answer. Focus attention on the response: *No, I can't. I can only speak Japanese.* Then have students find a similar response Adam gives in the conversation in Activity 1. (*No, I can't. I can only speak English.*)
- Model another example with students. For example:
A Do you play the guitar?
B No, I don't. I play the piano.
- Have students practice by asking a partner about things he or she does. The partner says *no*, and then says another sentence with extra information.

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 1

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

- Books closed. Write the following sentences on the board:
I can play video games.
I can't speak Italian.
- Write other activities or skills on the board, such as *speak Chinese, sing, draw*, etc. Have some students make sentences with *can* and *can't* using the items on the board.
- Books open. Write the examples from the Language Practice box on the board. Underline the words that are written in bold in the box.
- Explain that *can* and *can't* do not change with a plural or singular subject. (That is, we do not say *He cans swim*.)
- Focus attention on the descriptive phrases *very well, well*, and *at all* on the right side of the Language Practice box. Explain that *very well* means a lot of ability, *well* means some ability, and (*not*) *at all* means no ability.
- Direct students to page 101 of the Grammar Reference for more information.
- **LANGUAGE NOTE:** Tell students that it is easy to confuse when to use *good* and *well*, and that even native speakers misuse them sometimes. Explain that *good* is an adjective used to describe nouns (*He is a good student*) and *well* is an adverb used to describe verbs (*He sings well*). This is an important distinction, so have students practice using sentences with both *well* and *good*.

Activity 1

- Focus attention on the first photo and the example. Make sure students understand that *can* is the correct word to complete the sentence because the woman in the photo is clearly able to code. Explain that students should use the information in the photos and the emojis to complete the other sentences with *can, can't, very well, well*, or *at all*.
- Have students fill in the blanks on their own.
- Play the recording. Allow time for students to change incorrect answers. Then check answers.

ANSWERS

- | | |
|----------|---------------------|
| 1. can | 4. can't, at all |
| 2. can | 5. can, well |
| 3. can't | 6. can't, very well |

Activity 2

- Focus on the instructions and the example conversation. Explain that students will take turns telling a partner if they can or can't do the six things in Activity 1.
- Model the example conversation with a student. Then have students do the activity in pairs.
- As students do the activity, walk around the class to check accuracy and offer help as necessary.

EXTRA IDEA

- Give students time to think of one thing they can do and one thing they can't do. Encourage them to think of unusual skills.
- Have students tell the class what they can and can't do. Tell the class to pay attention so that they remember what each classmate can and can't do.
- Have one student point to another student and say what that student can and can't do. Have the second student point to the first student, say what he or she can and can't do, and then what another student can and can't do.
- Continue until every student has said what two other students can and can't do.
- If the class is large, do the activity in smaller groups.

LANGUAGE PRACTICE 2

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

- Write the examples from the Language Practice box on the board. Underline the words that are written in bold in the box. Make sure students notice that *can* is placed before the subject in questions. Also point out the use of *can* or *can't* in the short *yes/no* answers.
- Write several activities and skills on the board. Ask individual students questions such as *Can you swim?* and *What can you do?* Follow up with questions in the third person, for example: *Can she swim?* and *What can she do?*
- Direct students to page 101 of the Grammar Reference for more information and practice.

TEACHER RESOURCE CENTER

Launch Unit 6 PowerPoint™ slides on the Teacher Resource Center for additional grammar presentation and practice.

Activity 1

- Focus attention on the instructions and the example. Make sure students understand that *can* (and not *do* or *does*, for example) is the helping verb in questions and short answers about ability.
- Have students complete the activity on their own. Then check answers.
- Have students make pairs and practice the conversations.

ANSWERS

- | | |
|---------------|--------------------|
| 1. Can, can | 3. can, can |
| 2. Can, can't | 4. Can, can't, can |

Activity 2

- Focus attention on the picture and on the people's names. Say *Look at the picture. Can Dayoon cook?* Elicit answers such as *Yes, he can* or *Yes, he can cook very well*.
- Have students make pairs. Give them time to look at the picture and think of possible questions and answers.
- Have students take turns asking and answering their questions with their partners.
- As students do the activity, walk around the class to check accuracy and offer help as necessary.

POSSIBLE ANSWERS

Answers may vary. Some possible questions and answers:
Can Danni dance? Yes, she can dance very well.
Can Fred dance? Well, he can dance, but not very well.
Can Dayoon cook? Yes, he can cook very well.
Can Neil sing? No, he can't sing at all.
Can Mari play the guitar? Yes, she can play the guitar well.

EXTRA IDEA

- Have students write several sentences about what they can and can't do on a sheet of paper. For each sentence, have them add information. For example: *I can play chess very well. I play with my brother.* Tell them not to put their names on their papers.
- Collect the sentences and put them in a bag. Have a student take a sheet and read the sentences to the class. Have the class try to guess who wrote them.

TEACHER RESOURCE CENTER

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

PRONUNCIATION

The goal of this section is to focus on the difference in the pronunciation of *can* and *can't*.

Activity 1

Model the examples. Then play the recording. Make sure students notice that *can* is not stressed in the sentences and sounds "shorter" than *can't*.

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: *at a café, at the beach, in a park, in the neighborhood*.
- Focus attention on the photos and the new vocabulary items. Model the pronunciation of the phrases and have students repeat.
- Write on the board:
I like to hang out with my friends _____.
Elicit or explain the meaning of *hang out with friends*. Then complete the sentence with one of the new vocabulary items.
- Have individual students make a statement using the other new phrases.
- Have students do the activity on their own. Point out that they should choose all the places where they like to hang out with friends.

ANSWERS

Answers will vary.

EXTENSION

Have students tell the class the places where they like to hang out with friends.

Activity 2

- Focus on the instructions and the pictures. Elicit the activity and the place in each picture. Then explain that students are going to listen to four conversations and write the number of each conversation on the corresponding picture.
- Play the recording and have students do the activity. Then check answers.

ANSWERS

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

Activity 3

- Focus on the instructions and the pairs of sentences. Explain that students will listen to the conversations again and choose the correct sentence in each pair.
- Read the sentences to the class. If necessary, say and write the names of the speakers in each conversation on the board: 1. *Barbara and Lucas*, 2. *Sally and John*, 3. *June and Gloria*, 4. *Andy and Kane*.
- Play the recording again. Have students choose the correct sentence in each pair. Then check answers.

ANSWERS

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

Activity 4

- Focus attention on the picture of Barbara and Lucas (picture D in Activity 2). Explain that students will hear more of their conversation.
- Focus attention on the sentences. Elicit or explain the meaning of *drums*.
- Play the recording and have students choose *True* or *False*. Then check answers.

ANSWERS

1. False 2. True 3. False

EXTENSION

- Write additional comprehension questions on the board. For example: *Can Barbara sing? Does Lucas like sports? Can he play basketball?* etc.
- Have students listen again and answer the questions.

EXTRA IDEA

- Write these discussion questions on the board:
Can you play tennis?
Can your parents play tennis?
What sports can you play?
- Have students discuss the questions in pairs.
- Have students report back to the class about their discussions.

SMART CHOICE ONLINE

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

SPEAKING

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

Activity 1

- This activity can be done with students sitting in small groups or as a class, with students moving around the classroom.
- Focus attention on the chart. Explain that students are going to interview their classmates in order to complete the chart about abilities.
- Focus attention on the example conversation in the speech bubbles. Explain that students should look at the photos in the chart and then make a question using *can* about the ability represented by each picture. For example, a possible question for picture 1 is *Can you play an instrument?* If the other student can play an instrument, the interviewer writes his or her name in the chart and asks for more information. If not, the interviewer asks question 2 or moves on to interview another student.
- Focus on the photos and elicit the ability in each of them. Then focus on the question mark in item 6. Have students think of another ability to ask their classmates about.
- Elicit some follow-up questions students can ask and write them on the board. For example, if a student says they can play an instrument, a follow-up question could be: *What instrument do you play?*
- Have two students practice making and answering one of the questions in the chart. Encourage them to answer in as much detail as possible, and to ask follow-up questions.
- Have students do the activity in groups or as a class. As students work, walk around the class to check progress and offer help as necessary. The goal of this activity is primarily fluency rather than accuracy. Students should be encouraged to formulate questions and answers in a manner that you and other students understand. However, the focus should be on encouraging students to communicate freely and to answer the questions in detail.

ANSWERS

Answers will vary.

EXTENSION

If some groups or individuals finish before the others, have them think of other abilities, which they can then ask each other about.

Activity 2

- Focus on the instructions and the example in the speech bubble. Encourage students to talk about a classmate that they learned something new or interesting about.
- Have students share what they learned with the class.

Activity 3

- Have students go online to find out what their favorite celebrity can do.
- Then 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 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

- Focus attention on the pictures. Ask students *What can you see?* Elicit answers such as *a boy, a skateboard*, etc. Then ask *What does he do for fun?*
- Have students answer the question in pairs. Then elicit answers such as *He skateboards, He skates, He goes skateboarding*, etc.

POSSIBLE ANSWER

Zion skateboards for fun.

VARIATION

Do Activity 1 as a whole-class activity.

Culture Tip

- Focus attention on the Culture Tip. Read it to the class. Elicit or explain the meaning of words students might not be familiar with, such as *skateboard trick*.
- KEY VOCABULARY:** A *skateboard trick* is a special move or maneuver made with a skateboard.

Activity 2

- Focus attention on the instruction and the five statements. Elicit or explain the meaning of words students might not be familiar with. Explain that students are going to watch the video and then choose the correct option to complete each sentence. Tell students that they do not need to understand every word of the video; they just need to focus on the information to complete the sentences.
- Play the video. Have students do the activity on their own.
- Have students check answers with a partner. Then check answers with the class.

ANSWERS

- | | | |
|----------|--------------|-----------------|
| 1. loves | 3. every day | 5. all the time |
| 2. eight | 4. brother | |

VARIATION

Do the activity one item at a time. First, play the video all the way through and ask students to just watch. Then play it again, pausing after the relevant parts to give students time to choose the correct answers.

Activity 3

- Focus attention on the statements. Elicit or explain the meaning of words students might not be familiar with. For example: *skate parks* and *adults*.
- Play the video again. Have students do the activity on their own.
- If necessary, play the video one more time, pausing after the relevant parts for students to check their answers. Then check answers with the class.

ANSWERS

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

EXTENSION

Have students correct the false statement.

Activity 4

- Elicit some activities that students do for fun. Ask *What do you do for fun? What are your hobbies?* Write the students' responses on the board. Then ask questions such as *When do you (go swimming)?* to elicit time expressions such as *on the weekend, once a week*, etc. Write the students' responses on the board.
- Focus attention on the example conversation. Model it with a student.
- Have students do the activity in pairs. As students work, walk around the class to offer help as necessary.

EXTENSION

Have students share their partner's responses with the class.

SMART TALK

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

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 the language presented in Units 4–6, by using a reading text and providing more comprehension and speaking practice.

Activity 5

- Focus on the pictures. Ask students to describe what they see. Elicit answers such as *woman, skateboard, etc.*
- Focus attention on the instructions. Ask *What can the woman in the pictures do well?* Have students do the activity in pairs. Elicit answers.

POSSIBLE ANSWER

She can skateboard well.

Activity 6

- Focus attention on the instructions and the five sentences. Elicit or explain the meaning of words students might not be familiar with. Explain that students should read the article and then correct the underlined information in the sentences.
- Have students do the activity on their own.
- Have students check their answers with a partner. Then check answers by having individual students read their corrected sentences to the class.
- If students need more support with the reading, play the recording to the class. Then have students stop you when there is a word they don't understand. Have other students provide the answers by paraphrasing, drawing, or miming.

ANSWERS

1. skateboarding / longboarding / making videos
2. longboard
3. can
4. comfortable and sporty
5. music

VARIATION

- Before students read the article, preteach or elicit the meaning of words students might not be familiar with, such as *popular, sporty, etc.*
- Have students read the article silently. Alternatively, you can play the recording while students read, read the article to the class yourself, or have students take turns reading it to the class.
- Focus attention on the statements in Activity 2. Read them to the class. Preteach or elicit the meaning of words students might not be familiar with. Explain that students should rewrite the sentences to correct the underlined mistakes.
- Have students do the activity on their own.
- Check answers by having individual students read their corrected sentences to the class.

Activity 7

- Focus attention on the question and the example answers. Have two students read the examples to the class.
- Have students do the activity in groups. As students work, walk around the class to check progress and offer help as necessary.

EXTENSION

Have students share some of their classmates' responses with the class.

EXTRA IDEA

Have students write a text similar to the article in Activity 1 about themselves. Encourage them to describe their hobbies in detail. Write some questions on the board to provide ideas. For example:

What are your hobbies?

Which hobby can you do well?

What do you like about your hobbies?

WRITING

Teaching notes for the Writing section are on page T-93.

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.

TEACHER RESOURCE CENTER

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

07

What's she wearing?

SPEAKING
Present actions
GRAMMAR
Present continuous
LISTENING
What people are doing
READING
What people are doing

Vocabulary: a dress, jeans, pants, shoes, shorts, a skirt, sneakers, a suit, a sweater, a T-shirt; buying shoes, cleaning the house, reading a book, visiting family

Conversation: Describing present actions

Language Practice: The present continuous

Pronunciation: Reduced sounds in questions

Listening: Phone conversations about what people are doing

Speaking: A guessing game about what people are doing

VOCABULARY

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

WARM-UP

- Books closed. Elicit clothing brands and write them on the board.
- Write the warm-up question on the board. Then ask the question and elicit several examples.
- Have students ask and answer the question in pairs.
- 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 and the example. Check which clothing words the students already know.
- Model the target vocabulary items—*shoes, a skirt, sneakers, etc.*
- Have students complete the activity on their own.
- Play the recording. Allow time for students to change incorrect answers. Then check answers.
- LANGUAGE NOTE:** Explain to students that even though *jeans, pants, and shorts* are one item, they take a plural verb form. For example: *These jeans are great!*

ANSWERS

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

EXTENSION

Have a few students come to the front of the class. Teach or elicit the words for the clothes they are wearing. You may also want to teach other clothing items, such as *shirt, jacket, vest, and boots*.

EXTRA IDEA

Scramble the letters of each clothing item and write them on the board, for example: *eksansre = sneakers*. Have students unscramble each word. Set a time limit to make it more challenging.

Activity 2

- Focus attention on the question and the model conversation. Explain that students should replace the underlined text with words that are true for them.
- Ask two students to model the conversation, using their own information in place of the underlined words.
- Have students make pairs and practice the conversation.
- Then have pairs present their conversations to the class.

Activity 3

- Write the example conversation on the board. Preteach or elicit the meaning of *favorite item of clothing*. Model the first line of the conversation. Make statements such as *My favorite item of clothing is my pair of jeans*. Then ask a student *How about you?*
- Have students do the activity in pairs. As students work, walk around the class and offer help as necessary.
- Then have pairs present their conversation to the class.

Vocabulary Tip

- Focus attention on the Vocabulary Tip box. Explain to students that drawing pictures of a new vocabulary item helps them learn the word.
- Have students draw pictures of the vocabulary items in their notebooks.

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. Explain or elicit the meaning of *wearing*. Then elicit what students are wearing. Write sentences about it on the board. For example: *Kim is wearing a sweater and a skirt. Ben is wearing jeans and a T-shirt.* etc.
- Books open. Focus attention on the picture. Ask *What are the two men wearing?* Elicit responses. (Ricardo is wearing a T-shirt and jeans. Adam is wearing a sweater and a vest.)

Activity 1

- Focus attention on the model conversation.
- Preteach words and phrases students might not be familiar with. For example: *person, over there, cool, talking on the phone.*
- Have students read the conversation silently before doing the activity.
- Have students fill in the blanks on their own.
- Watch the video. Allow time for students to change incorrect answers. Then 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:** Explain that in American English, there is an increasing preference for gender-neutral words, such as *person*, instead of gender-specific words, such as *man* or *woman*.

ANSWERS

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

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 each line and have students say the lines from memory.

EXTENSION

- Books closed. Write Ricardo's lines on the board.
- Point to and say Ricardo's first line. Have a student recreate Adam's first line. Accept any reasonable answer. If students find this difficult, say the first word or a key word from the sentence.
- Continue with the rest of Ricardo's lines and different students saying Adam's lines.
- Then have different pairs of students say the conversation for the class.

EXTRA IDEA

- Scramble the lines of the completed conversation and write them on the board. Have pairs work together to put the lines in the correct order.
- Then have the pairs check their answers by presenting the conversation to the class. Have the class listen and say if it is correct or not.

Useful Words

- Focus attention on the Useful Words box. Model the colors and have students repeat.
- Then focus attention on the phrases *black sweater* and *blue shirt* in the chart in Activity 2. Explain that the adjective (the color) comes before the noun (the kind of clothing).

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 *sneakers*. 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 that students 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. As students do the activity, walk around the class to check progress and offer help as necessary.
- Then have students video their conversations 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 that students can use to give feedback to each other. For example: *Student A speaks naturally. Student B 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 1

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

- Books closed. Write the following sentences on the board:
I teach English every day.
I am teaching English now.
- Read the first sentence. Explain to students that the verb *teach* in the simple present is used to describe an action that happens on a regular basis.
- Read the second sentence. Explain that the present continuous form, *am teaching*, is used to describe an action that is happening now.
- Write several other sentences in the simple present and present continuous on the board, such as *I cook* or *You aren't talking on the phone*. Have students come to the board and write an appropriate time phrase at the end of each sentence, such as *every day*, *every week*, or *now*.
- Books open. Write the examples from the Language Practice box on the board. Underline the words that are written in bold in the box.
- Focus attention on the different subject pronouns and the corresponding forms of *be*.
- Focus attention on the negative statements. Explain that it is also possible to contract *She's not*, *He's not*, *We're not*, and *They're not* as *She isn't*, *He isn't*, *We aren't*, and *They aren't*, respectively.
- Write several verbs on the board. Elicit statements using the present continuous, such as *I'm not dancing* or *He is writing his name*.
- Direct students to page 102 of the Grammar Reference for more information.

Activity 1

- Focus attention on the first photo and the examples. Make sure students understand that *'s not wearing* are the correct words to fill in the first blank because that is the information provided in the photo. (He is wearing sneakers, not shoes.)
- Ask students what is happening in each photo to elicit the correct verbs.
- Have students fill in the blanks on their own.
- Play the recording. Allow time for students to change any incorrect answers.
- Check answers by having different students read the complete sentences for the class.
- **LANGUAGE NOTE:** There is an *a* before *burger*, because it is a count noun. *Pizza* can be a count or noncount noun. When we are describing *pizza* as a kind of food, it is noncount, as in *I'm not eating pizza*. When we are describing the quantity, or the full pie, it is a count noun, as in *I want to order two pizzas*.

ANSWERS

1. 's not wearing, 's wearing
2. 'm eating, 'm not eating
3. 're studying, 're not studying
4. 're watching TV, 're not listening
5. 's playing, 's not doing
6. 's not talking, 's cooking

Activity 2

- Focus attention on the example conversation. Have a student read the first speech bubble. Then respond with the model in the second speech bubble, completing the blanks with information that is true for you.
- Have two students model the conversation by describing what they are wearing.
- Then have students do the activity in pairs.
- Have some pairs of students share their conversation with the class.

EXTENSION

Have students write sentences, both affirmative and negative, contracted and not contracted, to describe what they are wearing or not.

EXTRA IDEA

Show photos of people wearing different clothes and have students describe what they are wearing.

LANGUAGE PRACTICE 2

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

- Write the examples from the Language Practice box on the board. Underline the words that are written in bold in the box.
- Focus attention on the questions. Point out that the helping verb *be* goes before the subject in present continuous questions. Then focus attention on the short *yes/no* answers. Have students notice that a form of *be* (and not the main verb) is used in the short answers.
- On the board, write the verbs for some other activities that students can do in class, such as *stand*, *write*, *draw*, *sit*, *study*, *read*, or *listen*. Elicit questions and statements, both affirmative and negative, using the verbs in the present continuous. For example: *Is Leo reading? No, he's not reading. He's writing.*
- Direct students to page 102 of the Grammar Reference for more information and practice.
- **LANGUAGE NOTE:** Remind students that it is incorrect to use contractions in affirmative short answers. For example, we do not say *Yes, they're*. The correct affirmative response is *Yes, they are*.

TEACHER RESOURCE CENTER

Launch Unit 7 PowerPoint™ slides on the Teacher Resource Center for additional grammar presentation and practice.

