



EVOLVE

TEACHER'S EDITION WITH TEST GENERATOR

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1

with teacher development by Amanda French,
Craig Thaine, and Alex Tilbury



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EVOLVE

SPEAKING MATTERS

EVOLVE is a six-level American English course for adults and young adults, taking students from beginner to advanced levels (CEFR A1 to C1).

Drawing on insights from language teaching experts and real students, EVOLVE is a general English course that gets students speaking with confidence.

This student-centered course covers all skills and focuses on the most effective and efficient ways to make progress in English.

Confidence in teaching.

Joy in learning.

Better Learning WITH EVOLVE

Better Learning is our simple approach where insights we've gained from research have helped shape content that drives results. Language evolves, and so does the way we learn. This course takes a flexible, student-centered approach to English language teaching.



Meet our student contributors

Videos and ideas from real students feature throughout the Student's Book.

Our student contributors describe themselves in three words.



LARISSA CASTRO

Friendly, honest, happy
Mission College, USA



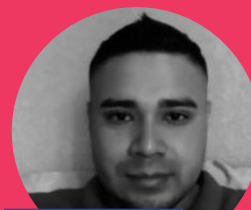
JINNY LARA

Free your mind
Centro Universitario
Tecnológico, Honduras



CAROLINA NASCIMENTO

Nice, determined, hard-working
Universidade Anhembi Morumbi,
Brazil



JOSUE LOZANO

Enthusiastic, cheerful, decisive
Centro Universitario
Tecnológico, Honduras



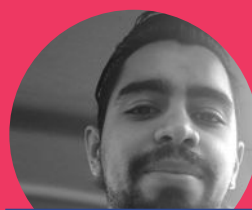
JULIETH C. MORENO
DELGADO

Decisive, reliable, creative
Fundación Universitaria
Monserate, Colombia



ANDERSON BATISTA

Resilient, happy, dreamer
Universidade Anhembi
Morumbi, Brazil



FELIPE MARTINEZ LOPEZ

Reliable, intrepid, sensitive
Universidad del Valle de
México, Mexico



JEE-HYO MOON (JUNE)

Organized, passionate, diligent
Mission College, USA

Student-generated content

EVOLVE is the first course of its kind to feature real student-generated content. We spoke to over 2,000 students from all over the world about the topics they would like to discuss in English and in what situations they would like to be able to speak more confidently.

The ideas are included throughout the Student's Book and the students appear in short videos responding to discussion questions.

INSIGHT

Research shows that achievable speaking role models can be a powerful motivator.

CONTENT

Bite-sized videos feature students talking about topics in the Student's Book.

RESULT

Students are motivated to speak and share their ideas.

You spoke. We listened.

Students told us that speaking is the most important skill for them to master, while teachers told us that finding speaking activities which engage their students and work in the classroom can be challenging.

That's why EVOLVE has a whole lesson dedicated to speaking: Lesson 5, *Time to speak*.

Time to speak

INSIGHT

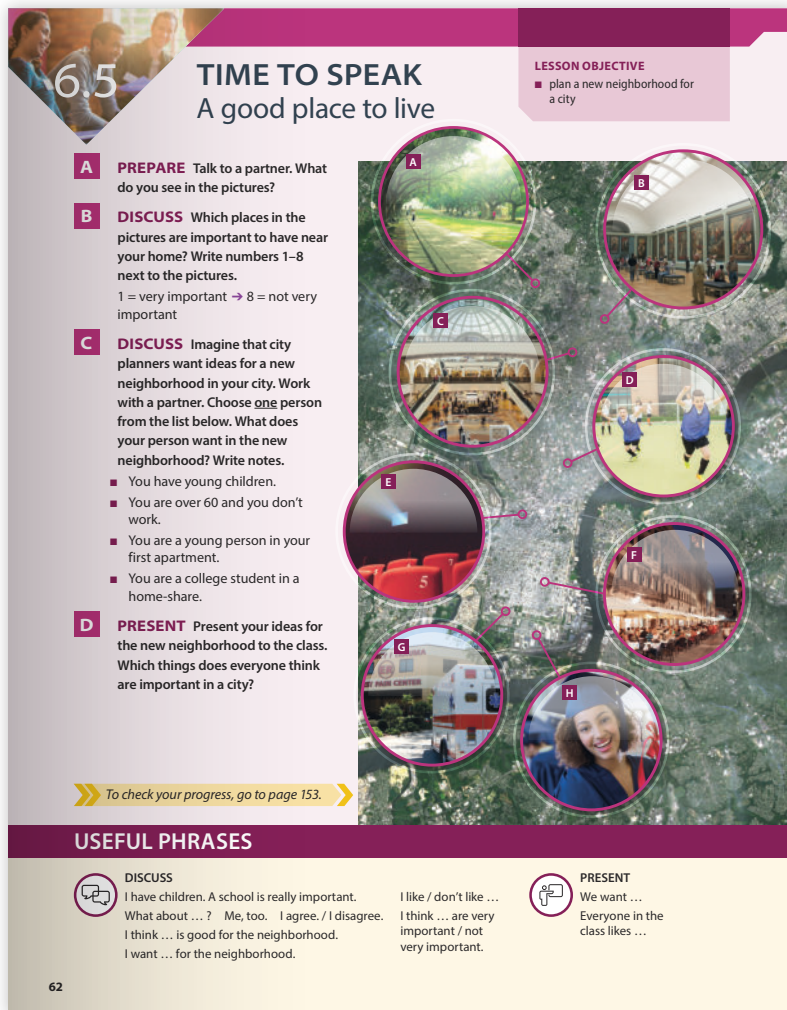
Speaking ability is how students most commonly measure their own progress, but is also the area where they feel most insecure. To be able to fully exploit speaking opportunities in the classroom, students need a safe speaking environment where they can feel confident, supported, and able to experiment with language.

CONTENT

Time to speak is a unique lesson dedicated to developing speaking skills and is based around immersive tasks which involve information sharing and decision making.