Activity 1

- Focus attention on the instructions and the example. Read question 1 and have a student read the correct answer for the class.
- Have students match the other questions and answers on their own. Then check answers by having pairs of students read the questions and correct answers.

ANSWERS

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

Activity 2

- Focus attention on the instructions and the picture. Explain that students will take turns describing what the people in the picture are doing and wearing. Write the example conversation on the board and complete it with the students. For example:
A What's Erik doing?
B He's [listening to music].
What's Makiko wearing?
A She's wearing [a red T-shirt].
- Preteach any words for clothing or activities students might not be familiar with.
- Have students work in pairs to ask and answer questions about what the people in the picture are wearing and doing. As students work, walk around the class to check progress and offer help as necessary.
- Have pairs of students present one of their conversations to the class.

POSSIBLE ANSWERS

Erik is listening to music. He is eating a hamburger. He is wearing a blue suit, a blue shirt, a brown tie, and black shoes.
Dave is listening to music. He is eating pizza. He is wearing a blue suit, a white shirt, a blue tie, red socks, and brown shoes.
Makiko is playing soccer. She is wearing a red T-shirt, black shorts, red socks, and orange sneakers/cleats.
Minhee is playing soccer. She is wearing a blue T-shirt, white shorts, white socks, and blue sneakers/cleats.

EXTRA IDEA

- Have students draw a simple picture, similar to the one in the book. Have them depict different people doing various activities and wearing different clothes. Ask students to label them with names.
- Then have students exchange their pictures with another student, and write sentences about what the people in their partner's picture are wearing and doing.

TEACHER RESOURCE CENTER

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

PRONUNCIATION

The goal of this section is to focus on some reduced sounds in questions.

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 four new vocabulary items: *buying clothes, cleaning the house, reading a book, visiting family*.
- Focus attention on the photos and the new vocabulary items. Model the pronunciation of the phrases and have students repeat.
- Do one example with the class. Then have students do the activity on their own. Check answers.

ANSWERS

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

Activity 2

- Explain that students are going to listen to four phone conversations in which people describe what they are doing. They should write the number of the conversation on the corresponding picture. Focus attention on the spaces where students should write the numbers.
- Focus attention on the pictures. Ask students to describe what they see in each picture: where the people are, what they are wearing, what they are doing, etc.
- Play the recording and have students do the activity. Then check answers.

ANSWERS

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

Activity 3

- Focus attention on the instructions and the two columns. Explain that students are going to listen to the conversations again and match the people on the left with the activities on the right.
- Play the recording again and have students do the activity. Then check answers.

ANSWERS

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

EXTENSION

- Write additional comprehension questions on the board. For example: *Is Sue eating? Where is Ricardo? How is Gemma? What is Melvin cleaning?*
- Have students listen again and answer the questions.

Activity 4

- Focus attention on the instructions and the chart. Explain that students are going to listen to two new phone conversations, one with Paula and another with Mona. Students should answer the questions in the chart with information about the two women.
- Encourage students to write the answers as full sentences. Point out that they will have to change the pronouns the speakers use (*I* and *We*) to *She* in their answers.
- Play the recording and have students do the activity.
- Have students check answers with a partner. Then check answers with the class.

ANSWERS

1. She's at home. She's doing yoga.
2. She's at the beach. She's eating lunch.

EXTRA IDEA

- Put students into small groups.
- Write these discussion questions on the board:
How often do you read a book?
Where do you do laundry?
Do you and your family live in the same place?
Where do you buy shoes?
- Have students discuss the questions in their groups.
- Have groups report back to the class about their discussions.

TEACHER RESOURCE CENTER

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

SMART CHOICE ONLINE

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

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 three pieces of paper and the activities on them. Explain that students are going to write three similar prompts, using the *-ing* form of the verb.
- Have students write the prompts on their own. As students work, walk around the class to offer help and check accuracy of their prompts.

ANSWERS

Answers will vary.

Activity 2

- Focus attention on the picture. Point to the woman on the left and ask the class: *What is she doing?* Elicit responses such as *She is singing*, etc. Encourage students to have fun with their responses.
- Then focus attention on the questions in the speech bubbles. Have some students read them to the class. Then ask students about the woman on the left again: *Is she eating?* Elicit affirmative responses.
- Have students make groups and mix their prompts in a bag or box. Alternatively, you can collect all the prompts, mix them, and then randomly distribute them to the groups.
- Explain that students should take turns picking a piece of paper with a prompt and miming the action for the group to guess. Remind them that the student who is miming the action is not allowed to talk. Also point out that the students should confirm their guesses by asking questions using the present continuous.
- Model the activity for the class. Choose a piece of paper and mime the action. Elicit responses. Then show the class what is written on the piece of paper.
- Have students take turns miming an activity for their group to guess. Set a limit to the number of guesses (for example, 5 guesses) or to the time (for example, 1 minute) students have to guess each action. Have students play the game either until every student has had a chance to mime an action or until all their prompts are used.

VARIATION

Play the game as a whole-class activity rather than as group work. Collect and mix in a bag or box all the prompts written by the students in Activity 1. Select students one at a time to come to the front of the class, randomly pick one of the pieces of paper, and mime the action to the class.

VARIATION

Have students express their guesses in the form of statements. For example: *You are talking on the phone. You are dancing. You are speaking English. You are eating.*

Activity 3

- Have students find a photo of their favorite celebrity. Point out that the photo should show the celebrity doing something and, if possible, wearing several items of clothing. If necessary, show students an appropriate photo of a celebrity as an example.
- Explain that students should describe what the celebrity is wearing and doing in the photo. Then have students write a text with the description 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 7 Test from the Teacher Resource Center for an end-of-unit assessment.

08

Are there any chairs?

SPEAKING
Things in your home
GRAMMAR
There is and there are
LISTENING
Looking for things
READING
Describing rooms

Vocabulary: a bed, a bookcase, chairs, a desk, a lamp, a mirror, a rug, shelves, a sofa, a table; bathroom, bedroom, kitchen, living room; broken, heavy, new, old

Conversation: Describing a home

Language Practice: *There is and there are*

Pronunciation: Stress in content words

Listening: People talking about where things are

Speaking: A description of a favorite room

VOCABULARY

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

WARM-UP

- Focus attention on the warm-up question. Model it to the class. Then ask *How many rooms are in your home?* Elicit different answers.
- Have students ask and answer the question with a partner.
- 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 picture. Check which household items the students already know.
- Model the target vocabulary items—*a sofa, a bed*, etc.
- Have students complete the activity on their own.
- Play the recording. Allow time for students to change incorrect answers. Then check answers.

ANSWERS

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

EXTENSION

Scramble the letters of each furniture item and room, and write them on the board, for example: *afos* = *sofa*. Have students unscramble each word. Set a time limit to make it more challenging.

EXTRA IDEA

Have students come to the board one at a time. Whisper a household item to each student and have them mime using that household item. For example, sitting in a chair or sleeping on a bed. The other students guess the item.

Activity 2

- Focus attention on the question and the example conversation. Explain that students should replace the underlined text with words that are true for them.
- Ask two students to model the conversation, using their own information.
- Have students make pairs and practice the conversation. As students work, walk around the class and offer help as necessary.

Activity 3

- Elicit verbs for everyday activities that students do at home, such as *eat, cook, study, watch TV*, etc. Write them on the board. Then say *I eat in the kitchen*. Point to *eat* on the board and ask *Where do you eat?* Elicit answers.
- Focus attention on the question and the example conversation in the speech bubbles. Have two students model the conversation for the class.
- Have students do the activity in pairs. As students work, walk around the class to check progress and offer help as necessary.

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 items students have in their rooms. Ask questions such as *What do you have in your room? Do you have shelves?* Write students' answers on the board. For example: *Dan has a bed and a chair in his room. He doesn't have shelves.*
- Books open. Focus attention on the picture. Ask *Who are the two people? Where are they? What are they doing?* Elicit responses. 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: *come in, apartment, sit down, furniture, of course, I'm sorry, right here.*
- Have students read the conversation silently before doing the activity.
- Have students fill in the blanks on their own.
- Watch the video. Allow time for students to change incorrect answers. Then 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.
- KEY VOCABULARY:** *Of course!* is used to indicate strong agreement. *Right here* means something is very close to the speaker.
- LANGUAGE NOTE:** *Furniture* is a noncount noun. It doesn't have a plural form.

ANSWERS

1. b 2. c 3. a

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 each line and have students say the lines from memory.

EXTENSION

- Books closed. Write Adam's lines on the board.
- Point to and say Adam's first line. Have a student recreate Ricardo's first line. Accept any reasonable answer. If students find this difficult, say the first word or a key word from the sentence.
- Continue with the rest of Adam's lines and different students saying Ricardo'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 *table*. Point out the other colors and numbers, their columns in the chart, and boxes in the conversation.
- Preteach *curtains* if necessary. Elicit other words or phrases that can go in each column. Explain that students 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.
- Then have students video their conversations 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 that students can use to give feedback to each other. For example: *Student A speaks naturally. Student B speaks clearly.* etc. You can use a scale from 1 to 5.

Conversation Tip

- Focus attention on the Conversation Tip box. Explain that when someone asks a question, we can repeat part of it to confirm the question. Focus attention on Adam's last line: *The bathroom?* Point out that he didn't repeat the entire question, but just the key parts of it.
- Have students practice by asking a partner about things in his or her home. The partner repeats the key part of the question before answering it.

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 1

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

- Books closed. On the board, write sentences about the position of objects and people that you can easily demonstrate in the classroom. For example:
There's a backpack under the desk.
There's a student behind the desk.
There are books on the desk.
There are notebooks in the backpack.
- Gesture with your hands to explain the prepositions.
- Books open. Write the examples from the Language Practice box on the board. Underline the words that are written in bold in the box. Make students notice that *There is* is followed by singular nouns and *There are* by plural nouns.
- Focus on the negative statements. Point out the article *a/an* before singular nouns and *any* before plural nouns.
- Focus attention on the four pictures and prepositions. Then ask students to come to the board and draw two items, such as *a book* and *a chair*, to illustrate *on*, *under*, *behind*, or *in*. Ask the class to describe the items on the board with sentences such as *There's a book on the chair*.
- Write several household items on the board. Elicit statements such as *There's a desk in my room*. *There's a lamp on the desk*. *There aren't any shelves in my room*.
- Direct students to page 103 of the Grammar Reference for more information.

TEACHER RESOURCE CENTER

Launch Unit 8 PowerPoint™ slides on the Teacher Resource Center for additional grammar presentation and practice.

Activity 1

- Focus attention on the picture. Elicit the words for the objects.
- Focus on items 1–5. Explain that students need to complete these sentences with *there is*, *there are*, *there isn't*, or *there aren't*, depending on what they see in the picture. Also, point out that they need to use *a/an* before singular nouns and *any* before plural nouns in negative sentences.
- Focus on items 6–10. Explain that students need to complete these sentences with the prepositions *behind*, *in*, *on*, or *under*, depending on where the objects are in the picture. If necessary, complete item 6 with the class as an example.
- Have students complete the sentences on their own.
- Play the recording. Allow time for students to change incorrect answers. Then check answers.
- Have students take turns reading the completed sentences in pairs.

ANSWERS

- | | |
|---------------------|-----------|
| 1. There's a | 6. under |
| 2. There aren't any | 7. behind |
| 3. There aren't any | 8. in |
| 4. There isn't a | 9. on |
| 5. There are | 10. under |

EXTENSION

- Divide the class into two teams. Say sentences about the picture to the class and have students say if they are true or false. For example: *There is a lamp on the desk*. (True) The first team to answer correctly gets a point.
- Alternatively, have a student from each team say a sentence about the picture. Remind students to use *There is/are/isn't/aren't* and a preposition of place in their sentences.

EXTRA IDEA

Have students draw their own pictures and repeat Activity 1 in pairs.

Activity 2

- Focus attention on the example sentences in the speech bubbles. Read them to the class. Then elicit another sentence about something students can see in the classroom.
- Have students work in pairs and take turns making sentences about what they see in the room. As they work, walk around the class to check progress and offer help as necessary.
- Have students share some of their sentences with the class.

EXTENSION

Have students write a list of what they see in the classroom. Make sure they write complete sentences using *There is* and *There are*. Then have the pairs exchange lists and try to correct any errors.

EXTRA IDEA

- Divide the class into groups. Hold up a photo of a room and name an object in the picture. For example: *lamp*. Have each group write a sentence using the picture. For example: *There is a lamp behind the sofa*. Continue until students have written five sentences.
- Have one student from each group read one of their sentences to the class.

LANGUAGE PRACTICE 2

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

- Write the examples from the Language Practice box on the board. Underline the words that are written in bold in the box. Explain the structures.
- Write several household items on the board. Ask individual students questions such as *Is there a chair in your bedroom?* *Are there any shelves in your kitchen?* Follow up with questions about the students' responses. For example: *Is there a chair in his bedroom?* *Are there any shelves in her kitchen?*
- Practice subject-verb agreement. Name various household items and have students say if they would use *are there* or *is there* to make a question.
- Direct students to page 103 of the Grammar Reference for more information and practice.

Activity 1

- Focus attention on the example. Make sure students understand why *Is there* is the correct phrase to complete the question. (It's a question and the noun following *there* is a singular one.) Then complete the short answer with the class as an example.
- Have students complete the other items on their own.
- Have students check answers with a partner. Then check answers with the class.
- Then have students practice the conversations in pairs.

ANSWERS

- | | |
|--------------------------|----------------------------|
| 1. Is there, there isn't | 4. Are there, there aren't |
| 2. Is there, there is | 5. Are there, there are |
| 3. Are there, there are | 6. Is there, there isn't |

Activity 2

- Focus attention on the questions. Explain that students need to complete the questions with *Is there a/an* or *Are there any*.
- Have students complete the questions on their own. Then check answers.
- Focus attention on the picture. Have two students read the example conversation to the class. Explain that students are going to work in pairs to ask and answer the questions they completed. Make sure students understand that they should answer the questions with true information about themselves.
- Have students make pairs and do the activity. Then have the pairs present one of their conversations to the class.

ANSWERS

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

EXTRA IDEA

- Have students make small groups. Have each group put a few items such as pens, pencils, erasers, or coins in a bag. Make sure some of the items are plural.
- Have each group ask the other groups questions about what they have in their bags.
- Set a time limit of three to five minutes for each exchange.
- Have one group tell the class about another group's bag.

EXTRA IDEA

- Have students make pairs and sit back to back.
- Have one student say four sentences to describe a room to the other student. For example: *There are two desks. There are laptops on the desks.* The other student draws what he or she hears.
- When students finish drawing the pictures, they ask their partners questions to check their drawings. For example: *Are there two desks? Are there laptops on the desks?*
- Have students change roles and repeat the activity.

PRONUNCIATION

The goal of this section is to focus on stress in content words—the words in a sentence that contain important meaning, such as nouns, adjectives, and verbs.

Activity 1

- Focus attention on the example and explain that students will listen and underline the stressed words in each sentence.
- Play the recording. Have students complete the activity. Then check answers.

ANSWERS

- | | |
|------------------|---------------------|
| 1. desk, bedroom | 3. shelves, kitchen |
| 2. lamp, bed | 4. books, desk |

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: *broken, heavy, new, old*.
- Focus attention on the photos and the new vocabulary items. Model the pronunciation of the words and have students repeat.
- Do one item with the class as an example. Then have students do the activity on their own. Check answers.

ANSWERS

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

Activity 2

- Focus attention on the instructions and the pairs of pictures. Explain that students are going to listen to four conversations and choose the picture in each pair that shows the correct location, color, and/or condition of each object.
- Focus attention on the pictures. Ask students to describe the differences between the pictures in each pair.
- Play the recording and have students do the activity. Then check answers.

ANSWERS

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

Activity 3

- Focus attention on the instructions and the word choices. Explain that, in each conversation, students will hear two of the four words. They should choose the words they hear.
- Play the recording again and have students do the activity. Then check answers.

ANSWERS

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

EXTENSION

- Write additional comprehension questions on the board. For example: *Where is the brother's laptop? What color is the charger in the kitchen? Where is the bookcase? What is in the drawer?*
- Have students listen again and answer the questions.

Activity 4

- Explain that students will hear four more conversations in which people are trying to find things.
- Focus attention on the chart. Explain that students will listen and complete it with the thing each person is looking for and the place where they find it.
- Play the first conversation and focus attention on the example answers. Then play the other conversations and have students complete the chart. If necessary, pause the recording after each conversation to give students time to write the answers.
- Have students check answers with a partner before checking answers with the class.

ANSWERS

1. water bottle; in the kitchen, on the table
2. (English) textbook; in the living room, behind the sofa
3. keys; in the bedroom, on the desk
4. (blue) sweater; in the living room, under the table

EXTENSION

- Write additional comprehension questions on the board. For example: *Is the water bottle new or old? What kind of book is in the kitchen? What color is the sweater?*
- Have students listen again and answer the questions.

EXTRA IDEA

- Put students into small groups.
- Write these discussion questions on the board:
Do you lose things often?
What kinds of things do you lose?
Who do you ask for help when you can't find something?
- Have students discuss the questions in their groups.
- Have groups report back to the class about their discussions.

TEACHER RESOURCE CENTER

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

SMART CHOICE ONLINE

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

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 things in the picture and elicit the words. Then elicit other things that students have in their rooms at home and write them on the board.
- Elicit adjectives that can be used to describe household furniture and home decor items. Write them on the board. For example: *heavy, new, old, broken*, etc. You can also elicit colors. If necessary, teach words such as *comfortable, cheap, expensive*, etc.
- Focus attention on the chart. Explain that students should think about what is in their favorite room at home and then write a list in the *You* column using statements with *There's* or *There are*.
- Have students complete their lists on their own. As students work, walk around the class to ensure that they are using adjectives in their sentences and to offer help as necessary.

ANSWERS

Answers will vary.

Activity 2

- Have students make pairs. Explain that students are going to ask their partners about the items in their favorite rooms.
- Focus attention on the chart in Activity 1 again. Make sure students understand that they should write their partner's answers in the *Your Partner* column.
- Focus on the example conversation. Have two students read it to the class.
- Elicit follow-up questions, such as *Is it old? Do you like it?* etc., and write them on the board.
- Have students take turns asking and answering questions about their favorite rooms and writing their partner's information in the chart.
- As students work, walk around the class to check progress and offer help as necessary.

ANSWERS

Answers will vary.

Activity 3

- Focus attention on the example. Explain that students are now going to use their notes to tell the class about the things in their partner's favorite room.
- Have students take turns reporting back to the class.

EXTRA IDEA

- Have students make groups and discuss their dream homes, using adjectives and prepositions of places.
- Have them discuss questions such as:
How many rooms are there?
Is it big?
What is there in each room?
- Set a time limit of ten minutes for the discussion. When time is up, have students describe a classmate's dream home. Write their descriptions on the board.

EXTRA IDEA

- Conduct a class survey about the students' rooms. Have students make groups. Then write the following sentences on the board:
___ *people have their own bedroom.*
___ *people share a bedroom with someone.*
___ *people have a TV in their room.*
___ *people don't have a mirror in their room.*
___ *people have a lamp in their bedroom.*
- Preteach any words or phrases students might not be familiar with. Then have students ask each other questions such as *Do you have your own bedroom?* Have students write down the names of those who answered *yes*.
- When the groups finish, elicit names from each group and write the total numbers in the blanks on the board.

Activity 4

- Have students go online to find information about different styles of homes in other countries. They can find out, for example, about the type and number of rooms that are typical in certain countries, as well as the most common types of furniture or some unusual ones.
- Alternatively, they can find information about living conditions and customs in other countries. For example, they can research cultures that use or don't use some types of furniture or home decorations, cultures where people take off their shoes, cultures that allow animals indoors, or cultures that use rooms in a multifunctional way.
- 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 8 Worksheet 2 from the Teacher Resource Center for additional in-class speaking practice.

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

09

The bank is on the corner.