RESULT

Time to speak lessons create a buzz in the classroom where speaking can really thrive, evolve, and take off, resulting in more confident speakers of English.



6.5 TIME TO SPEAK

A good place to live

LESSON OBJECTIVE
■ plan a new neighborhood for a city

A PREPARE Talk to a partner. What do you see in the pictures?

B DISCUSS Which places in the pictures are important to have near your home? Write numbers 1–8 next to the pictures.
1 = very important → 8 = not very important

C DISCUSS Imagine that city planners want ideas for a new neighborhood in your city. Work with a partner. Choose one person from the list below. What does your person want in the new neighborhood? Write notes.
■ You have young children.
■ You are over 60 and you don't work.
■ You are a young person in your first apartment.
■ You are a college student in a home-share.

D PRESENT Present your ideas for the new neighborhood to the class. Which things does everyone think are important in a city?

▶▶ To check your progress, go to page 153. ▶▶

USEFUL PHRASES

 **DISCUSS**
I have children. A school is really important.
What about ...? Me, too. I agree. / I disagree.
I think ... is good for the neighborhood.
I want ... for the neighborhood.

I like / don't like ...
I think ... are very important / not very important.

 **PRESENT**
We want ...
Everyone in the class likes ...

Experience Better Learning with EVOLVE: a course that helps both teachers and students on every step of the language learning journey.

Speaking matters. Find out more about creating safe speaking environments in the classroom.

T-viii

MELAL LANGUAGE INSTITUTE

Designed for success

A safe speaking environment is one that helps to relieve the anxiety that many students feel about speaking. It's an environment where producing the language is not an end in itself, but more a "tool" in which they can practice speaking English while achieving a collaborative goal.

EVOLVE's Time to speak lessons offer teachers the opportunity to create a safe speaking environment, and the teacher's notes provide the support to help them do this.

Time to speak teacher's notes

The teacher's notes offer a step-by-step guide for the teacher to all elements of the lesson, including classroom and time management.

10.5 TIME TO SPEAK
48 hours in your city

LESSON OBJECTIVE
plan and present a fun weekend in your city

Time on each stage

Introduce the task Tell Ss about a city you know well, like the city that you come from. Explain what you can do there on the weekend using the expressions from the Useful phrases box. Show pictures of the city from your smartphone or the internet. Encourage Ss to ask questions.

- Direct Ss to the Useful phrases section at the bottom of the page. Remind them that they can use them at the relevant stages of the lesson.

A [PREPARE] Aim: Ss look at and talk about the photos.

- [INDIVIDUALLY]** Allow Ss time to look at and think about the photos. Give Ss time to think silently about what they are going to say.*
- [PAIR WORK]** Monitor as Ss share their ideas.
- [CLASS WORK]** Elicit ideas from Ss. Write any new vocab on the board for Ss to refer to later in the lesson.

B [RESEARCH] Do the task. Aim: Ss make a list of seasonal activities.

- [CLASS WORK]** Model the task by talking about a season or a month in your country. Explain what people do during that time. Demonstrate with photos, if available.
- [PAIR WORK]** Ss work together to generate ideas. Explain that they do not have to use their current city if they feel they know more about another city.

C [AGREE] Aim: Ss make plans about fun things to do.

- [PAIR WORK]** Circulate and monitor Ss as they make their plans. Offer suggestions if Ss need help, but otherwise let them work. *Monitor and make a note of the strong points of each group, for example, good use of unit vocabulary, interesting questions, natural-sounding interactions, etc. You can use your notes to give feedback at the end of the lesson.

D [DISCUSS] Aim: Pairs compare their lists.

- [PAIR WORK]** As Ss work in groups, circulate and monitor. Listen for language usage and provide feedback to Ss when the task is over.*
- [CLASS WORK]** Elicit ideas from Ss and find out the favorite plan from each group.

E [PRESENT] Review. Aim: Ss present their ideas to the class.

- [INDIVIDUALLY]** Give Ss time to prepare their presentations.
- [CLASS WORK]** Give pairs a time limit, say two minutes, to present their plan to the class. This will help Ss not go on too long nor finish too quickly. When each pair finishes, ask some questions yourself, e.g., Which activities are cheap? Why is that place good? Encourage Ss to ask questions.
- Feedback for speaking activities*** Give the class positive feedback based on the notes you made earlier in the activity.

*These tips can help you to create a safe speaking environment. They can also be used with other speaking activities. For more information, see page T-xiii.

PROGRESS CHECK

Direct students to page 155 to check their progress. Go to page T-152 for Progress check activity suggestions.

TEACHER DEVELOPMENT REFLECTION

Answer these questions yourself in a reflection journal or discuss them with your peers.

- How much vocabulary in Activity 1 did students know already? Which students knew the most? What did you find surprising, and what predictable?
- Did you adapt your plan for 10.2 because of what you found out? Why or why not?
- Teachers often use eliciting questions to find out what students already know, e.g., What do I wear on my feet? (Boots), or We can talk about our future plans in different ways. For example, (writing on board) Next week, I'm book my ticket. (Going to) What advice would you give colleagues about planning and asking eliciting questions?
- After teachers elicit language, they should ask checking questions. Why is Do you understand? an ineffective question? What questions might you ask to check the meaning of boots and going to?
- In Activity 2, how did students respond to your feedback? For written work, what other things can you sometimes comment on?

T-106

"With the teacher's notes, it was like baking a cake; it was so easy to follow the steps."

Salvador Coyotecatl Sánchez, Teacher, Mexico

- An illustrated indicator shows the recommended portion of class time for each activity in the lesson.

- The notes provide tips on:
 - giving students preparation time before they speak
 - monitoring
 - how and when to give feedback
 - giving positive feedback
 - error correction

"Students who are usually shy now speak naturally because they have more time to develop their speaking."

María Azucena Rivera, Teacher, Mexico

Integrated teacher development

The integrated development program in EVOLVE offers practice activities that teachers can integrate into their EVOLVE lessons, opportunities for reflection on the activities, and follow-up reading material and videos to consolidate the theory behind the activities.

There are three development themes integrated into each EVOLVE level.

- **Teaching and developing speaking skills**
- **Support in the classroom and learner management**
- **Language acquisition**

Each theme is divided into manageable strategies, which are explored individually in separate units. The structure of the program in each unit is as follows:

- Each strategy is introduced at the beginning of the unit, with a reading text or video suggested as an extra development resource.
- There are two suggested activities based around practicing the strategy within the teacher's notes for each unit.
- A reflection box at the end of the unit offers questions to think about individually or to discuss with other colleagues

**For more information, see
page T-xxiv in this book.**

Cambridge Dictionary



Cambridge
Dictionary

Make your words meaningful

Free, high quality, corpus-informed dictionaries and language learning resources are available online at **dictionary.cambridge.org**. The dictionary definitions are written especially for learners of English, the site is optimized for smartphones, and you can also join our Cambridge Dictionary communities on Facebook, Twitter, Instagram and YouTube. The only dictionary site you need to recommend to your learners!

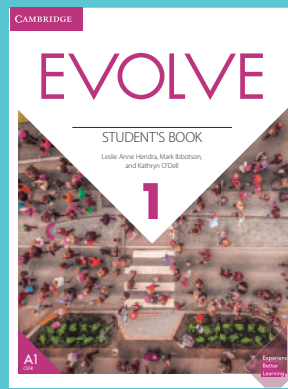
For students

Student's Book

- Focus on speaking in *Time to speak*
- Corpus-informed grammar and language features
- Language presented in context
- Relevant functional and real-world strategies
- Optional videos of real students as language models accessible via QR code
- Optional phone activities in each unit

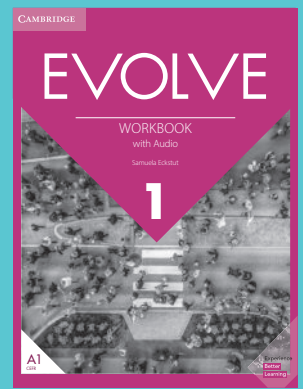
Also available:

Student's Book, A and B versions
with Practice Extra
with Practice Extra, A and B versions



Workbook

- Comprehensive practice and consolidation of new language in every unit
- Downloadable Workbook audio

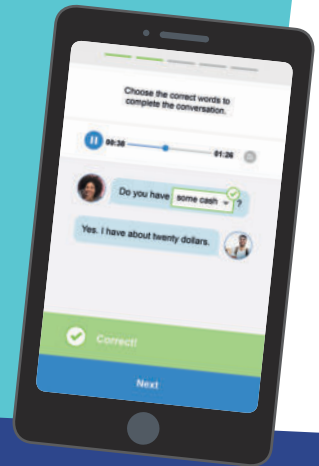


Also available:

Workbook with Audio, A and B versions

Practice Extra

- Bite-sized homework activities for study at home or on the go
- Mobile-friendly and also accessible on tablet and desktop
- Allows teachers to easily track students' performance



For teachers

Teacher's Edition with Test Generator

Supports teachers in facilitating student-centered lessons

- Includes homework ideas, mixed-ability activities, extra activities, and grammar and vocabulary support
- Integrates a Teacher Development Program into the teacher's notes
- Offers photocopiable worksheets, answer keys, audio scripts, and much more
- Offers ready-made tests as well as question bank for the creation of custom tests

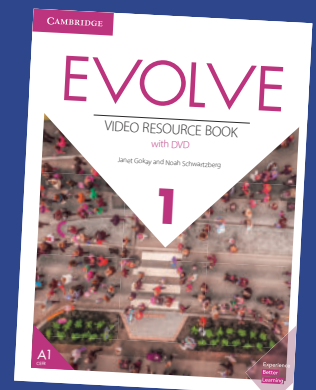
Presentation Plus

- Contains the Student's Book and Workbook for whiteboard presentation, with integrated mark-up tools, answer keys, audio, and video
- Quick access to the full class audio program, video program, and games



Video Resource Book

- Videos complement, consolidate, and extend language and themes in the Student's Book.
- Videos include a drama series and short documentaries.
- Worksheets exploit the videos in class.
- Teacher development opportunities and teacher tips for using video in the classroom



Class Audio CDs

- Contain all Student's Book audio tracks



CONTENTS

	Learning objectives	Grammar	Vocabulary	Pronunciation
Unit 1 I am ...	- Say where you're from - Ask for and give personal information - Check into a hotel - Write a profile - Meet new people	<i>I am, you are</i> <i>What's ... ?; It's ...</i>	- Countries and nationalities - The alphabet - Personal information - Numbers (1–10) - Jobs - Greetings, introductions, and goodbyes	/ɪ/ and /i/ vowel sounds
Unit 2 Great people	- Talk about your family - Describe friends and family - Talk about ages and birthdays - Write a post about friends in a photo - Compare information about friends and family	<i>is / are</i> in statements and <i>yes/no</i> questions <i>is not / are not</i> - Prepositions of place	- Family - Numbers (11–100) - Adjectives to describe people <i>really / very</i> - Dates	- Saying numbers - Listening for short forms
Unit 3 Come in	- Talk about your home - Talk about furniture - Offer and accept a drink and snack - Write an email about a home-share - Choose things for a home	- Possessive adjectives; possessive 's and s' <i>It is</i> (statements and questions with short answers) - Information questions with <i>be</i>	- Rooms in a home - Furniture - Drinks and snacks	/k/ at the start of a word
Review 1 (Review of Units 1–3)				
Unit 4 I love it	- Talk about your favorite things - Say how you use technology - Talk about how you communicate - Write product reviews - Talk about your favorite music	- Simple present statements with <i>I, you, we</i> - Simple present <i>yes/no</i> questions with <i>I, you, we</i> <i>a/an</i>; adjectives before nouns	- Technology - Words for using technology - Music	- Stressed words - Listening for the end of a sentence
Unit 5 Mondays and fun days	- Talk about weekday and weekend activities - Tell the time and talk about your routines - Show you agree and have things in common - Write a report about your activities - Compare different work weeks	- Simple present statements with <i>he, she, they</i> - Questions in the simple present	- Days and times of day - Everyday activities - Telling the time	Syllables in words
Unit 6 Zoom in, zoom out	- Talk about places in the city - Talk about nature in your area - Ask for and give directions - Write a fact sheet about a place in nature - Plan a new neighborhood for a city	<i>There's, There are; a lot of, some, no</i> - Count and non-count nouns	- Places in cities - Nature	/ɪr/ and /er/ sounds - Listening for important words
Review 2 (Review of Units 4–6)				