SPEAKING
Directions in a town

GRAMMAR
Prepositions of place /
Giving directions

LISTENING
Following directions

READING
Directions

Vocabulary: a bank, a convenience store, a department store, an electronics store, a hospital, a post office, a restaurant, a supermarket; drugstore, gas station, library, movie theater

Conversation: Asking for and giving directions

Language Practice: Prepositions of place; giving directions

Pronunciation: Rising intonation for confirmation

Listening: People asking for and giving directions

Speaking: A role play about giving directions

VOCABULARY

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

WARM-UP

- Books closed. Elicit places in a neighborhood, such as *bank, school*, etc., and write them on the board.
- Then explain the meaning of *neighborhood* and write the warm-up question on the board. Ask the question and elicit several responses.
- Have students ask and answer the question with a partner.
- 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 on the photos and the example.
- Model the target vocabulary items—*a convenience store, a hospital, a bank*, etc.
- Have students complete the activity on their own.
- Play the recording. Allow time for students to change incorrect answers. Then check answers.

ANSWERS

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

Activity 2

- Focus attention on the model conversation. Elicit or explain the meaning and pronunciation of *How often*, *about once a week*, and *every day*. Then have two students model the conversation.
- Have students make pairs and practice the conversation.

Activity 3

- Explain to students that like the model conversation on the Conversation page, the one in Activity 2 is color-coded. Students should substitute the words and phrases from the appropriate column in the Activity 3 chart while practicing the Activity 2 conversation again. Point out the blank lines in the chart for students to write their own ideas.
- Focus attention on the items in the chart. Elicit or explain the meaning of the frequency expressions.
- Have two students model an example conversation for the class with the items on the first row of the chart.
- Then have students do the activity in pairs. As students work, walk around the class to check progress and offer help as necessary.
- Have pairs present one of their conversations to the class.

Vocabulary Tip

- Focus attention on the Vocabulary Tip box. Explain that students can make a calendar with a vocabulary word for each day. Then, every day, they should try to use the word at least three times.
- Have students make a word-of-the-day calendar for the following week. They can write it in their notebooks or calendars.

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 common locations where students go. Ask, for example, *Where do you buy clothes? Where do you buy food?* Then ask follow-up questions such as *Where is [name of the store]?* Elicit the neighborhoods or street names.
- Books open. Focus attention on the picture. Ask *Where are they?* Elicit responses. 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: *need to, next to, go straight, turn left, just after.*
- Have students read the conversation silently before doing the activity.
- Have students fill in the blanks on their own.
- Watch the video. Allow time for students to change incorrect answers. Then 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.
- **LANGUAGE NOTE:** It is very common for someone giving directions to use only the name of the street and not say *street, avenue, road*, etc. For example: *Go straight on Main* instead of *Go straight on Main Street*.
- **CULTURE NOTE:** When receiving directions, it is very common to repeat what someone is telling you. This is to make sure that you are following exactly what the speaker is saying.

ANSWERS

1. a 2. c 3. 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 each line and have students say the lines from memory.

EXTENSION

- Books closed. Write Scott's first line on the board.
- Point to and say Scott's first line. Have a student recreate Hannah's first line. Accept any reasonable answer. If students find this difficult, say the first word or a key word from the sentence.
- Continue with the rest of Scott's lines and different students saying Hannah's lines.
- Have different pairs of students say the conversation for the class.

Useful Language

Focus attention on the items in the Useful Language box. Model their pronunciation and have students repeat.

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 *a backpack*. 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 that students 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.
- Then have students video their conversations 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 that students can use to give feedback to each other. For example: *Student A speaks naturally. Student B speaks clearly.* etc. You can use a scale from 1 to 5.

TEACHER RESOURCE CENTER

Print Unit 9 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 1

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

- Books closed. Write these sentences on the board:
The bank is across from the hospital.
It's next to the restaurant.
- Ask students what *It* in the second sentence refers to. (the bank)
- Draw a simple map on the board to illustrate the two sentences: a bank across from a hospital and next to a restaurant.
- Books open. Write the examples from the Language Practice box on the board. Underline the words that are written in bold in the box.
- Focus attention on the illustrations of the prepositions of place. Explain the difference between them.
- Write several real locations in the school area on the board. Elicit statements such as *The bank is across from the park. It's between the post office and the subway station.*
- Direct students to page 104 of the Grammar Reference for more information.

Activity 1

- Focus attention on the map and the conversations. Explain that students are going to use the information on the map to complete the sentences with the correct prepositions.
- Focus attention on the example. Make sure students understand that *on* is the correct preposition to use with the name of a street.
- Have students fill in the blanks on their own.
- Play the recording. Allow time for students to change incorrect answers. Then check answers.
- Have students practice the conversations in pairs.

ANSWERS

- | | | |
|---------------------|------------|----------------|
| 1. on | 3. next to | 5. across from |
| 2. on the corner of | 4. between | |

Activity 2

- Focus attention on the map in Activity 1. Model the pronunciation of new words and have students repeat.
- Focus on the example conversation. Have two students model it for the class. Then ask the class *Where's the Mexican restaurant?* Elicit answers such as *It's on Franklin Street. It's next to the supermarket.*
- Have students make pairs and take turns asking and answering questions about the places on the map. As students work, walk around the class to check progress and offer help as necessary.

POSSIBLE ANSWERS

The movie theater is on the corner of Second Street and Franklin Street.
Super Electronics Store is on Second Street. It's next to the department store.
Lee's Clothing Store is on Second Street, across from Super Electronics Store.
Moca Coffee Shop is on Second Street. It's between Lee's Clothing Store and Green Bookstore.
Green Bookstore is across from Casey's Department Store. It's on Second Street, just before the bridge.
The hospital is on the corner of Hall Street and Second Street.
The school is on the corner of Franklin and Second.
The Mexican restaurant is on Franklin Street. It's between the school and the supermarket.
The supermarket is on the corner of Franklin and First.
The bank is on the corner of First Street and Franklin Street. It's next to the subway station.
The subway station is on First Street. It's between the bank and the convenience store.
The convenience store is on First Street, next to the subway station. It's just before the bridge.
The parking lot is between First Street and Second Street.
Corner Café is on the corner of Hall Street and Second Street. It's next to Taro Sushi Restaurant.
The post office is on Hall Street, between Taro Sushi Restaurant and City Pizza.

EXTRA IDEA

- Put the class into two groups. Have one student from each group come to the board. Whisper a sentence to each student. For example: *The subway station is between the bank and the convenience store.*
- Have the two students draw a picture on the board that illustrates the sentence.
- Have students from each group try to guess the sentence. The first group to correctly guess the sentence and write it on the board wins.

LANGUAGE PRACTICE 2

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

- Books closed. Draw a basic map of an intersection on the board. Demonstrate *go straight*, *cross*, *turn right*, and *turn left* by drawing arrows on the map one at a time. Erase each arrow before drawing the next one.
- Books open. Write the examples from the Language Practice box on the board. Underline the words that are written in bold in the box.
- Write several locations and street names on a simple map on the board. Then mark an X on the map to indicate the starting point. Ask individual students questions such as *Where's the bank?* Students respond with simple directions. For example: *Go straight on Main Street. It's next to the supermarket.*
- Direct students to page 104 of the Grammar Reference for more information and practice.

TEACHER RESOURCE CENTER

Launch Unit 9 PowerPoint™ slides on the Teacher Resource Center for additional grammar presentation and practice.

Activity 1

- Focus attention on the instructions. Explain that students should complete the conversations using the information on the map on page 58 and the phrases to give directions on page 59. Complete the first conversation with the class as an example.
- Have students complete the conversations on their own.
- Play the recording. Allow time for students to change incorrect answers. Then check answers.

ANSWERS

1. Cross
2. Go straight; turn left
3. Go straight; Turn right

EXTENSION

- Model the first conversation with a student.
- Have students make pairs and practice the conversations. Make sure pairs change roles so they practice each part. As students work, walk around the class to check pronunciation.

Activity 2

- Explain that students will now use the map on page 58 to make their own conversations between someone asking for directions and someone giving directions to a place on the map.
- Model the example conversation with a student. Point to the X and the bank on the map and have the student ask you the question. Answer the question by completing the example answer with full directions.
- Have students make pairs and take turns asking for and giving directions to places on the map. As students work, walk around the class to check progress and offer help as necessary.

EXTRA IDEA

- Draw a large map on the board, or have some students do it.
- Have a student come to the board and ask another student for directions. For example: *Where's the subway station?*
- Have the second student give directions while the student at the board draws the route on the map.
- Continue with other students until all the students have had a chance to give and follow directions.

PRONUNCIATION

The goal of this section is to focus on rising intonation when asking for confirmation.

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 four new vocabulary items: *drugstore, gas station, library, movie theater*.
- Focus attention on the photos and the new vocabulary items. Model the pronunciation of the words and have students repeat.
- Explain that students should check all the places that are in their neighborhood.
- Have students do the activity on their own.
- Then have some students tell their answers to the class.

ANSWERS

Answers will vary.

Activity 2

- Focus attention on the photos. Have students identify the places they see.
- Explain that students will listen to four conversations between people asking for and giving directions. They should write the number of the conversation on the place where the speaker is going.
- Play the recording and have students do the activity. Then check answers.

ANSWERS

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

Activity 3

- Explain that students will listen to the conversations again and choose the correct location of the place each speaker is going to.
- Focus attention on the answer choices. Make sure students understand the difference between *near* and *next to* in the first item.
- Play the recording again and have students do the activity on their own. Then check answers.

ANSWERS

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

Activity 4

- Explain that students will hear a conversation between a man and a woman on the street. The woman is asking for directions.
- Focus attention on the blanks lines in the activity. Explain that students need to listen for and complete the text with directions, such as *go straight* and *turn right*, and names of places.
- Play the recording and have students complete the directions. Then play the recording again for students to change any incorrect answers.
- Have students check their answers with a partner. Then check answers with the class.

ANSWERS

- | | |
|----------------|---------------------|
| 1. Cross | 4. department store |
| 2. go straight | 5. hospital |
| 3. Turn right | 6. on the left |

EXTRA IDEA

- Put students into small groups.
- Write these discussion questions on the board:
How do you get around a new city or place? Do you use your phone, or do you ask for directions?
Do visitors to your city ever ask you for directions in English?
- Have students discuss the questions in their groups. Encourage them to provide detailed answers.
- Have groups report back to the class about their discussions.

TEACHER RESOURCE CENTER

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

SMART CHOICE ONLINE

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

SPEAKING

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

Activity 1

- On the board, draw a simple line map, similar to the example map in Activity 1, including names of places and streets showing the neighborhood around the school, or another place that your students are familiar with.
- Have students draw a similar map of the place where they live. Make sure they insert an X on their maps to indicate where the conversations in Activity 2 will take place.
- CULTURE NOTE:** In some cultures, only major streets have names. In the United States, all streets have a name or a number.

ANSWERS

Answers will vary.

VARIATION

Students can draw imaginary maps, places, and street names.

Activity 2

- Elicit or preteach the kinds of questions people typically ask when they are unfamiliar with a neighborhood and write them on the board. For example: *Is there a subway station near here? Is there a nice coffee shop in this neighborhood? Where is it?*
- Explain to students that they are going to use the maps they drew in Activity 1 to do a role play. In pairs, one student should pretend to be lost in his or her partner's neighborhood and ask questions about places on the partner's map. The partner should use his or her map to answer and give directions.
- Focus attention on the example conversation. Have two students model it for the class.
- Have students take turns asking for and giving directions in pairs. As students work, walk around the class to check progress and offer help as necessary.

ANSWERS

Answers will vary.

Activity 3

- Have students make groups. Explain that students will take turns giving directions to a place near the school—without saying which place it is. The other students in the group will try to guess the place.
- Do an example with the class. Give directions to a place near the school and have students guess the place.
- Have students do the activity in groups. As students work, walk around the class to check progress and offer help as necessary.

ANSWERS

Answers will vary.

EXTRA IDEA

Have students practice giving directions using maps of famous cities with many internationally famous places, such as New York City or London.

Activity 4

- Have students go online to find a map of a city they would like to visit. Have students identify some of the places on the map and the type of place each is.
- 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 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

- Focus attention on the pictures and on the questions. Review the questions with the class. Explain that students are going to guess the answers to the first two questions and name as many things as they can in the picture.
- Let students have fun answering the questions in pairs. Then elicit answers. Encourage students to explain their answers to questions 1 and 2. For example: *We think the house is new. The sofa is new.*
- CULTURE NOTE:** Jack Sparrow is a character in the *Pirates of the Caribbean* movie series. The character is played by the American actor Johnny Depp.

POSSIBLE ANSWERS

- The house is new/old. (The table and sofa look new. / It looks old.)
- Three rooms. (The house looks small.)
- Trees, windows, a sofa, a table, shelves, curtains, a kitchen.

Culture Tip

- Focus attention on the Culture Tip. Read the information to the class. Elicit or explain that *tiny* means “very small.”
- CULTURE NOTE:** The Tiny House (or Small House) movement is a trend in architecture that encourages people to live in small spaces. The purpose is to live in a simpler and more environmentally responsible way.

EXTENSION

Have students write statements about the pictures using *there is* and *there are*. For example: *In the first picture, there are three windows. There is one door.* etc.

Activity 2

- Focus attention on the instructions and the six items. Preteach or elicit the meaning of *garden* and *sea*. Explain that students are going to watch the video and then write numbers in the boxes in the order they hear each word.
- Play the video. Have students do the activity on their own.
- Have students check their answers with a partner. Then check answers with the class.

ANSWERS

- | | | |
|-------------|------------|------------|
| 1. kitchen | 3. sofa | 5. the sea |
| 2. bathroom | 4. bedroom | 6. garden |

Activity 3

- Focus attention on the sentences and the words in the box. Review them with the class. Explain that students are going to watch the video again and complete the sentences with the words in the box.
- Play the video again. Have students do the activity on their own.
- Have students check their answers with a partner. Then check answers by having students read the completed statements to the class.

ANSWERS

- | | | |
|-------------|-----------|----------|
| 1. shelves | 3. table | 5. trees |
| 2. bathroom | 4. window | |

VARIATION

Do the activity one item at a time. First, play the video all the way through. Then, play it again, but pause after the relevant parts of the video to give time for students to write their answers.

Activity 4

- Focus attention on the instructions and the words in the box. Review them with the class. Explain that students are going to draw five of the things in the box on a piece of paper. Then they are going to take turns asking and answering questions to guess the things their partner drew.
- Have students draw the five things on their own.
- Then focus attention on the example conversation. Have a pair of students model it to the class.
- Have students make pairs and do the second part of the activity. Remind them to use *there is* or *there are* in their sentences. As students work, walk around the class to check progress and offer help as necessary.

ANSWERS

Answers will vary.

EXTENSION

Have students work in pairs to write a list of more household items. Have them do the activity with these.

SMART TALK

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

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 the language presented in Units 7–9, by using a reading text and providing more comprehension and speaking practice.

Activity 5

- Focus attention on the pictures. Ask *What do you see?* Elicit a few answers.
- Have students answer the question in pairs. Then elicit answers.

POSSIBLE ANSWERS

We can see a woman. She's wearing sunglasses, a yellow jacket, a pink T-shirt, jeans, and white sneakers.
We can see a hotel room. There are curtains, chairs, lamps, tables, a bed, a rug, a window.
We can see a hotel, tables and chairs, and palm trees.

Activity 6

- Focus attention on the instructions and the five questions. Explain that students should read the email and then answer the questions.
- Have students do the activity on their own. Encourage them to use full sentences in their answers.
- Have students check their answers with a partner. Then check answers by having individual students read their answers to the class.
- If students need more support with the reading, play the recording to the class. Then have students stop you when there is a word they don't understand. Have other students provide the answers by paraphrasing, drawing, or miming.

ANSWERS

1. She is in South Beach, Florida.
2. He is in Chicago.
3. She goes shopping.
4. There's a bed, a desk, and two chairs.
5. It's across from the hotel.

VARIATION

- Before students read the email, preteach or elicit the meaning of words they might not be familiar with, such as *sunglasses*, *crowded*, *pool*, *weather*, etc.
- Have students read the email silently. Alternatively, you can play the recording while students read, read the email to the class yourself, or have students take turns reading it to the class.
- Focus attention on the questions in Activity 2. Read them to the class. Preteach or elicit the meaning of words students might not be familiar with. Explain that students should read the email and write answers to the questions.
- Have students do the activity on their own.
- Check answers by having individual students read their answers to the class.

Activity 7

- Focus attention on the instructions. Ask *What is a place you like? Where is it? What do you do there?* Elicit responses.
- Have students do the activity in groups. As students work, walk around the class to check progress and offer help as necessary.

EXTENSION

Have students share some of their classmates' answers with the class.

EXTRA IDEA

Have students write an email similar to the one in Activity 1. Ask students to imagine they are on vacation in a place they like. Remind them to include the name of the place and describe the place, the room where they are staying, and what they do at the place.

WRITING

Teaching notes for the Writing section are on page T-94.

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

Do we have any coffee?

SPEAKING
Food and drink

GRAMMAR
Count/Noncount nouns

LISTENING
Recipe needs

READING
Food and drink

Vocabulary: apples, bananas, bread, chicken, chili peppers, coffee, eggs, fish, milk, onions, potatoes, rice; bland, salty, spicy, sweet

Conversation: Talking about shopping for food

Language Practice: Count/Noncount nouns; *some* and *any*

Pronunciation: Intonation for items in a series

Listening: People talking about what they need to prepare a recipe

Speaking: A role play about ordering from a menu

VOCABULARY

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

WARM-UP

- Books closed. Elicit words for food and write them on the board.
- Books open. Model the warm-up question and have students repeat. Answer the question, saying, for example, *I like chicken and fish.* Ask the warm-up question and elicit several responses.
- Have students ask and answer the question in pairs.
- 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 photos. Ask *What food and drinks can you see?* Check which food and drink words students already know.
- Model the target vocabulary items—*chicken, eggs, coffee*, etc. Then do the example with the class.
- Have students complete the activity on their own.
- Play the recording. Allow time for students to change incorrect answers. Then check answers.

ANSWERS

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

Activity 2

- Focus attention on the question and the model conversation. Explain that students should replace the underlined words with other food and drink words from Activity 1 that make the sentences true for them.
- Ask two students to model the conversation, using their own information in place of the underlined words.
- Have students make pairs and do the activity.
- Then have pairs present their conversations to the class.

EXTENSION

Write the headings *Food* and *Drinks* on the board. Have students name other items to put under each heading and write them on the board.

Useful Words

Focus attention on the Useful Words box. Elicit or explain the meaning of the words. Then model their pronunciation and have students repeat.

Activity 3

- Write *Breakfast, Lunch, and Dinner* as headings of three columns on the board. Give examples of what you usually eat for breakfast, lunch, and dinner, and write the food words under the appropriate heading on the board.
- Focus attention on the example conversation. Ask individual students *What do you usually have for breakfast/lunch/dinner?* Write their answers in the corresponding column on the board.
- Have students do the activity in pairs. As students work, walk around the class to check progress and offer help as necessary.
- Have students report to the class what their partners usually have for one of the meals.

EXTRA IDEA

Have students form small groups and make a list of their favorite foods and drinks from their country. Have them share their lists with 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. Elicit foods and drinks students like. Write on the board: *I like _____ and _____*. Say, for example, *I like pizza and sushi* and complete the sentence on the board. Ask several students *What food and drinks do you like?* Write their answers on the board. For example: *Kim likes apples and tea. Ben likes cookies and milk.*
- Books open. Focus attention on the picture. Ask *Where are they? What are they doing?* 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: *Oh, no!, have to, busy, What else?, fruit, and don't forget to.*
- Have students read the conversation silently before doing the activity.
- Have students fill in the blanks on their own.
- Watch the video. Allow time for students to change incorrect answers. Then 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.
- KEY VOCABULARY:** *Oh, no!* is an informal way to show disgust or frustration. *What else?* is used to elicit extra information.

ANSWERS

1. b 2. a 3. c

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 each line and have students say the lines from memory.

EXTENSION

Scramble the lines of the completed conversation and write them on the board. Have pairs work together to put the conversation lines in the correct order. Have pairs check their answers by saying the conversations for the class. Have the class listen and say if it is correct or not.

EXTENSION

- Books closed. Write Adam's lines on the board.
- Point to and say Adam's first line. Have a student recreate Patrick's first line. Accept any reasonable answer. If students find this difficult, say the first word or a key word from the sentence.
- Continue with saying the rest of Adam's lines and different students saying Patrick's lines.
- Have different pairs say the conversation for the class.

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 *lunch*. Point out the other colors and numbers, their columns in the chart, and boxes in the conversation.
- Elicit or explain the meaning of *grapes*. Then elicit other words or phrases that can go in each column. Explain that students can practice with their own ideas and write them in the blanks on the bottom row of the chart.
- Have students practice the conversation in pairs. Make sure pairs change roles so they practice each part.
- Have students video their conversations using a cell phone.
- Then 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 use a Learning Management System or a Social Learning Platform, have students share their videos. Together decide on criteria that students can use to give feedback to each other. For example: *Student A speaks naturally. Student B speaks clearly.* You can use a scale from 1 to 5.