Functional language	Listening	Reading	Writing	Speaking
- Check in to a hotel Real-world strategy - Check spelling		Meet the artists Profiles of two artists	A profile - A personal or work profile - Capital letters and periods	- Introduce yourself - Say where you're from - Say and spell personal information - Arrive at a hotel and check in Time to speak - Talk to people at a party
- Ask about and say people's ages and birthdays; give birthday wishes Real-world strategy - Correct yourself	Here's my band A conversation between friends		A post - A post about friends in a photo <i>and</i> to join words and sentences	- Describe the people in a picture - Talk about your family - Describe your friends and family - Talk about ages and birthdays Time to speak - Talk about things in common
- Make and reply to offers Real-world strategy - Ask about words you don't understand		A home-share in Burnaby Emails about a home-share	An email - An email about a home-share - Question marks	- Describe a house in a picture - Talk about rooms in your home - Talk about unusual furniture - Offer a drink or snack Time to speak - Discuss what furniture to buy for a new home
- Ask about a new topic; ask for a response Real-world strategy - Show you are listening	Product reviews A radio program about product reviews		A review - A product review <i>but</i> and <i>because</i>	- Talk about things that you love or like - Talk about your favorite technology - Discuss what phone plan is good for you - Talk about how you communicate with people Time to speak - Talk about your favorite music
- Show you agree or have things in common Real-world strategy - Short answers with adverbs of frequency		Work, rest and play An article about work-life balance	A report - A report about your activities - Headings and numbered lists	- Talk about your fun days - Say when and how often you do things - Talk about your daily routine - Compare information about your activities Time to speak - Talk about the best week for your body clock
- Ask for and give directions Real-world strategy - Check information	Walk with Yasmin A podcast about a place in nature		A fact sheet - A fact sheet - Order size and opinion adjectives	- Describe a picture of a city - Talk about good places in your neighborhood - Talk about nature in your area - Give directions to a visitor Time to speak - Talk about a good place to live

	Learning objectives	Grammar	Vocabulary	Pronunciation
Unit 7 Now is good	- Talk about activities around the house - Ask and answer questions about travel - Share news on the phone - Write a blog about things happening now - Ask what people are doing these days	- Present continuous statements - Present continuous questions	- Activities around the house - Transportation	–ing at the end of the word
Unit 8 You're good!	- Talk about your skills and abilities - Say what you can and can't do at work or school - Say why you're the right person for a job - Write an online comment with your opinion - Talk about what people in your country are good at	- can and can't for ability; well - can and can't for possibility	- Verbs to describe skills - Work	- Saying groups of words - Listening for can and can't
Unit 9 Places to go	- Talk about travel and vacations - Make travel plans - Ask for information in a store - Write a description of a place - Plan a vacation for someone	- this and these - like to, want to, need to, have to	- Travel - Travel arrangements	Saying prices
Review 3 (Review of Units 7–9)				
Unit 10 Get ready	- Make outdoor plans for the weekend - Discuss what clothes to wear for different trips - Suggest plans for evening activities - Write an online invitation - Plan and present a fun weekend in your city	- Statements with be going to - Questions with be going to	- Going out - Clothes - Seasons	- The letter s - Listening for going to
Unit 11 Colorful memories	- Describe people, places, and things in the past - Talk about colors and memories - Talk about movies and actors - Write an email about things you keep from your past - Talk about TV shows from your childhood	- Statements with was and were - Questions with was and were	- Adjectives to describe people, places, and things - Colors	/oʊ/ and /ɑː/ vowel sounds
Unit 12 Stop, eat, go	- Talk about snacks and small meals - Talk about meals in restaurants - Offer and accept food and drink - Write a restaurant review - Create a menu for a restaurant	- Simple past statements - Simple past questions; any	- Snacks and small meals - Food, drinks, and desserts	/h/ and /r/ sounds - Listening for Do you want to...?
Review 4 (Review of Units 10–12)				
Grammar charts and practice, pages 129–140 Vocabulary exercises, pages 141–152				

Functional language	Listening	Reading	Writing	Speaking
- Answer the phone and greet people; ask how things are going Real-world strategy - React to news		Jamie's blog A blog about a difficult place	A blog post - A blog about a busy place <i>and, also, and too</i>	- Talk about the lives of people in a picture - Talk about good and bad times to call someone - Tell a friend what you are doing right now - Talk about your news Time to speak - Talk about your life these days
- Ask for and give for opinions Real-world strategy - Explain and say more about an idea	Technology Talks A podcast about computers		A comment - Comments about an online post - Quotations	- Discuss activities you do - Talk about skills you have - Talk about what you can and can't do at work - Ask and answer questions in a job interview Time to speak - Discuss national skills
- Ask for and give information Real-world strategy - Ask someone to repeat something		Places to go near Puno A travel guide	A description - A description of a place - Imperatives to give advice	- Talk about a place you like - Describe people and places in a picture - Talk about organizing a trip - Ask for information at an airport store Time to speak - Talk about planning a vacation
- Make, accept, and refuse suggestions Real-world strategy - Say why you can't do something	Montevideo A TV travel show		An invitation - An event invitation - Contractions	- Talk about your plans for the future - Talk about outdoor activities in your city - Talk about clothes to take for a trip - Talk about where to go out for dinner Time to speak - Plan a fun weekend in your home city
- Express uncertainty Real-world strategy - Take time to think		Picturing memories An article about things people keep	An email - An email to a friend - Paragraphs and topic sentences	- Describe a happy time in your life - Talk about things you remember - Talk about colors you remember from when you were a child - Talk about people in a movie Time to speak - Present your memories of a TV show from your past
- Offer, request and accept food and drink Real-world strategy - Use <i>so</i> and <i>really</i> to make words stronger	Where do you want to eat? A conversation about restaurants on a food app		A review - A restaurant review - Commas in lists	- Describe a good meal you had - Talk about snacks and small meals you like - Talk about a meal you had in a restaurant - Ask for food in a restaurant or at a friend's house Time to speak - Design a menu for a new restaurant

EVOLVE unit structure

Unit opening page

Each unit opening page activates prior knowledge and vocabulary and immediately gets students speaking.

Lessons 1 and 2

These lessons present and practice the unit vocabulary and grammar in context, helping students discover language rules for themselves. Students then have the opportunity to use this language in well-scaffolded, personalized speaking tasks.

Lesson 3

This lesson is built around a functional language dialogue that models and contextualizes useful fixed expressions for managing a particular situation. This is a real-world strategy to help students handle unexpected conversational turns.

Lesson 4

This is a combined skills lesson based around an engaging reading or listening text. Each lesson asks students to think critically and ends with a practical writing task.

Lesson 5

Time to speak is an entire lesson dedicated to developing speaking skills. Students work on collaborative, immersive tasks that involve information sharing and decision-making.

UNIT OPENING PAGE

Unit objectives

- show communicative learning objectives
- focus on the real-life applications of the language

UNIT OBJECTIVES

- talk about places in the city
- talk about nature in your area
- ask for and give directions
- write a list about a place in nature
- plan a new neighborhood for a city

ZOOM IN, ZOOM OUT
6

START SPEAKING

A Say things you see in the picture. For ideas, watch Juliette's video.
B Do you want to go here? Why or why not?
C Do you like cities? Do you like places in nature? Which is your favorite?

REAL STUDENT
Do you see the same things as Juliette?

Striking images

- get students talking

Start speaking questions

- engage students in the unit topic
- provide speaking practice
- recycle language from previous lessons

Real Student videos

- provide students with achievable speaking models
- motivate students

LESSON 1

Language in context

- contextualizes the language within a reading or listening text

Vocabulary

- is presented through pictures or definitions

Pair and group work activities

- provide frequent opportunities to speak
- encourage students to practice new language

7.1 A GOOD TIME TO CALL

LESSON OBJECTIVE
■ talk about activities around the house

1 LANGUAGE IN CONTEXT

A 41 David calls his sister Ariana on the phone. Read and listen. Circle the correct answers.
1 Ariana is the mother / the daughter.
2 Jason is Ariana's son / Ariana's husband.
3 Stevie is Ariana's son / Ariana's daughter.
4 Julia is Ariana's sister / Stevie's sister.

42 **Audio script**
David Hi, Ariana. It's David. Are you busy? Is this a good time to call?
Ariana Um, well, I'm cooking breakfast right now, and Jason's helping the children—Jason, Stevie isn't drinking his milk.
David Oh, yeah. It's a school day today.
Ariana That's right, so ...
David What time do they leave for school?

GLOSSARY
kids (or children) (informal)
running late (phrasal) you are late

2 VOCABULARY: Activities around the house

A Look at the pictures. Listen and repeat.

1 I'm cleaning the kitchen. 2 I'm cooking dinner. 3 I'm washing my hair. 4 I'm brushing my teeth. 5 I'm doing the dishes. 6 I'm helping my daughters. They're taking a bath.

B Add the words in the box to the verbs.

breakfast the dog my hair my homework my room a shower

1 clean the kitchen / my room 4 brush my teeth /
2 cook dinner / 5 take a bath /
3 wash my hair / 6 do the dishes /

C Now do the vocabulary exercises for 7.1 on page 146.

D **PAIR WORK** Do you do your homework and talk on the phone? What other activities do you do at the same time? For ideas, watch June's video.

REAL STUDENT
Do you do the things June does?

3 GRAMMAR: Present continuous statements

A Circle the correct answer. Use the sentences in the grammar box to help you.
1 Use the present continuous to talk about things happening right now or around now / finished things.
2 Sentences 1, 2, and 3 in the grammar box are about right now / around now.
3 Sentence 4 is about right now / around now.
4 To make the present continuous, use am/is/are and a verb + -ing / verb + s.

Present continuous statements

1 I'm cooking breakfast right now. 3 Julia, you're not eating your breakfast.
2 Jason, Stevie isn't drinking his milk. 4 They're learning a lot at school this year.

B Complete the sentences in the present continuous. Use an affirmative or negative form of the verbs in parentheses ().
1 He _____ (take) a bath. He's in the shower.
2 I _____ (do) my homework now. It's really difficult.
3 Carola isn't studying right now. She _____ (watch) TV.
4 My parents _____ (wash) the car. They're having lunch now.
5 I _____ (brush) my hair. I'm brushing my teeth.
6 You _____ (help) your friends with their English. You're really nice!
7 My cat loves milk. It _____ (drink) milk right now.

C Now go to page 135. Look at the grammar chart and do the grammar exercise for 7.1.

D Think about four of your friends. What are they doing or not doing now? Write sentences about each person. Then check your accuracy.
Teresa isn't studying. She's playing games on her phone.

4 SPEAKING

A Think of what you're usually doing at the times of day below. Is it a good or bad time to call you?
Monday, 9:30 a.m. Friday, 9:30 a.m.
Tuesday, 10:00 a.m. Saturday, 11:00 a.m.
Wednesday, 1:30 p.m. Sunday, 6:00 p.m.
Thursday, 3:30 p.m.

B **PAIR WORK** Take turns choosing times in exercise 4A. For each time, "call" your partner and ask, "Is this a good time to call?" Listen to the answers. Is your partner a busy person?

Is this a good time to call?
No, sorry. I'm having dinner with my family.