Conversation Tip

- Focus attention on the Conversation Tip box. Explain to students that when someone offers to help us, we should always thank the person to be polite.
- Focus on the conversation in Activity 1. Have students find the lines where Patrick offers to help and Adam thanks him. (*Well, I'm not busy. I can go. / Really? Thank you!*)
- Elicit other ways to say thank you. For example: *Thanks, Thank you very much, Thank you so much, etc.*
- Have students make pairs and offer to do something for their partner. The partner responds with a thank you.

TEACHER RESOURCE CENTER

Print Unit 10 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 1

The goal of this section is to present and practice the target grammar: count and noncount nouns.

- Focus attention on the examples and the picture in the Language Practice box. Write the examples on the board. Underline the words that are written in bold in the box. Explain that *onions* are considered count nouns, because they can be easily counted using the numbers one, two, three, etc. *Coffee* is a noncount noun, as it cannot be counted using numbers alone.
- Explain that we can use *a/an* or a number before count nouns. Then explain that we can use *some* before an unknown number of count nouns and before noncount nouns in affirmative statements.
- Write other count and noncount food and drink items on the board. For example: *bananas, apples, milk, chicken*. Ask students to make a sentence with each word. For example: *There are two bananas on the table. There's some milk in the refrigerator*. Make sure students understand that noncount nouns always take the singular form of a verb.
- Direct students to page 105 of the Grammar Reference for more information.
- **LANGUAGE NOTE:** Noncount nouns can be counted if the container or form of the food is included. For example: *three cups of coffee, two bowls of rice, one bottle of milk, four loaves of bread*. Many noncount nouns have a countable form. For example, *the cheeses of France, the breads of Italy*. These countable forms are usually used when describing different kinds of something. For example, different kinds of cheese of France, different kinds of bread of Italy.

Activity 1

- Focus attention on the first picture and the example. Make sure students understand that *a* is the correct word to complete the sentence because *banana* is a count noun and there is just one in the picture. Explain that students will need to determine if the noun that follows the choices is noncount or count and, in the case of count nouns, if it is singular or plural.
- Have students complete the activity on their own.
- Play the recording. Allow time for students to change incorrect answers. Then check answers.

ANSWERS

- | | |
|---------------|-------------------|
| 1. a | 3. some, some, an |
| 2. some, some | 4. two, some |

EXTENSION

- Have students rewrite the statements in Activity 1 with information that is true for them.
- On the board, write the first part of item 1:
1. *This is my favorite snack. It's ____.*
Elicit several examples of snacks and complete the sentence on the board with some of them.
- Then write the following on the board:
2. *For dinner, I often have ____.*
3. *When I'm busy, I have a simple breakfast. I have ____.*
4. *I love cooking ____.* *I use ____.*
- Have students complete the sentences with their own information. As students do the activity, walk around the class to make sure they are using *a, an*, and *some* correctly.
- Then have students read their sentences to a partner or to the class.

Activity 2

- Focus attention on the picture in Activity 2. Ask a student *What's in the picture?* Elicit answers such as *There's some fish* or *There are some grapes*.
- Have students make pairs and take turns identifying what they see in the picture. Remind students to use *there is/there's* or *there are* in their answers.
- As students work, walk around the class to check progress and offer help as necessary.

ANSWERS

There's a banana. There are some grapes. There are some chili peppers. There's some fish. There's some bread. There are some potatoes. There's some milk. There's some rice. There are some apples.

EXTRA IDEA

- Bring in photos with a variety of foods and drinks. Put the students in small groups. Give each group a photo, and have them write a description of it on a piece of paper.
- Then put the photos on the board. Have the groups read their descriptions aloud and the rest of the class guess which photo is being described.

LANGUAGE PRACTICE 2

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

- Focus attention on the examples and the picture in the Language Practice box. Write the examples on the board. Underline the words that are written in bold in the box.
- Point out how *some* is used in affirmative sentences and *any* is used in questions and negative sentences. Make sure students notice that count nouns are plural when used after *some* or *any*.
- Write several sentences with blanks on the board, for example:
There is _____ fish.
There aren't _____ apples.
Are there _____ eggs?
- Have students come to the board and write *some* or *any* in the appropriate blank.
- Have students look at the picture in the Language Practice box and cover the sentences. Then have them ask and answer questions about the picture using *some* and *any*.
- Direct students to page 105 of the Grammar Reference for more information and practice.

TEACHER RESOURCE CENTER

Launch Unit 10 PowerPoint™ slides on the Teacher Resource Center for additional grammar presentation and practice.

Activity 1

- Focus attention on the example. Make sure students understand why *any* is the correct word to complete the blank. (It's a question.)
- Then focus attention on the blank in item 8. Point out that the noun *grapes* was omitted after the blank and after *some* in the following question, as it is understood.
- Have students complete the sentences on their own. Then check answers.
- Have students practice the conversation in pairs.

ANSWERS

- | | | |
|---------|---------|---------|
| 1. any | 4. any | 7. any |
| 2. some | 5. some | 8. any |
| 3. any | 6. any | 9. some |

EXTENSION

- Write the conversation from Activity 1 on the board, but leave the food and drink words blank. For example, use a blank in place of *milk* in the first question: *Do we have any _____?*
- Have students come to the board and fill in the new blanks with other foods or drinks.

EXTENSION

Write the completed conversation from Activity 1 on the board. Have students read the conversation aloud, sentence by sentence. After students read a sentence, erase a word from it. Have students read the sentences again and erase another word. Continue until all the words are erased and students can say the whole conversation.

Activity 2

- Focus attention on the instructions and the word box. Explain that students will ask and answer questions to check which food and drinks listed in the box they usually eat or drink.
- Focus attention on the model conversation. Explain that students should replace the underlined words with words from the box. Model the conversation with a student, replacing the underlined words.
- Have students practice the conversation in pairs.
- Then have students do the activity, now asking and answering the questions about the items in the box.
- Have pairs present their conversations for the class.

ANSWERS

Answers will vary.

EXTRA IDEA

- On separate slips of paper, write sentences such as *There is some rice in the refrigerator.*
- Divide the class into groups. Have students in each group take turns choosing a slip of paper and drawing a picture that illustrates the sentence.
- Then have students show their drawings to their group. Have the rest of the group guess the sentence.

TEACHER RESOURCE CENTER

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

PRONUNCIATION

The goal of this section is to focus on intonation for items in a series.

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 four new vocabulary items: *bland, salty, spicy, sweet*.
- Focus attention on the photos and the new vocabulary items. Model the pronunciation of the words and have students repeat.
- Check understanding by making sentences using the new items while gesturing to indicate the different tastes. For example, say *Thai food is usually very spicy*, and mime the behavior of someone who has eaten some very spicy food by panting heavily while fanning your mouth.
- Have students do the activity on their own. Then check answers.

ANSWERS

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

Activity 2

- Focus attention on the photos. Have students identify the foods and drinks they see. If necessary, preteach *smoothie* and *fruit salad*.
- Explain that students will listen to four conversations between people discussing the dishes and ingredients in the photos. They should write the number of the conversation on the corresponding photo.
- Play the recording and have students do the activity. Then check answers.

ANSWERS

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

Activity 3

- Focus attention on the instructions. Explain that students will listen to the conversations again and write the items that the people *don't* have.
- Focus attention on the example. Play the first conversation and make sure students understand that potatoes are the things that the speakers *don't* have.
- Play the other conversations again and have students do the activity.
- Have students check answers with a partner. Then check answers with the class.

ANSWERS

1. potatoes 2. onions 3. eggs 4. bread

EXTENSION

- On the board, write a *true/false* sentence for each conversation. For example:
 1. *They like fish.*
 2. *They have two eggs.*
 3. *They have some milk.*
 4. *They go to a restaurant.*
- Have students listen again and write *true* or *false* in their notebooks. Then check answers.

Activity 4

- Explain that students will listen to another conversation about food and choose the correct option to complete each sentence.
- Focus attention on the items and the answer choices. Read them to the class.
- Play the recording and have students choose the correct choice to complete each statement. Then check answers.

ANSWERS

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

EXTENSION

- Write additional comprehension questions on the board. For example: *What country is the recipe from? Why don't they cook chicken and apples?* etc.
- Have students listen again and answer the questions.

EXTRA IDEA

- Put students into small groups.
- Write these discussion questions on the board:

What do you like to cook?
Do you use recipes when you cook? Why or why not?
Do you ever order takeout food from restaurants?
- Elicit or explain the meaning of *recipe* and *takeout*. Then have students discuss the questions in their groups.
- Have groups report back to the class about their discussions.

TEACHER RESOURCE CENTER

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

SMART CHOICE ONLINE

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

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 menu. Preteach any words students might not be familiar with. For example: *salad, sandwich, small, medium, large*.
- Then focus attention on the model conversation. Explain that, in this conversation, a customer is ordering food from the menu in Mike's Café.
- Model the conversation with a student. Then have students practice the conversation in pairs.
- **LANGUAGE NOTE:** *Coffee* can be a count as well as a noncount noun. When used to mean the substance, it is a noncount noun. When used for the beverage, it can be either noncount or count, as in *Can I have some coffee, please?* or *Can I have a coffee, please?* In the latter, the container for the coffee is omitted, but understood: *Can I have a (cup of) coffee, please?*

Activity 2

- Explain that students are going to do a role play in pairs. They will take turns being a server and a customer ordering food and drinks from the menu.
- Focus attention on the menu and the model conversation in Activity 1 again. Explain that students should change the underlined words in the conversation with items from the menu. If necessary, model the conversation with a student again, this time replacing the underlined words with different ones from the menu.
- Have students do the role play in pairs.
- As students work, walk around the class to offer help as necessary. Make sure students are using *some* and *any*, and *a* and *an* accurately.

Activity 3

- Have students change pairs. Explain that students will work with another partner to create their own menus and then do the role play using their new menus.
- Have students design a new menu in pairs. Remind them to choose a name for their restaurant or coffee shop, and include both food and drink items as well as prices on the menu.
- As students create their menus, walk around the class to check progress and offer help as necessary.
- Have students do the role play using the conversation in Activity 1 as a model and the items on their new menu.
- As students do the role play, walk around the class to check progress and offer help as necessary. Make sure students get a chance to play both roles.
- Have pairs of students do their role play for the class.

ANSWERS

Answers will vary.

Activity 4

- Have students go online to find out the ingredients of their favorite international dish. Encourage students to look for the information on English language 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 Test from the Teacher Resource Center for an end-of-unit assessment.

11

Where were you yesterday?

SPEAKING
Where you were
GRAMMAR
Past tense of *be*
LISTENING
Where people were
READING
Past activities and places

Vocabulary: a cell phone store, a game store, the gym, the hair salon, the laundromat, the mall, the nail salon, work; bored, busy, sick, tired

Conversation: Talking about where you were

Language Practice: Past tense of *be*

Pronunciation: Reduction of sounds with *was*

Listening: People talking about where they were

Speaking: A survey about where people were yesterday

VOCABULARY

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

WARM-UP

- Focus attention on the warm-up question. Model it for the class and have students repeat. Make sure students understand the meaning of *neighborhood*.
- Ask students the question and elicit different responses, such as *I go to the department store. I go to the bank.*
- Have students ask and answer the question in pairs.
- 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 photos. Ask *What places can you see?* Elicit responses.
- Model the target vocabulary items—a game store, a cell phone store, work, etc.
- Have students complete the activity on their own.
- Play the recording. Allow time for students to change incorrect answers. Then check answers.

ANSWERS

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

EXTENSION

Scramble the letters of each place and write them on the board. For example: *laundromat* = *tmrnaludoa*. Have students unscramble each word. Set a time limit to make it more challenging.

EXTRA IDEA

Have students come to the board one at a time. Whisper a place to each student and have them act out silently what they do at each place. The other students guess the place. Students can also think of their own place and act it out.

Activity 2

- Focus attention on the question and the example conversation. Explain that students should practice the conversation, replacing the underlined words with places that make the sentences true for them.
- Ask two students to model the conversation, using their own information in place of the underlined words.
- Then have students do the activity in pairs.
- Have pairs present their conversation to the class.

Activity 3

- This activity recycles the language of giving directions from Unit 9. If necessary, briefly review the Language Practice boxes on pages 58 and 59.
- Focus attention on the question and example conversation in Activity 3. Ask the class about a place near the school, for example: *Is there a gym near here?* Elicit an answer and have students provide the location.
- Have students do the activity in pairs. As students work, walk around the class to check progress and offer help as necessary.
- Have some pairs present their conversation to the class.

Vocabulary Tip

- Focus attention on the Vocabulary Tip box. Explain that using new vocabulary words in sentences is an effective way to learn them. Tell students they can write the sentence in their notebooks when they learn a new word.
- Have students practice by writing sentences using the new vocabulary words from this unit.

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 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 places where students go every day. Write on the board: *I go to _____ every day.* Say, for example, *I go to the gym every day*, and complete the sentence on the board. Ask individual students *Where do you go every day?* Elicit answers such as *I go to work every day*. Write the places mentioned on the board.
- Books open. Focus attention on the picture. Ask *Who are the people? What do you think they are saying?* Elicit responses to the questions. 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: *late, message, all morning, needed, unbelievable, start studying.*
- Have students read the conversation silently before doing the activity.
- Have students fill in the blanks on their own.
- Watch the video. Allow time for students to change incorrect answers. Then 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. As students work, walk around the class and correct pronunciation and intonation as necessary.
- LANGUAGE NOTE:** In the expression *Why are you so late?* the word *so* emphasizes the length of time. In the expression *all morning*, *all* means “for the entire” time.

ANSWERS

1. a 2. c 3. 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 each line and have students say the lines from memory.

EXTENSION

- Books closed. Write Lily’s lines on the board.
- Point to and say Lily’s first line. Have a student recreate Amy’s first line. Accept any reasonable answer. If students find this difficult, say the first word or a key word from the line.
- Continue with the rest of Lily’s lines. Have different students say Amy’s lines.
- Have pairs of students say the conversation for the class.

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 *a department store*. 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 that students 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. As students work, walk around the class to help with vocabulary and correct pronunciation and intonation as necessary.
- Then have students video their conversations 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 that students can use to give feedback to each other. For example: *Student A speaks naturally. Student B speaks clearly.* etc. You can use a scale from 1 to 5.

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 1

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

- Books closed. Write the following sentences on the board:
I was at the cell phone store.
You were there all morning.
- Explain that, when we talk about the past, *am* and *is* become *was*, and *are* becomes *were*.
- Books open. Write the examples from the Language Practice box on the board. Underline the words that are written in bold in the box. Explain the negative forms *wasn't* and *weren't*.
- Focus attention on the adverbial phrases on the right of the Language Practice box. Have students notice that the words *home*, *school*, and *work* are not preceded by *the* in these phrases.
- Write names of places on the board. Elicit statements such as *I was at the gym last night* or *I wasn't at the mall yesterday*.
- Direct students to page 106 of the Grammar Reference for more information.

EXTENSION

Teach students useful past time phrases, such as *last night*, *last week*, *last weekend*, *two nights ago*, *one week ago*, etc. Have students practice using them in sentences.

Activity 1

- Focus attention on the first photo and the examples. Check that students understand that *were* is used in the first blank because the subject, *Kelly and Mike*, is plural (= *they*). *Was* is used in the second blank to agree with *it*, which is singular. Also point out that the affirmative form of the verbs are used because the photo shows they are at a game store and that it was a great experience.
- Focus on the other photos and sentences. Elicit the places in the photos and check understanding of *crowded*, *awful*, *on vacation*, and *concert*. Point out that students should use the information in the photos to decide if the verbs are affirmative or negative.
- Have students complete the activity on their own.
- Play the recording. Allow time for students to change incorrect answers. Then check answers.

ANSWERS

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

EXTENSION

- Have students underline the adjectives in items 1–4. Elicit other adjectives that can be used in the sentences.
- Have students practice the conversations in items 1–4, replacing the adjectives with different ones.
- Then have pairs present one of their new conversations to the class.

Activity 2

- Focus attention on the instructions and the example conversation. Model the conversation with a student. Ask the student to read the statement and the question in the first speech bubble. Then answer by completing the sentence in the second speech bubble with information about yourself.
- Elicit some examples of places students went to on the weekend. Write them on the board.
- Have students do the activity in pairs. As students work, walk around the class to check progress and offer help as necessary.

ANSWERS

Answers will vary.

EXTENSION

Have students tell the class where their partner was last weekend.

EXTRA IDEA

- On separate slips of paper, write places from the Vocabulary section on page 70 (such as *the laundromat*), an equal number of adjectives (such as *great*, *awful*, *fun*), and past time phrases (such as *yesterday*, *last week*, *this morning*). Make a set of slips for each group.
- Put students in groups and give each group a set of slips.
- Have groups write as many sentences as possible in ten minutes, using the past of *be* and the words on their slips. Encourage them to make negative sentences as well.
- The group with the most correct sentences wins.

LANGUAGE PRACTICE 2

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

- Write the examples from the Language Practice box on the board. Underline the words that are written in bold in the box.
- Point out that the word order of the past tense questions with *be* is the same as the questions with the present of *be*: the form of *be* goes before the subject.
- Ask individual students questions such as *Were you at the gym on Monday?* and *Where were you yesterday?* Follow up with questions in the third person: *Was she at the gym on Monday?* and *Where was she yesterday?* Elicit answers.
- Direct students to page 106 of the Grammar Reference for more information and practice.

TEACHER RESOURCE CENTER

Launch Unit 11 PowerPoint™ slides on the Teacher Resource Center for additional grammar presentation and practice.

Activity 1

- Focus attention on the example. Explain that students need to complete the conversations with the correct past form of *be*. Point out that they should pay attention to the subject and if the sentence is affirmative, negative, or a question.
- Have students fill in the blanks on their own.
- Have students check answers with a partner. Then check answers with the class.

ANSWERS

1. was, was, were, was
2. Were, weren't, were, were
3. was, was, Were, wasn't, was
4. were, was, Was, was

EXTENSION

- On the board, rewrite the conversations with different subjects. For example, in conversation 1, change the sentences to:
A How _____ their day?
B It _____ awful.
A Really? Where _____ they?
B They _____ at work.
- Have students fill in the correct past form of *be*.

Activity 2

- Focus attention on the picture. Have two students read the conversation for the class.
- Focus attention on the four questions. Explain that students will write answers to the questions using information about themselves. Then they will ask and answer the questions in pairs.
- Elicit possible answers for each question and write them on the board.
- Give students a few minutes to write their answers. Then have students make pairs and take turns asking and answering the questions.
- As students work, walk around the class to check progress and offer help as necessary.

ANSWERS

Answers will vary.

EXTRA IDEA

- Have students work in pairs to write a conversation between two classmates talking about their weekends. Suggest that one of the people had a great time and the other had a terrible time.
- Give students time to memorize their conversations. Then have them perform their conversations for the class.

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 sounds with *was*.

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 four new vocabulary items: *bored, busy, sick, tired*.
- Focus attention on the photos and the new vocabulary items. Model the pronunciation of the words and have students repeat.
- Check students' understanding by making sentences using the new items, for example: *I'm very busy today. I am working all day*. Ask students to make similar, detailed statements to show their understanding.
- Have students do the activity on their own. Then check answers.

ANSWERS

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

Activity 2

- Focus attention on the photos. Have students identify the place in each photo.
- Explain that students will listen to four conversations and write their number on the photo of the place where the person in the conversation was yesterday.
- Play the recording and have students do the activity. Then check answers.

ANSWERS

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

Activity 3

- Focus on the instructions and the items. Read the beginning of the sentences and the answer choices to the class. Explain that students will listen to the four conversations again and choose the correct adjective to complete the sentences.
- Play the recording again and have students do the activity. Then check answers.

ANSWERS

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

Activity 4

- Focus attention on the instructions. Explain that students will hear more of the conversations and choose if each statement is *True* or *False*.
- Focus attention on the sentences. Have four students read them to the class.
- Play the recording and have students complete the activity.
- Have students compare their answers with a partner. If necessary, play the recording again before checking answers with the class.

ANSWERS

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

EXTENSION

- Write additional comprehension questions on the board. For example: *Who was at work with David? Where was Ruli on the weekend? How was Silvia's weekend? Where was Barbara last night?*
- Have students listen again and answer the questions.