ACCURACY CHECK
Use the present continuous for things you're doing now. Use the simple present for things you do regularly.
Just a minute. Hello on the phone. X
Just a minute. I'm talking on the phone. ✓
I talk on the phone every day. ✓
I'm talking on the phone every day. X

Grammar reference and practice

- is an essential part of the lesson
- contains more detailed grammar charts
- provides meaningful controlled grammar practice

Accuracy check

INSIGHT

Some common errors can become fossilized if not addressed early on in the learning process.

CONTENT

Accuracy check highlights common learner errors (based on unique research into the Cambridge Learner Corpus) and can be used for self-editing.

RESULT

Students avoid common errors in their written and spoken English.

LESSON 2

Vocabulary practice

- is an essential part of the lesson
- provides meaningful controlled practice

Grammar

- is taught inductively
- is clearly presented using examples from the reading or listening text

Notice features

- contain important language information

12.2 WHAT DID YOU EAT?

LESSON OBJECTIVE
■ talk about meals in restaurants

1 VOCABULARY: Food, drinks, and desserts

A **2.53** Look at the pictures. Listen and repeat.

B **PAIR WORK** Which things in exercise 1A are drinks? Which are desserts? Which ones do you like? Which *don't* you like?

C **Now do the vocabulary exercises for 12.2 on page 151.**

D **GROUP WORK** What do you usually eat and drink for breakfast, lunch, and dinner? Tell your group. For ideas, watch Anderson's video.

REAL STUDENT
What's Anderson's food routine? Is your routine the same or different?

2 LANGUAGE IN CONTEXT

A **2.54** Jackie and Yoo-ri are writing comments on a restaurant review card. Read and listen. Did they like their meal?

B **2.54** Read and listen again. What did Jackie and Yoo-ri eat? What did they drink?

2.54 Audio script

Jackie Look, a comment card. Let's do it.
Yoo-ri OK. We have time before dessert.
Jackie Number one. "What did you eat?" You had fish and rice. Did you have any vegetables?
Yoo-ri Yeah. I had beans, black beans.
Jackie That's right. And I had the steak with potatoes and green beans. OK. Number 2. "What did you drink?" I just had water. Did you have apple juice?
Yoo-ri No, I didn't have any juice. I had a soda.
Jackie Oh, yeah, OK, number 3. "How was the food?" My steak was great, but I didn't like the potatoes. The green beans were OK. Did you like the fish?
Yoo-ri Yes, I did. It was wonderful, and the rice and beans were good, too. But my soda was warm.
Jackie Hmm... I'm going to check "good." Ah, the server is coming with dessert. Oh, wow! Look at our chocolate cake and ice cream.
Yoo-ri Yum! Change "good" to "great!"

INSIDER ENGLISH
Some people use *waiter* for a man and *waitress* for a woman. But these days, many people use the word *server* for a man or a woman.

3 GRAMMAR: Simple past questions; *any*

A **Circle** the correct answers. Use the information in the grammar box and the Notice box to help you.

- In simple past yes/no questions, use *Did* / *Do* + verb.
- In simple past information questions, the question word and *did* go *before* / *after* the person or thing.
- You can use *any* with *yes/no* / *information* questions in the simple past.

Simple past questions

Yes/no questions	Information questions
Did you have apple juice?	How did you hear about us?
Did she like the fish?	What did they eat?
Did they eat any ice cream?	

! Use some in affirmative statements. Use *any* in yes/no questions and negative statements.
I had some soup for lunch. Did you have any dessert? They didn't have any juice.

B **PAIR WORK** Complete the conversations with the simple past form of the verbs in parentheses (). Then practice with a partner and make the answers true for you.

- A _____ you _____ (eat) breakfast?
B Yes, I _____.
- A What _____ you _____ (have) for lunch?
B I _____ an egg sandwich.
- A _____ your friends _____ (go out) for dinner last night?
B No, they _____.
- A What _____ your sisters _____ (buy) at the mall?
B They _____ some shoes. They _____ any lunch.
- A _____ your teacher _____ (give) you any homework?
B No, she _____.

C **Now go to page 140. Look at the grammar charts and do the grammar exercise for 12.2.**

D **PAIR WORK** Write questions with these words. Use your ideas for the words in parentheses (). Then ask and answer the questions with a partner.

what / do / (time or day) have (food item) / for (meal) / yesterday where / go / (time or day)

4 SPEAKING

A **PAIR WORK** You're going to ask your partner about a meal they had in a restaurant. Ask the questions from the comment card and the box below. Then think of *two* more questions.

Where did you eat? Was the food expensive?
Did you have any dessert? Was the restaurant busy?
Did you wait for a table? Who did you eat with?

B **PAIR WORK** Ask and answer the questions from exercise 4A about a meal you ate last week or a favorite meal you had in the past.

Where did you eat?
I had dinner at The Fish Dish.

Audio scripts

- appear on the page so students can focus on language
- can be covered in the first listening to provide extra listening practice

Extended speaking practice

- appears at the end of every language lesson
- provides students with engaging ways to use new language

Insider English

- is Corpus informed
- shows how words are used in real-life contexts

Insider English

INSIGHT

Even in a short exchange, idiomatic language can inhibit understanding.

CONTENT

Insider English focuses on the informal language and colloquial expressions frequently found in everyday situations.

RESULT

Students are confident in the real world.

LESSON 3

Functional language conversations

- present phrases for everyday situations
- support students who need to travel to communicate with English speakers in their own country

Real world strategy

- provides students with strategies to manage communication successfully

7.3 A NEW LIFE

LESSON OBJECTIVE
■ share news on the phone

1 FUNCTIONAL LANGUAGE

A Look at the people. Are they having a long or a short conversation? How long are your phone calls?
B **2:05** Luana is calling her friend Jennifer. Read and listen. What's new in Luana's life?

2:05 Audio script

Jennifer Hello.
Luana Hi, Jennifer. It's Luana.
Jennifer Hey, Luana!
Luana How's it going?
Jennifer Not bad, thanks. How are you doing?
Luana Good, thanks. Well, I'm busy.
Jennifer Really? What are you doing these days?
Luana I have a new job, in Monterrey.
Jennifer Oh, wow! Monterrey? So you're not living in Mexico City now.
Luana That's right. I'm living in Monterrey. I live in a new building. It's expensive, but it's very nice. And I have a new boyfriend.
Jennifer Really? Great! You have a new life! I want to hear all about it!