EXTRA IDEA

- Put students into small groups.
- Write these discussion questions on the board:
Where were you last weekend?
Do you work/study a lot?
Do you go to the beach on weekends?
What do you do when you get sick?
- Have students discuss the questions in their groups.
- Have groups report back to the class about their discussions.

SMART CHOICE ONLINE

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

SPEAKING

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

Activity 1

- This activity can be done in groups or as a whole-class activity, depending on the number of students.
- Explain that students are going to interview their classmates in order to complete the chart.
- Focus attention on the model conversation. Explain that students should ask questions about the places in the chart, using the pattern *Were you at _____ yesterday?* For example, the question for number 1 is *Were you at the hair salon yesterday?* If the other student was at the hair salon yesterday, the interviewer writes the interviewee's name in the chart and asks for more information. If not, the interviewer asks about the next place in the chart until the interviewee says *yes*, or moves on to interview another student.
- Focus attention on the *Extra Information* column in the chart. Explain that, when students find someone who answers *Yes* to a question, they should ask follow-up questions to get more information. In the model conversation, for example, the follow-up question is *Was the hair salon busy?* Students should write the response to these questions in the last column of the chart. For example: *The hair salon was busy.*
- Focus attention on the blanks for items 5 and 6 in the chart. Explain that each student should add two more places to the chart and ask questions about them.
- Have two students model asking and answering the question about one of the places in the chart. Encourage them to ask follow-up questions and to answer these with as much detail as possible. Remind students to write notes about the extra information so that they can use them for Activity 2.
- As students do the activity, walk around the class to check progress and offer help as necessary.
- The goal of this activity is primarily fluency rather than accuracy. Students should be encouraged to ask and answer the questions in a manner that you and other students understand. However, the focus should be on encouraging students to communicate freely and to answer the questions in detail.

ANSWERS

Answers will vary.

EXTENSION

If some groups or individuals finish before the others, have them list other places and then ask each other about these.

Activity 2

- You can do this activity in groups, depending on the number of students in your class.
- Explain that students should review their notes from Activity 1 to check what they learned about their classmates. Ask them to select the most interesting information to report to the class.
- Give students time to decide what to report. If necessary, allow them to write what they will report first.
- Have students report about one of their classmates to the class.

Activity 3

- Have students go online to find the most popular places where they live. Suggest that they can search for cultural venues, public places, or stores, for example. Make sure students understand that they should tell the class where the place is.
- 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

What did you do last weekend?

SPEAKING
Past activities
GRAMMAR
Simple past
LISTENING
Weekend activities
READING
Past activities

Vocabulary: do housework, go for a hike, go shopping, go to a party, hang out with friends, stay home, take a trip, visit a museum; buy new clothes, go on a picnic, have a party, take a class

Conversation: Talking about past activities

Language Practice: The simple past

Pronunciation: Reduction of *did you*

Listening: People talking about their weekend

Speaking: A board game about past activities

VOCABULARY

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

WARM-UP

- Focus attention on the warm-up question. Model the question and have students repeat. Ask several students the question and write their answers on the board. For example: *I was at home. I was in San Francisco.* etc.
- Have students ask and answer the question with a partner.
- 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 pictures. Ask students to describe what they see. Check which activity words the students already know.
- Model the target vocabulary items—*do housework, hang out with friends, go to a party*, etc. Then focus attention on the example and do it with the class.
- Have students complete the activity on their own.
- Play the recording. Allow time for students to change incorrect answers. Then check answers.

ANSWERS

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

EXTENSION

Have students come to the board one at a time. Whisper an activity to each student and have them act it out silently for the class. The other students guess the activity. Students can also think of their own activity and act it out.

Activity 2

- Focus attention on the question and the example conversation. Explain that students should replace the underlined activities with their own information.
- Have two students model the conversation. Then have another pair practice it again, using their own information in place of the underlined words.
- Have students make pairs and do the activity.
- Then have pairs present their conversations to the class.

Useful Words

Focus attention on the words in the box and explain their meaning. Then model the pronunciation of the words and have students repeat.

Activity 3

- Focus on the question and the example conversation. Explain that students should make a statement using a phrase from Activity 1 and a frequency adverb from the Useful Words box. Then they should ask their partners *How about you?* The partner responds with a statement using an activity and an adverb.
- Have two students model the example. Then have another pair model it using phrases from Activity 1 and a frequency adverb that makes the sentences true for them.
- Have students do the activity in pairs.
- Then have pairs present their conversation 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 on the board:
On the weekend, I _____.
Then say, for example, *On the weekend, I stay home*, and complete the sentence on the board. Ask several students *What do you usually do on the weekend?* Elicit answers such as *I go shopping*, and list the activities on the board.
- Books open. Focus attention on the picture. Ask *What are they talking about?* Elicit responses. 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: *hung out* and *forgot*.
- Have students read the conversation silently before doing the activity.
- Then have students fill in the blanks on their own.
- Watch the video. Allow time for students to change incorrect answers. Then 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. a | 2. c | 3. 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 Lily's lines and have students say her lines.

EXTENSION

- Books closed. Read a line from the conversation and have students say if it is Maria's line or Lily's line. Continue reading the lines in random order.
- After students have identified all the lines, have them make pairs and try to rewrite the conversation.
- Have each pair perform the conversation for the class to see whose is the closest to the one in the book.

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 *the dishes*. Point out the other colors and numbers, their columns in the chart, and boxes in the conversation.
- Elicit or explain the meaning of *do the dishes*. Then elicit other words or phrases that can go in each column. Explain that students can practice with their own ideas and write them in the blanks on the bottom row.
- Have students make pairs and practice the conversation. Make sure pairs change roles so they practice each part.
- Have students video their conversations using a cell phone.
- Then 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 use a Learning Management System or a Social Learning Platform, have students share their videos. Together decide on criteria for feedback.

EXTRA IDEA

- Copy the conversation from Activity 1 onto the board, but replace the names, people, times, and activities mentioned with blanks.
- Have students practice the conversation with a new partner, now completing the blanks with their own ideas.

Conversation Tip

- Focus attention on the Conversation Tip box. Explain that in a conversation, sometimes we can answer a question and then ask the person we are talking to for the same information. Focus attention on Maria's first line in the conversation in Activity 1 (*Did you have a good weekend?*) and Lily's reply (*Yeah, it was very busy. How about you?*). Point out that Lily asked Maria the same question in a shortened form.
- Elicit other short ways of repeating the same question. For example: *And you?* *What about you?* Write them on the board.
- Have students practice by asking their partner a question. The partner answers the question, and then asks for the same information in return.

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 1

The goal of this section is to present and practice the target grammar: statements in the simple past.

- Books closed. Write these sentences on the board:
I stay home.
I stayed home.
I hang out with friends.
I hung out with friends.
- Point to the first pair of sentences and ask students what the difference is. Ask students which sentence can end with *yesterday* and which one can end with *every day*.
- Repeat the procedure with the second pair of sentences.
- Explain that regular verbs in the simple past end in *-ed*. Irregular verbs in the simple past change forms and have to be memorized.
- Books open. Write the examples from the Language Practice box on the board. Underline the words that are written in bold in the box.
- Focus on the negative statements. Point out that the form *didn't* is used for all persons.
- Focus attention on the list of irregular verbs. Model their pronunciation and have students repeat.
- Write several verbs on the board. Elicit statements in the simple present and simple past. For example: *I play soccer every day. I played soccer last week.*
- Direct students to page 107 of the Grammar Reference for more information.
- LANGUAGE NOTE:** Other useful irregular verbs and their simple past form are: *come/came, drink/drank, eat/ate, make/made, read/read, say/said, sit/sat, sleep/slept, wear/wore, write/wrote.*

Activity 1

- Focus attention on the pictures. Have students describe what they see.
- Focus attention on the first picture and the example. Make sure that students understand that *saw* is the correct verb form to complete the sentence because the action is in the past, and *saw* is the simple past form of *see*. Explain that students should complete each sentence with the correct simple past form of the verb in parentheses. They should also pay attention to the information in the pictures. Point out that one of the sentences is negative.
- Have students fill in the blanks on their own.
- Play the recording. Allow time for students to change any incorrect answers. Then check answers.

ANSWERS

- | | |
|-----------|--------------|
| 1. saw | 4. went |
| 2. stayed | 5. visited |
| 3. took | 6. didn't do |

EXTENSION

Have students change the sentences in Activity 1 from affirmative into negative and vice versa. For example: *Jimin didn't see a movie on Friday night.*

Activity 2

- Focus on the instruction and the example conversation. Model the conversation with a student. Have the student read the first sentence and ask you the question. Answer by completing the sentence with three activities you did on the weekend.
- Give students time to think about or write down three things they did on the weekend.
- Have students do the activity in pairs. As students work, walk around the class to check progress and offer help as necessary.
- Have students report what their partners did on the weekend to the class.

ANSWERS

Answers will vary.

EXTENSION

- Write on the board:
Usually, I _____ on the weekend, but last weekend I didn't. I _____.
Then complete the sentences, for example: *Usually, I do housework on the weekend, but last weekend I didn't. I took a trip.*
- Have students write similar sentences. Then have them read their sentences to the class.

LANGUAGE PRACTICE 2

The goal of this section is to present and practice the target grammar: questions in the simple past.

- Write the examples from the Language Practice box on the board. Underline the words that are written in bold in the box.
- Point out that the structure of the questions in the simple past is the same as that in the simple present questions, with *did* used as the helping verb instead of *do* or *does*. Make sure students notice that *did* is used for all persons.
- Write several activities on the board. Ask individual students questions such as *Did you hang out with friends yesterday?* and *Where did you hang out?* Follow up with questions using the third person, for example: *Did she hang out with friends yesterday?* and *Where did she hang out with friends?* Elicit answers.
- Direct students to page 107 of the Grammar Reference for more information and practice.

TEACHER RESOURCE CENTER

Launch Unit 12 PowerPoint™ slides on the Teacher Resource Center for additional grammar presentation and practice.

Activity 1

- Focus on the first conversation. Elicit the correct answer to the first item: *Yes, I did*. Ask *Why is "did" the correct word to complete this answer?* Elicit that *did* is the correct form of the simple past helping verb in the affirmative.
- Explain that students should complete the conversations with the correct verbs in the simple past.
- Then have students fill in the blanks on their own.
- Have students check answers with a partner. Then check answers by asking pairs of students to read the complete conversations to the class.

ANSWERS

1. did
2. did, do; went
3. Did, have; didn't, stayed, did
4. Did, do; did, went

Activity 2

- Focus attention on the instructions and the questions. Have individual students read the questions to the class. Explain that students should answer the questions with information about themselves.
- Have students write the answers to the questions on their own. Then have students make pairs and take turns asking and answering the questions.
- As students work, walk around the class to check progress and offer help as necessary.
- Have pairs of students read one of their conversations to the class.

ANSWERS

Answers will vary.

EXTRA IDEA

- Have students write sentences about what they did and didn't do during the past month on a piece of paper. Encourage them to add more information where they can. For example: *I took a trip with my family. We went to the beach.*
- Tell students not to put their names on their papers. Collect the papers and put them in a bag. Have a student choose one and read it to the class. Have the class try to guess who wrote it.

PRONUNCIATION

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

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 four new vocabulary items: *buy new clothes, go on a picnic, have a party, take a class*.
- Focus attention on the photos and the new vocabulary items. Model the pronunciation of the phrases and have students repeat.
- Check students' understanding by asking questions using the new items and related vocabulary. For example: *Where do you buy new clothes? Do you buy new clothes at the mall? Where do you go on a picnic? Do you go to the park? What do you eat?* Elicit several responses.
- Have students match the words to the photos on their own. Then check answers.

ANSWERS

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

Activity 2

- Focus attention on the photos. Have students identify the places and activities in each picture. Ask *Where are they? What are they doing?*
- Explain that students will listen to four conversations in which people talk about what they did on the weekend. Students should write the number of each conversation on the corresponding photo.
- Play the recording and have students do the activity. Then check answers.

ANSWERS

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

Activity 3

- Focus on the beginning of the sentences and the answer choices. Read them to the class. Explain that students will listen to the conversations again and choose the correct choice to complete the sentences.
- Play the recording again and have students do the activity. Then check answers.

ANSWERS

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

EXTENSION

- Write additional comprehension questions on the board. For example: *What kind of food did Bruno cook? When did Ken go shopping with Linda? Did Chris and Amy have a good time? Where was Xena's party?* etc.
- Have students listen again and answer the questions.

Activity 4

- Focus attention on the photos in Activity 2. Explain to students that they will hear more of each conversation.
- Focus attention on the lists of names and activities. Explain that students should listen and match the people to the activities they did.
- Play the recording and have students do the matching activity on their own.
- Have students compare their answers with a partner. If necessary, play the recording again before checking answers with the class.

ANSWERS

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

EXTENSION

- Write additional comprehension questions on the board. For example: *Did Jennifer hang out with her parents last night? Did John see a good movie? When did Corrine go to the library? What did Xena do after the party?* etc.
- Have students listen again and answer the questions.
- Have students check their answers with a partner. Then check answers with the class.

EXTRA IDEA

- Put students into small groups.
- Write these discussion questions on the board:
When did you last buy new clothes?
When do you usually do your homework?
What classes are you taking?
Did you go to a party recently?
- Have students discuss the questions in their groups.
- Then have the groups report back to the class about their discussions.

TEACHER RESOURCE CENTER

Print Unit 12 Worksheet 1 from the Teacher Resource Center for additional in-class speaking practice.

SMART CHOICE ONLINE

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

SPEAKING

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

Activity 1

- This game can be played in pairs or groups.
- Explain to students that they are going to play a board game. Focus attention on the instructions. Each player needs to choose a game piece—for example, a coin, an eraser, or a hairpin. Explain that students move forward on the board by flipping a coin. If they get heads, they move one space; if tails, two spaces. When they land on a square, they ask another student the question on the square. When they land on a square with the question mark, they have to make their own question. The first student to reach the *FINISH* square wins the game.
- Go over the questions on the game board. Make sure students understand the word *recently* and the expression *Make a question*.
- Have students practice making a question. Encourage them to ask similar questions about past activities using the simple past. Elicit some of the students' questions. Make sure they understand that this is an opportunity for them to communicate in an open and creative way.
- Focus on the example conversation. Model the first question with a student. Encourage students to give as detailed an answer as possible, for example: *I had some coffee and some eggs*.

Activity 2

- Have students make pairs or groups and play the game. Make sure each pair or group has a coin before starting.
- As students work, walk around the class to check progress and offer help as necessary. The goal of this activity is primarily fluency rather than accuracy. Students should be encouraged to formulate questions and answers in a manner that you and other students understand. However, the focus should be on encouraging students to communicate freely and to answer the questions in detail.

EXTENSION

If some groups or pairs finish before the others, have them start again from the beginning, this time making all the questions themselves.

Activity 3

- Have students go online to find information about interesting things to do on the weekend in their city. Suggest that they can look for information about local festivals, current movie listings, or sports events. They can search, for example, on news websites, movie theater websites, and websites specializing in events.
- 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 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

- Focus attention on the first picture from the video. Ask *What are they doing?* Elicit *They are cooking*. Then focus on the second picture. Ask *What is that?* Elicit *kimchi*.
- Focus attention on the five photos and on the words in the box. Explain that students should label the photos with the correct words.
- Model the words for the class. Have students repeat them.
- Have students do the activity in pairs. Then check answers.

ANSWERS

- | | | |
|------------|----------------|-------------|
| 1. donuts | 3. brown sugar | 5. cinnamon |
| 2. cabbage | 4. walnuts | |

EXTENSION

Ask students if they like the food items in the pictures. Encourage them to explain why or why not. For example: *I don't like donuts. They are very sweet. etc.*

Culture Tip

Focus attention on the Culture Tip. Read the tip to the class. Then ask *What kind of kimchi is the one in the picture?* Elicit *cabbage*.

Activity 2

- Focus attention on the instructions and the list of words. Explain that students are going to watch the video and then check the items they see.
- Elicit or explain the meaning of any words students might not be familiar with. For example: *carrots, noodles, etc.*
- Play the video. Have students do the activity on their own. If necessary, play the video again for students to check their answers. Then check answers with the class.

ANSWERS

eggs, donuts, carrots, cabbage, chili, coffee, noodles, onion, water

VARIATION

If necessary, pause the video every time food items appear on screen. Give time for students to check the words.

Activity 3

- Focus attention on the instructions and the items. Review the questions and the answer options. Explain that students are going to watch the video again and match the answers to the questions.
- Play the video again. Have students do the activity on their own.
- Have students check their answers with a partner. Then check answers with the class by having pairs of students read the questions and answers one at a time.

ANSWERS

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

VARIATION

If necessary, do the activity one item at a time. Pause after the relevant part of the video to give time for students to match the questions to the answers.

Activity 4

- Focus attention on the question and the example conversation. Have two students model it for the class.
- Have students do the activity in pairs. As students work, walk around the class to check progress and offer help as necessary.

EXTRA IDEA

Have students write recipes for their favorite dishes.

SMART TALK

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

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 the language presented in Units 10–12, by using a reading text and providing more comprehension and speaking practice.

Activity 5

- Ask the class *What foods do you like?* Write students' responses on the board.
- Focus attention on the question. Ask *What are your favorite things to eat for dinner?* Then have students answer the question in pairs.
- Have students tell the class their partner's favorite foods for dinner.

ANSWERS

Answers will vary.

Activity 6

- Focus attention on the instructions and the sentences. Review the statements. Elicit or explain the meaning of any words students might not be familiar with. Explain that students should read the article and then choose the correct option to complete each sentence.
- Have students do the activity on their own. Then check answers.
- If students need more support with the reading, play the recording to the class. Then have students stop you when there is a word they don't understand. Have other students provide the answers by paraphrasing, drawing, or miming.

ANSWERS

1. didn't go out
2. watched a movie
3. hung out
4. liked
5. didn't have

VARIATION

- Before students read the article, preteach or elicit the meaning of words students might not be familiar with, such as *smelled*, *for a long time*, etc.
- Have students read the article silently. Alternatively, you can play the recording while students read, read the article to the class yourself, or have students take turns reading it to the class.
- Focus attention on the statements in Activity 2. Read them to the class. Preteach or elicit the meaning of words students might not be familiar with. Explain that students will read each statement and choose the correct option to complete it.
- Have students do the activity on their own.
- Check answers by having individual students read the complete statements to the class.

Activity 7

- Focus attention on the instructions. Have students ask you the questions. Answer them with your own information as an example. Preteach *alone* or *on my own* if necessary.
- Have students do the activity in groups. As students work, walk around the class to check progress and offer help as necessary.

EXTENSION

Have students tell the class the most interesting answers they heard in their group.

EXTRA IDEA

Have students write a paragraph similar to those in the article. Remind them to describe where they had dinner, what they ate, and who they had dinner with.

WRITING

Teaching notes for the Writing section are on page T-95.

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.

TEACHER RESOURCE CENTER

Print Final Test from the Teacher Resource Center for an assessment of Units 7–12.

UNITS 1–3

Activity 1

- Have students make 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 88.
- Focus attention on the photo and the information for each person. Explain that Student A has some information, such as the person's email address, hobby, and fun fact, while Student B has the rest of the information, such as the person's phone number, job, and birthday.
- On the board, draw a two-column chart. Write some information that Student A has for the first person in one column and some information that Student B has for the same person in the other column. Explain that students need to ask each other questions to complete the blanks below each photo. Model the example conversation with a Student A and then with a Student B. As you do it, complete the information in each column on the board.
- Preteach any words students may have difficulty understanding or pronouncing. If necessary, review how to say phone numbers, email addresses, and dates.
- Have students do the activity in pairs.
- Allow time for students to complete the activity before checking answers. Then check answers by having pairs do the activity one item at a time.

SMART TALK UNITS 1–3 What's her hobby?

Student A



1 PAIR WORK Ask and answer questions to complete the information.

What's Cristina's phone number?

Her phone number is 513-3779. What's her email address?

Her email address is chris.jones@parkmed.com.
What's a fun fact about Cristina?



1. Name: Christina Jones
Phone number: 513-3779
Email address: chris.jones@parkmed.com
Job: _____
Hobby: swimming
Birthday: _____
Fun fact: Her mother is a doctor, too.