2:05 Audio script

Jennifer Hello.
Luana Hi, Jennifer. It's Luana.
Jennifer Hey, Luana!
Luana How's it going?
Jennifer Not bad, thanks. How are you doing?
Luana Good, thanks. Well, I'm busy.
Jennifer Really? What are you doing these days?
Luana I have a new job, in Monterrey.
Jennifer Oh, wow! Monterrey? So you're not living in Mexico City now.
Luana That's right. I'm living in Monterrey. I live in a new building. It's expensive, but it's very nice. And I have a new boyfriend.
Jennifer Really? Great! You have a new life! I want to hear all about it!

C Complete the chart with expressions in bold from the conversation above.

Answering the phone and greeting people	Asking people how they are	Responding
1 Hello.	How's it ¹ _____?	Not ² _____, thanks.
2 _____, Jennifer.	How ³ _____ you	⁴ _____, thanks.
3 _____, Luana.	⁵ _____?	I'm fine.
4 _____, Luana!	How are you?	

D 2:05 PAIR WORK Put the phone conversation in the correct order. Listen and check. Then practice with a partner.

___ Good, thanks. How's it going?
___ Hey, Andrew! How are you doing?
___ Hello.
___ Not bad.
___ Hi, Francisco. It's Andrew.

2 REAL-WORLD STRATEGY

REACTING TO NEWS
People often say oh after they hear good news, ordinary news, and bad news.

Good news 😊	Ordinary news 😐	Bad news 😞
Oh, wow!	Oh.	Oh, no!
Luana I have a new job.	Jennifer Oh, wow!	
Luana I'm busy.	Jennifer Oh.	
Luana My apartment is very expensive.	Jennifer Oh, no!	

A Read the information in the box about reacting to news. Then look at the examples. What does Jennifer think is: good news, ordinary news, and bad news?
B **2:07** Listen to a conversation. What news does the man give?
Ordinary news: He's in his car. Good news: _____
Bad news: _____
C **2:07** Listen again. How does the woman react to the different types of news?
D **PAIR WORK** Student A: Go to page 157. Student B: Go to page 160. Follow the instructions.

3 PRONUNCIATION: Saying -ing at the end of the word

A **2:08** Listen. Complete the words.
1 How are you do _____? 2 I'm liv _____ in Dallas. 3 Where are you go _____?
B **2:09** Listen. Focus on the -in and -ing sounds. Circle the phrase you hear.
1 a learn in Spanish b learning Spanish 4 a study in nature b studying nature
2 a call in the restaurant b calling the restaurant 5 a carry in a bag b carrying a bag
3 a help in my school b helping my school 6 a shop in malls b shopping malls
C **2:10 PAIR WORK** Listen to the conversations. Then practice with a partner. Listen for the -ing sound.
1 A How are you doing? 3 A Where are you going?
B Not bad. I'm working in Monterrey now. B We're going to the Italian restaurant over there.
2 A Are you living in Mexico City now?
B No, I'm living in Monterrey.

4 SPEAKING

PAIR WORK Imagine you're calling your partner. Start the call, and then talk about some news. Use some of the questions below. React to the things your partner says. Then change roles.

How are you doing?	Are you busy?
What are you doing right now?	What about you?

Hey, Ali. It's Clara. Hey, Clara! How are you doing?

Functional language tables

- highlight and categorize key phrases for students to practice

Speaking

- provides controlled and freer practice of functional language

Pair work practice

- gives students extra productive practice of new language

Pronunciation

Productive pronunciation activities

- focus on areas that commonly prevent effective communication
- help scaffold the final speaking activity

INSIGHT

Research shows that only certain aspects of pronunciation actually affect comprehensibility and inhibit communication.

CONTENT

EVOLVE focuses on the aspects of pronunciation that most affect communication.

RESULT

Students understand more when listening and can be clearly understood when they speak.

LESSON 4

Authentic reading texts

- appear in six units of the book

Model writing texts

- provide a model for students to analyze

Writing skills

- focus on subskills that students need to write their texts

7.4

CHAOS!

LESSON OBJECTIVE

write a blog about things happening now

1

READING

A

SKIM

Skim the text. Where is the man? What is on his laptop?

JAMIE'S BLOG

HOME ABOUT BLOG

Bloggers sometimes write from difficult places: mountains, deserts, rainforests ... So today, my blog is from a difficult place, too. I'm writing from my living room.

Why is it difficult to write in here? Well, my brother's playing soccer (yes, in the living room.) The ball is going BOOM-BOOM-BOOM on the wall near my table and chair. My sister's doing her homework. Every two minutes, she asks me a question: "What's 15% of 500? What's 50% of 320?" So, really, I'm doing her homework.

The TV is on, but I don't know why. My mom's talking about work on the phone, so she isn't watching TV. And my dad isn't watching it. He's in the kitchen: PSSSSSS, CRASH, BANG! He's cooking - I think. And the cat doesn't like TV. But she likes laptops. She's walking on my laptop ... and now she's going to sleep! How do I work in this place? It's chaos!

B

READ FOR DETAILS

Read the blog again. Find words to complete the chart.

5 people in the family	me		
3 technology words			
2 pieces of furniture			
2 rooms			
1 animal			

C

PAIR WORK

THINK CRITICALLY

Which people from exercise 1B are busy? having fun?

2

WRITING

A

Jodi is a college student. She's helping at a school for a week. Read her blog. What six things are the children doing? What three things is Jodi doing? What one thing are the children and Jodi doing?

Jodi's Blog

Home About Blog

Busy!

April 11

I'm helping a teacher at a school this week. Today, I'm writing my blog on a school bus. We're going to the beach. There are 25 kids on the bus, and they're nine and ten years old. Wow, they're making a lot of noise! They're busy, too. Some kids are talking. Some kids are playing games on a tablet. Also, the children are eating cookies. What about me? Well, I'm cleaning their hands ☺ and washing their faces ☺.