2. Name: Jinwoo Kim
Phone number: 431-8520
Email address: _____
Job: student
Hobby: _____
Birthday: April 12th
Fun fact: _____



3. Name: Mark Bale
Phone number: _____
Email address: mark_bale@blue.com
Job: _____
Hobby: hiking
Birthday: _____
Fun fact: His favorite food is pizza.



4. Name: Andrea Day
Phone number: 871-0429
Email address: _____
Job: businesswoman
Hobby: _____
Birthday: November 2nd
Fun fact: _____



2 Write questions to ask your partner. Ask the questions and write down the answers.

	Questions	About my partner
1. Name	What's your name?	His/Her name is...
2. Phone number		
3. Hobby		
4. Birthday		
5. Email address		
6. Fun fact		

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ANSWERS

- Name: Christina Jones
Phone: 513-3779
Email: chris.jones@parkmed.com
Job: doctor
Hobby: swimming
Birthday: March 23rd
Fun fact: Her mother is a doctor, too.
- Name: Jinwoo Kim
Phone: 431-8520
Email: jwkim@baycollege.edu
Job: student
Hobby: cycling
Birthday: April 12th
Fun fact: His nickname is JW.

- Name: Mark Bale
Phone: 643-9293
Email: mark_bale@blue.com
Job: server
Hobby: hiking
Birthday: September 6th
Fun fact: His favorite food is pizza.
- Name: Andrea Day
Phone: 871-0429
Email: aday@telecom.com
Job: businesswoman
Hobby: traveling
Birthday: November 2nd
Fun fact: Her favorite color is red.

SMART TALK UNITS 1–3 What's her hobby?

Student B



PAIR WORK Ask and answer questions to complete the information.

What's Cristina's phone number?

Her phone number is 513-3779. What's her email address?

Her email address is chris.jones@parkmed.com.
What's a fun fact about Cristina?



1. Name: Christina Jones
Phone number: 513-3779
Email address: chris.jones@parkmed.com
Job: doctor
Hobby: _____
Birthday: March 23rd
Fun fact: _____



2. Name: Jinwoo Kim
Phone number: 431-8520
Email address: jwkim@baycollege.edu
Job: _____
Hobby: cycling
Birthday: _____
Fun fact: His nickname is JW.



3. Name: Mark Bale
Phone number: 643-9293
Email address: _____
Job: server
Hobby: _____
Birthday: September 6th
Fun fact: _____



4. Name: Andrea Day
Phone number: _____
Email address: aday@telecom.com
Job: _____
Hobby: traveling
Birthday: _____
Fun fact: Her favorite color is red.



2 Write questions to ask your partner. Ask the questions and write down the answers.

	Questions	About my partner
1. Name	What's your name?	His/Her name is...
2. Phone number		
3. Hobby		
4. Birthday		
5. Email address		
6. Fun fact		

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ANSWERS

Questions

1. What's your name?
2. What's your phone number?
3. What's your hobby?
4. What's your birthday?
5. What's your email address?
6. What's a fun fact about you?

Answers will vary.

VARIATION

Have students stand up and walk around the classroom, asking each other the questions. Tell them they can ask each person only one question. After one question, they have to talk to another student. Make sure students write down the names of the people they interview.

EXTENSION

Put students into different pairs or groups. Have them share the answers they wrote down in Activity 2. For example: *Daniel's phone number is 765-4321.*

EXTRA IDEA

Have students play a memory game. Give them about 30 seconds to memorize the information about their partner that they wrote in Activity 2. Then have them close their books and take turns asking and answering questions about their partner. For example, students can ask *What's my phone number?* *When is my birthday?* etc. Make it a competition to see who can remember the most information.

Activity 2

- Explain that students are going to work in pairs to ask and answer questions about personal information.
- Focus attention on the chart and its first column. Explain that students should use the words *name*, *phone number*, etc. to make questions and write these in the second column. Focus attention on the example, *What's your name?*
- Have students write the questions on their own.
- Then explain that students should now take turns asking and answering the questions with a partner. Point out that they should write their partner's answers in the third column.
- Have students ask and answer the questions in pairs. As students work, walk around the class to check progress and offer help as necessary.

UNITS 4–6

Activity 1

- Have students make 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 89.
- Focus attention on the chart and the model conversation. Explain that Student A and Student B have different information about the people in the chart. They should ask each other questions to complete the information.
- Focus attention on the headings in the chart. Write them on the board. Explain that students should ask and answer these questions about the people in the chart.
- Read the model conversation with a student. Show how the first question, *What does Kelly like?*, relates to the chart. (*What do they like?* is the question at the top of the first column. Kelly is the first picture at the top on the left.) Then explain that Student B uses the information in the pictures to answer the questions.
- Have students do the activity in pairs.
- Allow time for students to complete the activity before checking answers. Then check answers by having pairs of students do the activity one item at a time.

Smart Talk Student A

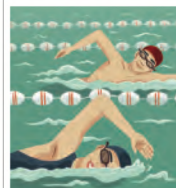
UNITS 4–6 What can they do well?

Student A



PAIR WORK Ask and answer questions to complete the chart.

- A. What does Kelly like?
 B. She likes classical music. What's her hobby?
 A. Her hobby is jogging. What can she do well?
 B. She can sing well.

	What do they like?	What's their hobby?	What can they do well?
 Kelly			
 Megumi and Yoshi			
 Robert			



2 Ask and answer questions to complete the sentences.

1. My partner likes _____.
2. My partner's hobby is _____.
3. My partner can _____ very well.
4. My partner doesn't like _____.
5. My partner can't _____ at all.

What do you like?

What's your hobby?

What can you do well?

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ANSWERS

Kelly

She likes classical music.
 Her hobby is jogging.
 She can sing well.

Megumi and Yoshi

They like watching movies.
 Their hobby is yoga.
 They can swim well.

Robert

He likes video games.
 His hobby is golf.
 He can dance well.

Activity 2

- Explain that now students are going to ask and answer questions to complete the sentences with information about their partners.
- Focus attention on the example questions. Show how they relate to the first three items. Then elicit examples of questions students can ask for items 4 and 5. For example: *What kind of music do you like? Do you like video games? Can you do yoga?* Write them on the board.
- Have students take turns asking and answering the questions to fill in the blanks with information about their partner.

ANSWERS

Answers will vary.

VARIATION

Have students stand up and walk around the classroom, asking each other the questions. Tell them they can ask each person only one question. After one question, they have to talk to another student. Make sure students write down the names of the people they interview.

EXTRA IDEA

- On the board, draw a five-column chart with the following column headings: *Abilities*, *Well*, *Very well*, *Not very well*, *Not at all*.
- Elicit activities, and write the verbs and phrases in the first column. For example: *swim*, *play tennis*, etc.

UNITS 4–6 What can they do well?

Student B

1 PAIR WORK Ask and answer questions to complete the chart.

- A What does Kelly like?
 B She likes classical music. What's her hobby?
 A Her hobby is jogging. What can she do well?
 B She can sing well.

	What do they like?	What's their hobby?	What can they do well?
 Kelly			
 Megumi and Yoshi			
 Robert			

2 Ask and answer questions to complete the sentences.

- My partner likes _____.
- My partner's hobby is _____.
- My partner can _____ very well.
- My partner doesn't like _____.
- My partner can't _____ at all.

What do you like?

What's your hobby?

What can you do well?

EXTRA IDEA

- Put students in small groups. Have them discuss something they can't do but want to learn, and something they can't do well, but want to do well. To help them get started, write these sentences on the board:

I can't _____ at all, but I want to learn it.

I can't _____ very well, but I want to do it well.

- As an example, complete the sentences with information about you. For example: *I can't swim at all, but I want to learn it. I can't dance very well, but I want to do it well.*
- Have students tell their group about their abilities and what they want to learn or do well. Then have the groups report their answers to the class.

- Then ask the class *Who can swim well? Who can swim very well? Who can't swim very well? Who can't swim at all?* Elicit answers such as *I can swim well/very well. I can't swim very well/at all.* Write the names of the students in the corresponding columns.
- Have student make groups and create their own chart, listing five abilities. Then have students ask and answer questions to complete their chart with the corresponding names.
- As students do the activity, walk around the class to check progress and offer help as necessary.
- After the groups have completed their charts, write the following sentences on the board and

explain the meaning of the quantifiers:

All/Most/Some/One of us can _____ well.

All/Most/Some/One of us can _____ very well.

All/Most/Some/One of us can't _____ very well.

All/Most/Some/One of us can't _____ at all.

Then ask the groups to analyze the information in their charts.

- Have the groups report their findings to the class using the sentences on the board. For example: *All of us can swim well. Most of us can sing very well. Some of us can't dance very well. One of us can't play soccer at all.*

UNITS 7–9

Activity 1

- Have students make pairs. 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 90.
- Focus attention on the picture. Point out that Student A and Student B have slightly different versions of it. Explain that the same people are doing and wearing different things in each picture. Students need to ask and answer questions to identify these differences.
- Model the example conversation with a student.
- Have students study their picture before doing the activity.
- Then have students do the activity in pairs.
- Allow time for students to complete the activity before checking answers. Then check answers by having pairs of students ask and answer about the differences in the picture one person at a time.

ANSWERS

1. In the picture for Student A, Young-ah is wearing a green dress and white sneakers. She is dancing. In the picture for Student B, she is wearing a pink T-shirt, white pants, and white sneakers. She is playing the piano.
2. In A, Bill is wearing a blue T-shirt, brown shorts, and black sneakers. He is dancing. In B, he is wearing a blue shirt, brown pants, and brown shoes. He is playing the violin.
3. In A, Maria is wearing a pink shirt, a purple skirt, and brown shoes. She is singing. In B, she is wearing a yellow dress and brown sandals. She is playing the violin and singing.
4. In A, Nancy is wearing a white T-shirt, blue jeans, and gray sneakers. She is talking on the phone. In B, she is wearing a pink shirt, a red skirt, and black sneakers. She is singing.

Smart Talk Student A

UNITS 7–9 What's he doing?

Student A



1 PAIR WORK Find the differences between your picture and your partner's picture.

- A What's Connor doing in your picture?
 B In my picture, Connor is sleeping. How about in yours?
 A He's cleaning the living room. What's Connor wearing?
 B He's wearing...



2 Write sentences about what three students in your class are wearing. Tell the class.

1. Mike is wearing a white T-shirt, blue jeans, and black sneakers.
2. _____
3. _____
4. _____

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5. In A, Jun-ki is wearing a blue suit, a white shirt, and brown shoes. He is eating (pizza). In B, he is wearing a gray sweatshirt, black jeans, and white sneakers. He is listening to the music.
6. In A, Brian is wearing a black sweater, blue jeans, and black shoes. He is sleeping. In B, he is wearing a blue suit, a blue shirt, and a red tie. He is eating (sushi).
7. In A, Eduardo is wearing a blue shirt, brown pants, and brown shoes. He is dancing. In B, he is wearing a green sweater, blue jeans, and gray sneakers. He is eating (sushi).

8. In A, Anne is wearing a yellow sweater, a white skirt, and yellow sneakers. She is dancing. In B, she is wearing a white dress and white sneakers. She is talking on the phone.
9. In A, Dana is wearing a blue dress and black shoes. She is talking on the phone. In B, she is wearing the same clothes. She is listening to the music.
10. In A, Connor is wearing a purple T-shirt, blue jeans, and white sneakers. He is cleaning. In B, he is wearing a red sweater, brown pants, and blue socks. His sneakers are black. He is sleeping.

UNITS 7-9 What's he doing?

Student B

1 PAIR WORK Find the differences between your picture and your partner's picture.

- A What's Connor doing in your picture?
 B In my picture, Connor is sleeping. How about in yours?
 A He's cleaning the living room. What's Connor wearing?
 B He's wearing...



2 Write sentences about what three students in your class are wearing. Tell the class.

1. Mike is wearing a white T-shirt, blue jeans, and black sneakers.
2. _____
3. _____
4. _____

EXTRA IDEA

Play a memory game. Allow some time for students to look at each other and memorize what they are wearing. Then have students close their eyes. Describe aloud what one student is wearing. Have students shout out the name of the person you are describing.

EXTRA IDEA

- Have students redraw pictures from the book. For example, they can redraw the picture in Unit 7, Language Practice 2, Activity 2, on page 47. Students can use the same names to label the characters in their work, but they should change what each character is doing and wearing. For example, instead of listening to music, Dave could be talking on the phone.
- Have students exchange their work with a partner. Then have them compare the new picture to the original one with sentences such as: *In the old picture, Dave is listening to music. In the new picture, he is talking on the phone.* Students could describe the differences orally or in writing.

Activity 2

- Explain that students need to look around the classroom and write a description of what three classmates are wearing.
- Focus attention on the example. Read it to the class. Then describe what one student in the classroom is wearing.
- Have students do the activity on their own. As students work, walk around the class to offer help as necessary.
- Have students read one of their sentences to the class.

ANSWERS

Answers will vary.

EXTENSION

Have students work individually to write statements about what they see in their pictures in Activity 1. The sentences can include what they have already described in Activity 1 or additional observations. Set the number of statements (for example, five). Then have students exchange papers with a new partner. Ask them to check their partners' work for accuracy.

UNITS 10–12

Activity 1

- Have students make 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 91.
- Focus attention on the chart. Explain that Student A and Student B have different information about each person. They need to complete the information by asking and answering the questions in the chart. Model the questions to the class and check understanding.
- Model the example conversation with a student.
- Have students do the activity in pairs.
- Allow time for students to complete the activity before checking answers. Then check answers by having different pairs of students ask and answer one question about each piece of information in the chart.

ANSWERS

Joan was at the mall. She went shopping. She was with her sister.
Steve and Tina were at home. They cleaned the kitchen. They were with their parents.
Sam was at the library. He studied. He was with a friend.

Smart Talk Student A

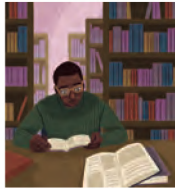
UNITS 10–12 What did they do last weekend?

Student A



PAIR WORK Ask and answer questions to complete the information.

- A Where was Joan last weekend?
 B She was at the mall. What did she do?
 A She went shopping. Who was she with?
 B She was with her sister. How about Tina and Steve?

Where were they?	What did they do?	Who were they with?
 Joan	 Joan was at the mall.	 Joan was with her sister.
 Tina and Steve		 parents
 Sam		



2 Ask your partner about last weekend. Write your partner's answers.

1. Where were you? _____
 2. What did you do? _____
 3. Who were you with? _____

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Activity 2

- Explain that students will now ask and answer questions about their weekend.
- Focus attention on the questions. Have three students ask you each of the questions, for example: *Where were you last weekend?* Answer with your own information and write your answers on the board.
- Have students do the activity in pairs.
- Then have students report the information about their partner's weekend to the class.

ANSWERS

Answers will vary.

VARIATION

Have students stand up and walk around the classroom, asking each other the questions. Tell them they can ask each person only one question. After one question, they have to talk to another student. Make sure students write down the names of the people they interview.

EXTENSION

- Divide the class into groups and have them share the answers they heard in Activity 2. Write the following sentences on the board:
 1. *Some/Many of us were _____ (place) last weekend.*
 2. *Some/Many of us _____ (activity) last weekend.*
 3. *Some/Many of us were with _____ (person/people) last weekend.*

- Have each group complete the sentences with similar information about the places they went to, the activities they did, and the people they were with.
- Have each group share their results with the class. Have students choose the group with the most exciting weekend and the one with the most boring.

EXTRA IDEA

- Have a class discussion about what students did last weekend. Have a student tell the class what he or she did. For example: *I went shopping last weekend.*
- Have other students ask follow-up questions, such as *What did you buy? Did you go on Saturday or on Sunday? Did you eat there? etc.*

UNITS 10–12 *What did they do last weekend?*

Student B

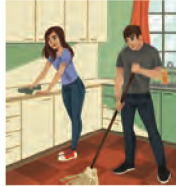
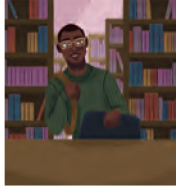
1 PAIR WORK Ask and answer questions to complete the information.

A Where was Joan last weekend?

B She was at the mall. What did she do?

A She went shopping. Who was she with?

B She was with her sister. How about Tina and Steve?

	Where were they?	What did they do?	Who were they with?
 Joan		Joan went shopping.	 sister
 Tina and Steve			
 Sam			 friend

2 Ask your partner about last weekend. Write your partner's answers.

- Where were you? _____
- What did you do? _____
- Who were you with? _____

UNITS 1–3

The goal of this section is to practice writing about someone's personal information.

WARM-UP

Books closed. Ask students if they know who Taylor Swift is. Ask them what they know about her.

Activity 1

- Books open. Focus attention on the information about Taylor Swift in the profile. Explain that students need to use words from the profile (for example, *hobby*), as well as subject pronouns (for example, *she*) and possessives (for example, *her*) to complete the article below.
- Focus on the article and the example in item 1. If necessary, elicit the answer for item 2 as another example.
- Have students work individually to complete the article with information from the profile.
- Have students check their answers with a partner. Then check answers by having different students read the sentences of the article one at a time.

ANSWERS

- This
- Her
- She's
- birthday
- hobby
- favorite color
- favorite food
- father's

EXTENSION

- Focus attention on the information in the profile. Read the questions and answers aloud and have students repeat.
- Books closed. Write the questions on the board. Ask students to answer the questions without looking at their books.

EXTRA IDEA

Have students use the article as a model to write their own article about a celebrity they like.

WRITING

UNITS 1–3

- Read the profile of Taylor Swift. Then complete the article about her.



Celebrity Profile:

1 What's her name?	Taylor Swift
2 Where's her hometown?	Reading, Pennsylvania
3 What's her job?	singer and actor
4 When's her birthday?	December 13th
5 Who are her parents?	Andrea and Scott
6 What's her hobby?	horseback riding
7 What's her favorite color?	purple
8 What's her favorite food?	cheesecake

¹ This is Taylor Swift. ² _____ hometown is Reading, Pennsylvania. ³ _____ a singer and an actor. Her ⁴ _____ is December 13th. Her ⁵ _____ is horseback riding. Her ⁶ _____ is purple. Her ⁷ _____ is cheesecake. These are her parents. Her mother's name is Andrea. Her ⁸ _____ name is Scott.




- PAIR WORK** Ask your partner the questions above. Then write about your partner.

My partner's name is Thanakorn. He is a student. His hometown is Bangkok, Thailand. His favorite food is...



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Activity 2

- Focus attention on the instructions and the sample writing. Explain that students will work in pairs and take turns asking and answering the questions in the profile in Activity 1. Then they will use their partner's answers to write a short article about them.
- Have students ask and answer the questions in pairs. Remind them to write down their partner's answers. Then have students use their notes to write the article about their partner on their own.

ANSWERS

Answers will vary.

EXTRA IDEA

Have students interview each other while pretending to be celebrities. Encourage them to give funny or unusual answers.

UNITS 4–6

1 Look at the photos of Eve's friends. Complete the text.

Social Network Friends Profile

I have wonderful friends! These are photos of my friends. Rodrigo ¹ _____ play the trumpet. He only plays at school. He's in the school band. Clara and Dan play golf very well. They ² _____ on the weekend. This is Vanessa. She ³ _____ karaoke, but she can't ⁴ _____ at all! Kannika and Pom are sisters. They ⁵ _____ every day. And this is Albert. ⁶ _____ coffee with his friends every Saturday. He likes movies and music.

Rodrigo Vanessa Dan Clara Kannika Pom Albert

2 What can your friends do well? What do they do for fun? Complete the chart. Then write about your friends.

	Name	He/She can...	He/She likes...
1.			
2.			
3.			
4.			
5.			

My friend Bo-Na can code, play the drums, and do yoga. She likes...

EXTRA IDEA

Write the completed text on the board. Include errors such as incorrect subject-verb agreement, spelling, or punctuation. Have students correct the errors.

Activity 2

- Focus attention on the chart and the example below it. Explain that, first, students should fill in the chart with their friends' abilities and activities they like to do for fun. Then they should use the information in the chart to write a text about their friends, similar to the text in Activity 1.
- Have students complete the activity on their own.

ANSWERS

Answers will vary.

VARIATION

Have students write about their family instead.

EXTRA IDEA

Bring in pictures of people doing various activities. Have students write sentences about the pictures using the text in Activity 1 as a model.

UNITS 4–6

The goal of this section is to practice writing about friends' abilities.

WARM-UP

Focus attention on the photos. Ask questions such as *Where is Rodrigo?* (He's at school.) *Where are Dan and Clara?* (They're at a golf club.), etc.

Activity 1

- Focus attention on the text. Explain that students are going to fill in the blanks with pronouns or the correct form of *can*, *like*, and verbs for activities, using information from the photos.

- Have students fill in the blanks on their own.
- Have students check their answers with a partner. Then check answers by having different students read the sentences of the text one at a time.

ANSWERS

- | | |
|--------------|-----------|
| 1. can | 4. sing |
| 2. play golf | 5. swim |
| 3. likes | 6. He has |

UNITS 7-9

The goal of this section is to practice describing present actions in writing.

WARM-UP

Focus attention on the text messages. Ask students: *Where is Dave?* Elicit answers.

Activity 1

- Focus students attention on the text messages and the word box. Explain that students will complete the text message conversation with four of the six words from the box.
- Have students read the text messages. Elicit or explain the meaning of any words students might not be familiar with.
- Have students complete the activity on their own.
- Check answers by having different students read the text messages one at a time.

ANSWERS

- | | |
|-----------|-------------|
| 1. Main | 3. shopping |
| 2. across | 4. doing |

Activity 2

- Explain that students are going to write a blog entry about what they are doing right now.
- Focus attention on the questions. Elicit or explain the meaning of *located* and *inside*. Tell students they should imagine that they are somewhere fun and interesting, such as a restaurant or store. Model the activity by having students take turns asking you each question. Answer them with information from the blog entry at the bottom of the page. For example: 1. *I'm at a coffee shop.* 2. *It's on Main Street, next to the subway station.* etc.
- Then focus on the example blog entry. Read it to the class. Explain that students should use their answers to the questions to write a similar blog entry.
- Have students complete the activity on their own.

ANSWERS

Answers will vary.

Writing

UNITS 7-9

- 1 Complete the text messages. Use the words in the box. Two words are not used.

doing across sneakers Main playing shopping



- 2 Where are you now? What are you doing? Answer the questions. Then write a blog entry describing what you are doing.

- | | |
|----------------------------|---|
| 1. Where are you? | I'm at _____. |
| 2. Where is it located? | It's on _____, across from/next to _____. |
| 3. What is there inside? | There's a/an _____ and some _____. |
| 4. What are you doing? | I'm _____. |
| 5. What are you not doing? | I'm not _____. |
| 6. What are you wearing? | I'm wearing _____. |
| 7. Are you having fun? | Yes/No, I'm _____. |



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EXTENSION

Have students read their blog entries to the class.

EXTRA IDEA

- Have students write a text message conversation like the one in Activity 1 in pairs.
- Write the following on the board:
Hi! I'm _____. Where are you?
Elicit a place expression that can be used to complete the sentence (for example, *at the mall*).
- Then have students work in pairs and take turns to complete a 10-line conversation. On a piece of paper, the first student completes the sentence on the board. Then the student passes the piece of paper to the partner, who writes the next sentence. Make sure students write follow-up questions after answering their partner's questions.

UNITS 10–12

1 Complete the sentences with the words in the box.

salty some was any took went an

Here are some photos from my summer vacation. I ¹ _____ to Indonesia with my brother and sister. It was great! We stayed in Borobudur. We ² _____ many day trips. It ³ _____ really interesting.

Indonesian food is really amazing. We had some nasi goreng with chicken. It was a little ⁴ _____, but very delicious. When I came back home, I made some! To make it, you need some rice, ⁵ _____ chicken, and ⁶ _____ egg. It's very easy. If you don't have ⁷ _____ chicken, you can use fish.

Yogyakarta

Borobudur

Nasi Goreng

2 Complete the chart with information about your last vacation. Then write about it.

My Last Vacation	
When?	
Where?	
What activities?	

Last year, I went to South Korea. It was great! I ate some interesting food. I also...

EXTRA IDEA

Write the text on the board. Include errors, such as incorrect subject-verb agreement, spelling, or punctuation. Have students correct the errors.

Activity 2

- Focus attention on the chart. Explain that, first, students will answer the questions in the chart with information about their last vacation. Then they will use their notes to write a text about their last vacation using the article in Activity 1 as a guide.
- Focus attention on the example sentences at the bottom of the page. If necessary, write the chart on the board and ask students to fill it in with the information in the sentences.
- Have students complete the activity on their own. Make sure they understand that they will use the information in the chart to write their text.

ANSWERS

Answers will vary.

UNITS 10–12

The goal of this section is to practice writing about a vacation.

WARM-UP

Focus attention on the photos. Have students describe what they see.

Activity 1

- Focus attention on the text. Elicit or explain the meaning of any words students might not be familiar with.
- Focus attention on the word box. Explain that students will fill in the blanks in the text with the words from the box.
- Have students complete the activity on their own.
- Check answers by having different students read the sentences of the text one at a time.

- **CULTURE NOTE:** In Indonesia, *nasi goreng* means “fried rice.” Borobudur is a ninth-century temple in Central Java, Indonesia. It is a UNESCO World Heritage Site. Yogyakarta is a city in Central Java. It is famous for its many historical monuments, including the ninth-century temple Prambanan. It is also a World Heritage Site.

ANSWERS

1. went
2. took
3. was
4. salty
5. some
6. an
7. any

UNIT 1

Grammar Reference

- Read aloud 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 the simple present of *be* can be contracted. Use the *Affirmative* and *Negative statements* charts to show students examples.
- Use the *Yes/No questions* chart to review the question structures with *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 do not contract affirmative short answers, and that there are two ways to contract negative short answers for all persons, except for *I*.

NOW PRACTICE

Activity 1

- Focus attention on the instructions and the first sentence of item 1. Elicit why *Are* is the correct word to complete the question. (*Are* is used with *you*.)
- Have students complete the conversations with the correct form of *be*.
- Check answers.

ANSWERS

- Are, am
- Are, aren't / 're not
- Is, isn't / 's not
- Is, is

GRAMMAR

UNIT 1

The verb *be*: statements and questions with contractions

We use the simple present of *be* to talk about things like names, nationalities, and jobs.

- His name **is** Antonio.
- My teacher **is** from Canada.
- I **am** from Mexico.
- They **are** students here.

We often contract, or shorten, the verb *be*.

- He's a doctor.
- He **isn't** a chef.
- We're servers.
- We **aren't** engineers.

Affirmative statements		Negative statements	
I	am 'm	I	am not 'm not
You		You	are not
We	are from Peru.	We	aren't from Los Angeles.
They	're	They	're not
He	is	He	is not
She	's	She	isn't
It	is	It	's not

We often contract negative short answers.

- No, I'm not.
- No, they aren't.

We only use full forms in affirmative short answers.

- Yes, I am. (Yes; I'm.)
- Yes, he is. (Yes; he's.)

Yes/No questions		Short answers	
Are	you we they from Peru?	Yes, I am .	No, I'm not .
		Yes, we are .	No, we aren't /No, we're not
		Yes, they are .	No, they aren't /No, they're not .
Is	he she	Yes, he is .	No, he isn't /No, he's not .
		Yes, she is .	No, she isn't /No, she's not .
		Yes, it is .	No, it isn't /No, it's not .

NOW PRACTICE

1 Complete the conversations.

- A _____ you a doctor?
B Yes, I _____.
- A _____ you from Colombia?
B No, we _____. We're from Brazil.
- A _____ she a teacher here?
B No, she _____.
- A _____ he from Indonesia?
B Yes, he _____.

UNIT 2

The verb *be*: *wh*- questions and possessives

We use *wh*- questions to ask about things, people, places, times, and dates.

Use *what* to ask about things.

- **What** is her phone number?
- **What** is his name?

Use *who* to ask about people.

- **Who** is your favorite singer?
- **Who** is your teacher?

Use *where* to ask about places.

- **Where** are you from?
- **Where** is Seattle?

Use *when* to ask about times, dates, etc.

- **When** is your birthday?
- **When** is our economics class?

We can contract, or shorten, some question words with *is*.

- **What's** her name? (*What's* = *What is*)
- **Who's** he? (*Who's* = *Who is*)
- **Where's** he from? (*Where's* = *Where is*)
- **When's** your English class? (*When's* = *When is*)

Wh- questions							
Where	is	he		Where	are	you	
	's	she	from?			we	from?
		it				they	
Where	is	his		Where	are	your	
	's	her	book?			our	books?
		its				their	

Possessives

We use *possessives* (*my, your, his, her, our, their*) to show relationships and to show ownership.

- *I'm Michael.* **My** name is Michael.
- *You are a student.* **Your** teacher is from the United States.
- *He is in a band.* **His** band is from Seoul, South Korea.
- *We are from the United States.* **Our** hometown is New York.
- *They are students.* **Their** teacher is David Smith.

NOW PRACTICE

1 Complete the conversations.

- A What is your phone number?
B It's 491-8073.
- A _____ is Cusco?
B It's in Peru.
- A _____ is Jimin?
B He's a Korean singer.
- A _____ is your birthday?
B It's in March.

2 Rewrite the statements using possessives. Use the words in parentheses.

- Example: I'm Sam. (name) My name is Sam.
- He's Tony. (name) _____
 - They are from London. (hometown) _____
 - She is a history student. (major) _____

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NOW PRACTICE

Activity 1

- Focus attention on the instruction and the example. Elicit why *What* is the correct word to complete the example question. (It's asking about a phone number, a thing.)
- Have students complete the conversations with *what, who, where, or when*.
- Check answers.
- **CULTURE NOTE:** Cusco (or Cuzco) is a city in Peru. Jimin is a member of the K-pop band BTS.

ANSWERS

1. What
2. Where
3. Who
4. When

Activity 2

- Focus attention on the instructions and the example. Elicit why *My* is the possessive form used in the example. (It's the possessive form of *I*.)
- Have students write statements using the correct possessives and the words in parentheses.
- Check answers.

ANSWERS

1. His name is Tony.
2. Their hometown is London.
3. Her major is history.

UNIT 2

Grammar Reference

- Read aloud the explanations of when we use *wh*- questions with the verb *be*. Elicit possible answers to the example questions. For example: *What is her phone number?* *It's 905-555-9047.* Ask students to give additional examples of questions with the verb *be*, using *what, who, where, and when*.
- Explain that we can contract some question words with *is*, but that we cannot contract question words with *am* or *are*. Focus attention on the examples.
- Use the *Wh- questions* chart to review this question structure with *be*.
- Read aloud the explanations of when we use possessives. Write additional sentences with *I am, You are, He is, She is, We are, and They are* on the board and have students make statements with possessives using these as prompts. For example: *I am Maria.* = *My name is Maria.*

UNIT 3

Grammar Reference

- Read aloud the explanations of when we use the demonstrative pronouns: *this*, *that*, *these*, and *those*. Elicit additional examples of sentences for each demonstrative.
- Use the *Yes/No questions* chart to review the question structure with demonstratives.
- Use the *Short answers* chart to review answers to *yes/no* questions and how they can be contracted. Be sure to point out that we do not contract affirmative short answers, but that we commonly contract negative short answers.

NOW PRACTICE

Activity 1

- Focus attention on the instructions and the example. Elicit why the words *Are these* are the correct ones to complete question 1. (Because *books* is a plural noun.)
- Have students complete the sentences with *Is this* or *Are these*.
- Check answers.

ANSWERS

- Are these
- Is this
- Are these
- Are these
- Is this

Activity 2

- Focus on the instructions and the example. Explain that students need to complete the short answers with a pronoun and the correct form of *be*. Elicit why the words *it is* are the correct ones to complete the short answer to question 1. (The answer is affirmative, and the demonstrative in the question is *that*, singular.)
- Have students complete the short answers with *it is*, *it isn't*, *they are*, or *they aren't*.
- Check answers.

ANSWERS

- | | |
|-------------|----------------|
| 1. it is | 4. it is |
| 2. it isn't | 5. it isn't |
| 3. they are | 6. they aren't |

UNIT 3

Demonstrative pronouns: *this*, *that*, *these*, and *those*

We use *this* (singular) and *these* (plural) for people and things that are near us.



• *This* is my phone.



• *These* are my photos.

We use *that* (singular) and *those* (plural) for people and things that are not near us.



• *That* is my phone.



• *Those* are my photos.

Yes /No questions	Short answers	
Is this your water bottle?	Yes, it is.	No, it isn't.
Is that your phone charger?	Yes, it is.	No, it isn't.
Are these your headphones?	Yes, they are.	No, they aren't.
Are those your notebooks?	Yes, they are.	No, they aren't.

NOW PRACTICE

1 Complete the questions. Use *is this* or *are these*.

- | | |
|--|-------------------------|
| 1. <u>Are</u> <u>these</u> your books? | 4. _____ your keys? |
| 2. _____ your phone? | 5. _____ your backpack? |
| 3. _____ your glasses? | |

2 Complete the conversations. Use *it is*, *it isn't*, *they are*, *they aren't*.

- | | |
|---|--|
| 1. A Is that your friend?
B Yes, <u>it</u> <u>is</u> . | 4. A Is this your debit card?
B Yes, _____. |
| 2. A Is that our server?
B No, _____. | 5. A Is this her dog?
B No, _____. |
| 3. A Are these your textbooks?
B Yes, _____. | 6. A Are those your brothers?
B No, _____. |

UNIT 4

The simple present with *like*

We use *like* or *likes* (*like* + *s*) in affirmative statements.

Affirmative statements				
I			He	
You	like	K-pop.	She	likes classical music.
We			It	
They				

We use *do not like* or *does not like* in negative statements.

Negative statements				
I			He	
You	do not like	jazz.	She	does not like pop music.
We			It	
They				

We often contract, or shorten, *do not* and *does not*.

• I **don't** like jazz. (*don't* = *do not*)

• She **doesn't** like pop music. (*doesn't* = *does not*)

We use *do* or *does* in *yes/no* questions and short answers. We usually use contractions in negative short answers.

Yes / No questions				Short answers	
Do	you			Yes, I do .	No, I do not ./No, I don't .
	we	like	rock music?	Yes, we do .	No, we do not ./No, we don't .
	they			Yes, they do .	No, they do not ./No, they don't .
Does	he			Yes, he does .	No, he does not ./No, he doesn't .
	she	like	rock music?	Yes, she does .	No, she does not ./No, she doesn't .
	it			Yes, it does .	No, it does not ./No, it doesn't .

NOW PRACTICE

1 Complete the sentences with *like*, *likes*, *don't like*, or *doesn't like*.

- My parents like Latin music. They don't like electronic dance music.
- My friends _____ classical music. They like hip-hop.
- I don't like jazz. I _____ pop music.
- My brother likes rock music. He _____ jazz.

2 Complete the conversations. Use contractions where possible.

- A Do you like electronic dance music?
B Yes, I _____. I _____ it a lot.
- A _____ your brother like K-pop?
B No, he _____. He _____ hip-hop.
- A _____ your sister like classical music?
B Yes, she _____. She _____ it a lot.
- A _____ your friends like jazz?
B No, they _____. They _____ rock music.

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Activity 2

- Focus attention on the instructions and the example. Elicit why *Do* is the correct word to complete the question in item 1. (Questions with the verb *like* start with the helping verb *do* or *does*, and *you* requires *do*.)
- Have students complete the conversations. Point out that they should use contractions where possible.
- Check answers.

ANSWERS

- Do, do, like
- Does, doesn't, likes
- Does, does, likes
- Do, don't, like

UNIT 4

Grammar Reference

- Read aloud the explanations of how we use the simple present with *like*. Then elicit additional examples of affirmative sentences with *like*.
- Use the *Negative statements* chart to review how we form negative sentences with *like*. Go over the negative contractions with *do* and *does*. Elicit additional examples of negative sentences with *like*.
- Use the *Yes/No questions* chart to review how we form questions with *like*. Then go over the *Short answers* chart. Be sure to point out that we do not contract affirmative short answers, but that we often contract negative short answers.

NOW PRACTICE

Activity 1

- Focus attention on the instructions and the example. Elicit why *like* is the correct word to complete the sentence in item 1. (The word *parents* is plural and the sentence is affirmative.)
- Have students complete the sentences with *like*, *likes*, *don't like*, or *doesn't like*.
- Check answers.

ANSWERS

- like
- don't like
- like
- doesn't like

UNIT 5

Grammar Reference

- Read aloud the explanation of when we use the simple present. Elicit additional examples of simple present sentences.
- Read aloud the explanation of how we form *wh-* questions in the simple present. Go over the use of *do/does*, as well as the word order.
- Use the *Wh- questions* chart to review the form. Elicit additional examples of *wh-* questions in the simple present.
- Write the examples from the *Spelling Rules: third person singular* box on the board. Underline the endings of the words that are written in bold. Explain why and how these endings change. Elicit more examples of verbs for each spelling rule.
- Point out the three verbs that have special forms in the third person singular (*go, do, and have*).

NOW PRACTICE

Activity 1

- Focus attention on the instruction and the example. Elicit why *play* is the correct word to complete the first sentence. (It is the correct form to use with the subject *I*.)
- Have students complete the sentences with the correct spelling of the verb in parentheses.
- Check answers.

ANSWERS

1. play
2. studies
3. has
4. listen
5. does
6. watch

Grammar

UNIT 5

The simple present: statements and *wh-* questions

We use the simple present for facts, habits, and routines.

- My teacher **speaks** Portuguese.
- My friends and I **like** basketball.

In questions, we use the helping verb *do* or *does* + a main verb. (Do can be a helping verb and a main verb.)

- When **do** you **play** volleyball?
- What **do** you **do** on Saturdays?

Notice the order of words in *wh-* questions:

wh- word + helping verb (*do* or *does*) + subject + main verb

Wh- questions				
Where	do	you	go	to the movies?
		we		
		they		
Where	does	he	go	to the movies?
		she		
When	do	you	go	to the movies?
		we		
		they		
When	does	he	go	to the movies?
		she		

NOW PRACTICE

1 Complete the sentences. Use the correct spelling of the verb in parentheses.

1. I play volleyball at school. (play)
2. He _____ on the weekend. (study)
3. My mother _____ coffee every day. (have)
4. Our neighbors _____ to rock music all the time. (listen)
5. Her friend _____ yoga in the morning. (do)
6. They _____ TV at night. (watch)

2 Complete the questions. Use *do* or *does* and a main verb in the box.

do go have play

1. Where do you play basketball?
2. Where _____ you _____ on the weekend?
3. When _____ your brother _____ yoga?
4. When _____ your classmates _____ coffee?

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Activity 2

- Focus attention on the instruction and the example. Elicit why *do* and *play* are the correct words to complete question 1. (The subject *you* requires *do* as helping verb, and the main verb doesn't change when there is a helping verb in the sentence. The verb *play* is the only one in the word box that goes with *basketball*.)
- Have students complete the sentences with the helping verb *do* or *does* plus one of the main verbs in the box.
- Check answers.

Spelling rules: third person singular

Some verbs end in *ch, sh, x, or ss*. Add *-es* to these verbs.

teach	+es	=	teaches
wash	+es	=	washes
fix	+es	=	fixes
miss	+es	=	misses

Some verbs end in a consonant + *-y*. Change the *-y* to *-i* and add *-es*.

study	-y +ies	=	studies
try	-y +ies	=	tries

Three verbs have a special form:

do → **does** go → **goes** have → **has**

Add *-s* to other verbs.

play	+s	=	plays
read	+s	=	reads

ANSWERS

1. do, play
2. do, go
3. does, do
4. do, have

UNIT 6

Can and can't: statements and yes/no questions

We use the helping verb *can* + a main verb to talk about ability.
We use *cannot* or the contraction *can't* in negative statements.

Affirmative statements	Negative statements
I	I
You	You
He	He
She can speak Spanish.	She cannot swim / can't swim.
It	It
We	We
They	They

Notice the order of words in *yes/no* questions: *can* + subject + main verb.
We usually use the contraction *can't* in negative short answers.

Yes/No questions	Short answers
I	Yes, you can. No, you cannot./No, you can't.
you	Yes, I can. No, I cannot./No, I can't.
he	Yes, he can. No, he cannot./No, he can't.
she Can she help?	Yes, she can. No, she cannot./No, she can't.
it	Yes, it can. No, it cannot./No, it can't.
we	Yes, we can. No, we cannot./No, we can't.
they	Yes, they can. No, they cannot./No, they can't.

NOW PRACTICE

1 Complete the sentences with *can* and *can't*. Use information about you.

- I _____ speak Korean.
- I _____ speak Portuguese.
- I _____ ride a bike.
- My teacher _____ drive.
- My friends and I _____ play chess.

2 Complete the conversations. Use contractions where possible.

- A Can your father play the violin?
B No, he can't.
- A _____ your sister _____ a bike?
B Yes, she _____. She rides a bike to school every day.
- A _____ your brother _____ Chinese?
B No, he _____. He can only speak English.
- A _____ you _____ Mexican food?
B No, I _____. I can only cook Thai food.

NOW PRACTICE

Activity 1

- Focus attention on the instructions and the sentences. Make sure students understand that they should complete the sentences with information that is true for them. If necessary, complete the first sentence with information that is true for you as an example.
- Have students complete the sentences with *can* or *can't*.
- Have students share one of their sentences with the class.

ANSWERS

Answers will vary.

Activity 2

- Focus attention on the instructions and the example. Elicit why *Can*, *play*, and *can't* are the correct words to complete the question and the short answer in item 1. (*Can* is always the helping verb in *yes/no* questions about ability. The main verb doesn't change and *play* is the correct verb to go with *the violin* here. The short answer is negative, so the contracted form *can't* is usually used.)
- Have students complete the conversation on their own. Remind them to use contractions where possible.
- Check answers.

ANSWERS

- Can, play, can't
- Can, ride, can
- Can, speak, can't
- Can, cook, can't

UNIT 6

Grammar Reference

- Read aloud the explanations of when we use *can* and *can't*. Point out that *can't* is the contraction for *cannot*.
- Focus attention on the *Affirmative statements* chart. Point out that *can* has the same form for all persons. Elicit additional examples of affirmative sentences with *can*.
- Use the *Negative statements* chart to review how we form negative sentences with *can*. Elicit additional examples of negative sentences with *can*.

- Have students read the explanation of word order in *yes/no* questions. Use the *Yes/No questions* chart to review how we form questions with *can*.
- Then go over the *Short answers* chart. Be sure to point out that we do not contract affirmative short answers, but that we commonly contract negative short answers.

UNIT 7

Grammar Reference

- Read aloud the explanations of when and how we use the present continuous. Remind students that we use the correct form of the helping verb *be* plus the main verb in the *-ing* form.
- Focus attention on the *Affirmative statements* chart.
- Use the *Negative statements* chart to review how we form negative sentences in the present continuous.
- Elicit additional examples of affirmative and negative sentences in the present continuous.
- Read aloud the explanation of how to form *yes/no* questions and answers in the present continuous.
- Read aloud the explanation of word order in *wh-* questions in the present continuous. Then use the *Wh- questions* chart to review how we form these questions in the present continuous.
- Go over the *Spelling rules* chart. Point out that when verbs end in one *e*, we drop the final *e* before adding *-ing*. Also point out that for short verbs ending in one vowel + consonant, we double the final consonant before adding *-ing*.

NOW PRACTICE

Activity 1

- Focus attention on the instructions and the example. Elicit why the words *'m reading* are the correct ones to complete item 1. (The verb *am* is the correct present form of *be* for *I*. The *-ing* form of the main verb *read* is *reading*.)
- Have students complete the sentences with the present continuous form of the verb in parentheses. Explain that they can use affirmative or negative forms. Remind them to use contractions where possible.
- Check answers.

Grammar

UNIT 7

The present continuous: statements and questions

We can use the present continuous to talk about actions happening now.

• *I can't talk now. I'm studying.*

• *My sister isn't here now. She's playing tennis.*

For the present continuous, we use the helping verb *be* + *-ing* form of a main verb. For negative statements, we use the helping verb *be* + not + *-ing* form of a main verb.

Affirmative statements				Negative statements			
I	am	reading	a great book.	I	am not	watching	TV.
You	'm			You	'm not		
We	are	reading	a great book.	We	are not	watching	TV.
They	're			They	're not		
He	is	reading	a great book.	He	is not	watching	TV.
She	's			She	's not		
It				It			

In *yes/no* questions, we use the helping verb *be* + subject + *-ing* form of a main verb.

• *Are you using this phone charger?*
Yes, I am.

• *Is she using this phone charger?*
No, she isn't.

Notice the order of words in *wh-* questions:

Wh- word + the helping verb *be* + subject + *-ing* form of a main verb.

Wh- questions				Spelling rules: -ing form		
What	are	you	wearing?	wear	+ing	= wearing
		we		do	+ing	= doing
		they		study	+ing	= studying
				read	+ing	= reading
		he		drive	-e +ing	= driving
What	is	she	wearing?	dance	-e +ing	= dancing
		it		swim	double consonant + ing	= swimming
				stop	double consonant + ing	= stopping

NOW PRACTICE

- 1** Complete the sentences. Use the correct spelling of the verb in parentheses. Use contractions if possible.

1. I'm reading an interesting book. (read)

4. My friends _____ a movie. (watch)

2. She _____ on the phone now. (talk)

5. He _____ pizza. (eat)

3. We _____ English in school. (study)

6. You _____ dinner tonight. (cook)

- 2** Complete the questions with the present continuous form.

1. What are you reading? (read)

3. What _____ you _____? (do)

2. Where _____ they _____ basketball? (play)

4. What _____ he _____? (wear)

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ANSWERS

- 'm reading / 'm not reading
- 's talking / 's not talking / isn't talking
- 're studying / 're not studying / aren't studying
- are watching / aren't watching
- 's eating / 's not eating / isn't eating
- 're cooking / 're not cooking / aren't cooking

Activity 2

- Focus attention on the instruction and the example. Elicit why *are* and *reading* are the correct words to complete item 1. (The verb *are* is the correct present form of *be* for *you*. It comes before the subject in questions. The *-ing* form of the main verb *read* is *reading*.)
- Have students complete the questions with the correct forms of *be* and the verb in parentheses.
- Check answers.

ANSWERS

- are, reading
- are, playing
- are, doing
- is, wearing

UNIT 8

There is and there are

We use *there is/there are* to say that something exists (or doesn't exist).
We use *there is* with singular nouns. We use *there are* with plural nouns.

- **There is** a mirror in the bathroom.
- **There are** 15 students in my class.

In affirmative statements, we often contract *there is*. We do not contract *there are*.

- **There's** a lamp on the desk. (*there's = there is*)

In negative statements, we often contract *there is not* and *there are not*.

- **There isn't** a laptop here. (*there isn't = there is not*)
- **There aren't** any laptops here. (*there aren't = there are not*)

Notice the order of words in *yes/no* questions: *be + there + subject*. We often contract negative short answers.

Yes/No questions				Short answers	
Is	there	a chair	in the room?	Yes, there is .	No, there isn't .
Are	there	any chairs	in the room?	Yes, there are .	No, there aren't .

NOW PRACTICE

- 1** Complete the sentences with *there is* or *there are*. Then write the negative sentences.

- There are ten desks in my classroom.
There aren't ten desks in my classroom.
- _____ a blue sofa in my apartment.
_____.
- _____ four chairs in my kitchen.
_____.
- _____ a laptop in my bedroom.
_____.

- 2** Complete the conversations. Use contractions where possible.

- A Is there a table in your kitchen?
B Yes, there is.
- A _____ curtains on the windows in your living room?
B No, _____.
- A _____ headphones in the drawer?
B Yes, _____.
- A _____ a mirror in your bedroom?
B No, _____.

ANSWERS

- There are
There aren't ten desks in my classroom.
- There is
There isn't a blue sofa in my apartment.
- There are
There aren't four chairs in my kitchen.
- There is
There isn't a laptop in my bedroom.

Activity 2

- Focus attention on the instructions and the example. Elicit why *Is there* and *there is* are the correct answers for item 1. (The noun *table* is singular, so it requires *there is*. In the question, the verb precedes *there*. The short answer affirmative is *Yes, there is*.)
- Have students complete the conversations. Remind them to use contractions where possible.
- Check answers.
- Have students make pairs and practice the conversations.

ANSWERS

- Is there, there is
- Are there (any), there aren't
- Are there (any), there are
- Is there, there isn't

UNIT 8

Grammar Reference

- Read aloud the explanations of when we use *there is* and *there are*.
- Focus attention on the explanation of contractions in affirmative and negative statements. Point out that there is no contraction for *There are*, but that we commonly use contractions for *There is*, *There is not*, and *There are not*.
- Have students read the explanation of word order in *yes/no* questions. Use the *Yes/No questions* chart to review how we form questions with *there is* and *there are*.
- Then go over the *Short answers* chart. Point out that we do not contract affirmative short answers, but that we commonly contract negative short answers.

NOW PRACTICE

Activity 1

- Focus attention on the instructions and the example. Elicit why *There are* and *There aren't ten desks in my classroom* are the correct answers for item 1. (The noun *desks* is plural, so it requires *there are*. The negative form of *there are* is *there aren't*.)
- Have students complete the sentences with *there is* or *there are*. Then have them write the sentences in the negative.
- Have students compare their answers with a partner. Then check answers with the class.

UNIT 9

Grammar Reference

- Focus attention on the illustrations of prepositions of place. Explain the difference between them.
- Write several locations on the board. Elicit statements such as *The bank is on Elm Street* and *The hotel is across from the bank*. Elicit additional examples of sentences for each preposition of place, using real locations in your town or the school neighborhood.
- Focus attention on the illustrations of directions. Ask students to give directions to places in the school neighborhood using the expressions. Write the sentences on the board.

NOW PRACTICE

Activity 1

- Focus attention on the map. Explain that students will use the information on the map to write directions from the X to the school, convenience store, etc.
- Focus on the instructions and the example. Read the example to the class and ask students to trace the route on the map with a finger.
- Have students complete the activity on their own.
- Have students compare their answers with a partner. Then have different students read their directions to the class.

POSSIBLE ANSWERS

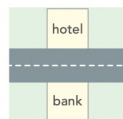
- The convenience store is on Oak Street. Go straight on Pine Street and turn right on Oak Street. It's on the left, next to the hospital.
- The subway station is on Ash Street. Go straight on Pine Street. Turn left on Ash Street. It's next to the post office.
- The bank is on the corner of Pine and Oak Street. Go straight on Pine Street. Turn right on Oak Street. It's on the left, across from the restaurant.
- The parking lot is on Oak Street. Go straight on Pine Street and turn right on Oak. It's on the right, between the restaurant and the park.

Grammar

UNIT 9

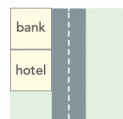
Prepositions of place

1. across from



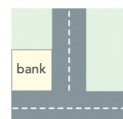
There's a bank *across from* the hotel.

2. next to



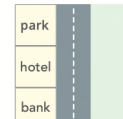
There's a hotel *next to* the bank.

3. on the corner of



There's a bank *on the corner of* Pine and Elm.

4. between



There's a hotel *between* the bank and the park.

Giving directions

1. turn left



Turn *left* at the corner.

2. turn right



Turn *right* on Elm Street.

3. Go straight



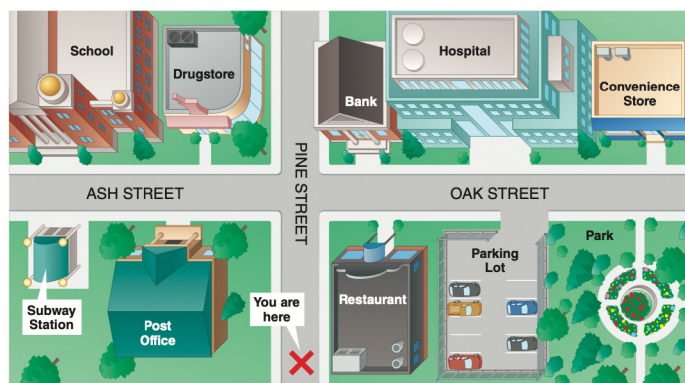
Go *straight* on Elm Street.

4. Cross



Cross Elm Street.

NOW PRACTICE



1 Look at the map. Write directions to the following places in parentheses. Use *next to*, *between*, *across from* and *on the corner of* one time each.

Example: (school) *The school is on Ash Street. Go straight on Pine Street and turn left at the corner. It's on the right, next to the drugstore.*

- (convenience store) _____
- (subway station) _____
- (bank) _____
- (parking lot) _____

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EXTRA IDEA

- Have students write eight statements about the map using prepositions of place. Some of the statements should be true, and some should be false.
- Have students exchange papers with a partner. Explain that they should read their partner's statements, look at the map, and then write *true* or *false* next to each statement.
- Then have students exchange papers again and check each other's answers.

UNIT 10

Count and noncount nouns, *some* and *any*

Count nouns are things we can count. Count nouns can be singular or plural.

- *an apple* *two apples*
- *a potato* *two potatoes*
- *one banana* *two bananas*

We can use *a* or *an* with singular count nouns. We can use numbers with plural count nouns.

- *I have **an** egg. I have **a** potato.*
- *I have **two** apples. I have **three** potatoes.*

Noncount nouns are things we can't count. Noncount nouns have only one form.

- *We need **some** **bread**.* *~~We need some breads.~~*
- *We have **some** **milk**.* *~~We have some milks.~~*

We can't use *a*, *an*, or numbers with noncount nouns.

- *~~We have some rice.~~* *~~We have a rice.~~*

We use a singular verb with a noncount noun.

- *There **isn't** any bread for lunch.*
- *There **is** some chicken in the kitchen.*

In affirmative statements, we can use *some* before noncount nouns and plural nouns.

- *We need **some** milk for breakfast.*
- *I have **some** apples.*

In negative statements and questions, we can use *any* before noncount nouns and plural nouns.

- *We don't need **any** milk.*
- *Do we have **any** apples?*

NOW PRACTICE

1 Complete the sentences. Use *a*, *an*, *some*, or *any*.

1. There are some onions in the kitchen.
2. There's _____ apple on the table.
3. I need _____ potato for this recipe.
4. Do you want _____ rice for dinner?
5. I don't have _____ chili peppers.
6. I usually have _____ banana for breakfast.
7. We need _____ bread for lunch.
8. There aren't _____ grapes at the supermarket.
9. Do you want _____ egg?
10. Is there _____ coffee?

UNIT 10

Grammar Reference

- Read aloud the explanation of count nouns. Elicit examples of sentences using count nouns.
- Focus attention on the explanation of noncount nouns. Point out that they are always singular and that we can't use numbers with them. Make sure students understand that we always use third-person-singular verbs with noncount nouns as subjects. Elicit examples of sentences using noncount nouns.
- Read aloud the explanation of when we use *some* and *any* in sentences. Elicit examples of sentences using *some* and *any*.

NOW PRACTICE

Activity 1

- Focus attention on the instructions and the example. Elicit why *some* is the correct answer for item 1. (The sentence is affirmative and *onions* is plural.)
- Have students complete the sentences with *a*, *an*, *some*, or *any*.
- Have students compare their answers with a partner. Then check answers with the class.

ANSWERS

- | | |
|---------|---------|
| 1. some | 6. a |
| 2. an | 7. some |
| 3. a | 8. any |
| 4. some | 9. an |
| 5. any | 10. any |

UNIT 11

Grammar Reference

- Read aloud the explanations of how we form the past of *be*. Focus attention on the *Affirmative statements* chart. Elicit examples of affirmative statements using the past of *be*.
- Explain that we usually use contractions in negative statements with the past of *be*. Focus attention on the examples.
- Read aloud the explanation of how we form *yes/no* questions and answers. Point out that we do not use contractions in affirmative short answers, but that we usually do in negative short answers.
- Read aloud the explanations of how we form *wh-* questions using the past of *be*. Focus attention on the *Wh- questions* chart. Elicit more examples of *wh-* questions using the past of *be*.

NOW PRACTICE

Activity 1

- Focus attention on the instructions and the items. Explain that students need to read each sentence carefully to identify the subject and if the verb should be affirmative or negative. If necessary, do the first item with the class as an example. Ask why *was* is the correct form to complete the sentence. (If the writer knows the laundromat was busy, he/she was probably there. The pronoun *I* requires the form *was*.)
- Have students complete the statements with *was*, *wasn't*, *were*, or *weren't*.
- Have students compare their answers with a partner. Then check answers with the class.

ANSWERS

1. was
2. were
3. wasn't
4. weren't

Grammar

UNIT 11

The verb *be*: past statements and questions

The verb *be* has two forms in the past: *was* and *were*.

Affirmative statements				
I			We	
He	was	at school yesterday.	You	were
She			They	
It				

In negative statements, we often use contractions.

- *She wasn't at work yesterday.*
(*wasn't* = *was not*)
- *My friends weren't at home yesterday.*
(*weren't* = *were not*)

We use contractions *wasn't*, *weren't* in negative short answers but not in affirmative short answers.

- *Was Laura at school yesterday?*
No, she **wasn't**.
- *Were your parents at work yesterday?*
No, they **weren't**.
- *Was Peter at school yesterday?*
Yes, he **was**.
- *Were your parents at home yesterday?*
Yes, they **were**.

We form *wh-* questions with a *wh-* word + *was* or *were* + subject.

Wh- questions				
Where	was	I he she it	yesterday?	
Where	were	you we they	yesterday?	

NOW PRACTICE

- 1 Complete the statements with *was*, *wasn't*, *were*, or *weren't*.
 1. I _____ at the laundromat yesterday. It was very busy.
 2. My friends and I _____ at the mall last night. It was fun.
 3. My teacher _____ in class yesterday. She was sick.
 4. My friends _____ at work on Sunday. They were at home.

- 2 Complete the conversations with *was* or *were*.

1. A Where were you yesterday?
B I was at the hair salon.
2. A When _____ she at the nail salon yesterday?
B She _____ there in the morning.
3. A Where _____ your friends last night?
B They _____ at the mall.
4. A Where _____ you yesterday?
B I _____ at the cell phone store.

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Activity 2

- Focus attention on the instruction and the example. Elicit why *were* and *was* are the correct words to complete the sentences in item 1. (The correct form for *you* is *were*, and for *I* is *was*.)
- Have students complete the conversations with *was* or *were*.
- Check answers.

ANSWERS

1. were, was
2. was, was
3. were, were
4. were, was

UNIT 12

The simple past: statements and questions

We use the simple past for completed actions in the past.

- He **stayed** at home yesterday.
- We **went** to a party last night.

We add **-ed** for the simple past of most regular verbs. A few regular verbs have a special spelling.

Some verbs are irregular. There aren't any spelling rules for irregular verbs. Here are some examples.

Regular verbs			Irregular verbs	
Present		Past	Present	Past
play	+ed	= played	read	read
talk	+ed	= talked	hang out	hung out
listen	+ed	= listened	see	saw
like	+d	= liked	eat	ate
hate	+d	= hated	wear	wore
study	-y +ied	= studied	take	took
			go	went

For negative statements and questions, we use the helping verb **did** + base form of the main verb.

Questions			Answers		
Did	you	go to the movies?	Yes, I	did.	No, I
Did	he	visit his parents?	Yes, he	did.	No, he
What did	she	do?	She cooked dinner.		
Where did	we	go?	We went to Casey's Department Store.		
When did	they	see the play?	They saw it last week.		

NOW PRACTICE

1 Complete the sentences with the regular verbs in parentheses.

1. My brother and I _____ played basketball yesterday. (play)
2. I _____ with my friends yesterday. (hang out)
3. She _____ Linda last week. (visit)
4. We _____ a great movie. (watch)
5. I _____ housework this morning. (do)

2 Answer the questions. Use information about you.

1. Where did you go yesterday? _____
2. What did you do on the weekend? _____
3. What did you eat this morning? _____
4. What did you wear yesterday? _____
5. What did you drink this morning? _____

Activity 2

- Focus attention on the instructions and the first question. Answer the question with true information about you as an example.
- Have students answer the questions with information about themselves.
- Have students compare their answers with a partner. Then have students share some of their answers with the class.

ANSWERS

Answers will vary.

UNIT 12

Grammar Reference

- Read aloud the explanation of when we use the simple past. Point out that we add **-ed** to regular verbs, but that some verbs are irregular. Focus attention on the *Regular verbs* chart and go over the spelling rules. Then go over the *Irregular verbs* chart.
- Focus attention on the explanation of how we use **did** in negatives and questions.
- Focus attention on the *Questions* and *Answers* charts. Elicit examples of questions and answers in the simple past.

NOW PRACTICE

Activity 1

- Focus attention on the instruction and the example. Elicit why *played* is the correct form to complete the sentence in item 1. (The verb *play* is regular, so just add **-ed** to form the simple past.)
- Have students complete the sentences with the simple past form of the verbs in parentheses. Then check answers.

ANSWERS

1. played
2. hung out
3. visited
4. watched
5. did