And I'm answering millions of questions from the kids. They're happy. The teacher is happy, too. But this is difficult for me. Am I getting old? ☹

GLOSSARY

noise (n) a sound or sounds, usually loud

millions (quantifier) a lot (informal)

B

WRITING SKILLS

People use also and too to add information. Underline the words also and too in the blog. Then circle the correct words in the rules, below.

Use too at the beginning / end of a sentence.

Use also at the beginning / end of a sentence.

Use a comma (,) before / after you write too.

Use also at the beginning / end of a sentence.

Use a comma (,) before / after you write also.

WRITE IT

C

Imagine you're in a very busy place: at home, at college, at work, on a bus, or at a party. Write a blog about the activities happening around you. Use the title "Busy!"

D

PAIR WORK

Compare your blog with a partner.

How many act

REGISTER CHECK

People sometimes use And, Also, or But at the beginning of sentences in speaking and informal writing. In formal writing, people usually don't begin sentences with these words.

And I'm answering millions of questions from the kids.

Also, the children are eating cookies.

But this is difficult for me.

Glossary

- encourages students to improve dictionary skills

Think critically

- encourages students to discuss and engage with the topic

Authentic listening texts

- appear in six units of the book
- have scripts in the back of the Teacher's Edition

Receptive pronunciation activities

- focus on pronunciation features that commonly cause difficulty for learners

Register check

- gives extra information about how to communicate in different situations

Register check

INSIGHT

Teachers report that their students often struggle to master the differences between written and spoken English.

CONTENT

Register check draws on research into the Cambridge English Corpus and highlights potential problem areas for learners.

RESULT

Students transition confidently between written and spoken English and recognize different levels of formality as well as when to use them appropriately.

8.4

COMPUTERS AND OUR JOBS

LESSON OBJECTIVE

write an online comment with your opinion

1

LISTENING

A

Chris is the host of the podcast Technology Talks. Look at the pictures above. What is today's podcast about?

B

219

LISTEN FOR DETAILS

Listen to the podcast. Who is Joanna Ramos? What does she say computers can't do?

C

219

LISTEN FOR SUPPORTING DETAILS

Listen again. Check (✓) the supporting details Joanna gives.

Jobs for computers	New jobs for people
☐ make cars	☐ make computers
☐ drive cars	☐ start computer companies
☐ call people on the phone	☐ make cars
☐ talk	☐ be a computer's voice
☐ think	☐ make phones

D

PAIR WORK

THINK CRITICALLY

Who thinks computers are a good thing: Joanna or Chris?

2

PRONUNCIATION: Listening for can and can't

A

220

Listen. Write the missing words.

1 What _____ computers do?

2 They _____ make cars.

3 A computer _____ make 100% of a car.

B

221

Listen. Do you hear can or can't? Circle the correct words.

1 can / can't

2 can / can't

3 can / can't

4 can / can't

LESSON 5

Whole class speaking lessons

- provide an opportunity for extensive speaking practice
- is student-focused, with the teacher as facilitator
- recycles the unit language

Task-based lessons

- allow students to recycle the unit language
- allow teachers to assess students' progress in speaking

Smartphone activities

- give ideas for how to use phones in the classroom
- are optional

Scaffolding activities

- allow students to build up to speaking
- encourage a safe speaking environment

11.5

TIME TO SPEAK

TV memories

LESSON OBJECTIVE
 ■ talk about TV shows from your childhood

A PREPARE Work with a partner. Talk about old TV shows you remember from your childhood. Write notes.

B AGREE Compare your ideas with other students. Which shows do a lot of people remember?

C DISCUSS Choose a TV show from your conversations in exercise A or B. What do you remember about it? Talk about the names, places, and things in the show.

D PREPARE Prepare a presentation about your TV show from exercise C. Include the ideas below and your own ideas. You can go online and find information you don't remember.

When was it on TV?

Who were the characters (names, ages, personalities)?

TV show

What were the places in the show?

Why was the show popular?

E PRESENT Present your memories of the TV show to the class with your partner. Which shows does everyone remember?

» To check your progress, go to page 155. »

USEFUL PHRASES

DISCUSS
 I remember ... from my childhood.
 What about you?
 Let's talk about the characters in ...
 What were their names?
 I liked that show because ...

AGREE
 What do you remember?
 A lot of people / I remember ...

PRESENT
 We're talking about ...
 Our show was really popular.
 It was on TV in (year).

Useful phrases

- provide language for different stages of the lesson
- help students communicate their ideas fluently

Progress checks

- appear in the back of the book
- help students evaluate their progress from the unit and prove what they have learned
- can be used in class or for homework

SAFE SPEAKING ENVIRONMENTS

Speaking in another language is often stressful. Students may struggle to find things to say and ways of saying them. Students are also performing, in a sense, and may worry about how other people (their colleagues and their teacher) may judge them. Language learners are often reluctant to speak as anxiety and stress levels build up.

For this reason, it is important that there is a “safe speaking environment” in the classroom, where students feel motivated and confident enough to experiment with language.

A safe speaking environment requires a positive classroom atmosphere with a trusting and supportive relationship between the teacher and the students, and among the students themselves. To foster this, teachers can:

- model good listening skills, including appropriate body language, gestures, and confirming expressions (e.g., *Right, Uh-huh*).
- teach the language that students will need to manage communication successfully. Lesson 3 of each unit of EVOLVE contains a short section entitled “Real-world strategy” which focuses on this kind of language.
- respond mostly to what students have said (e.g., *That was an interesting idea*) and less to the accuracy of the utterance.
- ask students, at the end of a pair or group work activity, to tell their peers one or more things that they did well.
- praise students for their performance. This is most effective when the praise is specific, rather than general.

In a safe speaking environment, the teacher’s main role becomes that of a “facilitator” and “manager” (rather than an “explainer” or “instructor”). In this role, the teacher will often be moving around the classroom in order to:

- make sure that everybody knows what they should be doing.
- provide help and encouragement to groups and individuals.
- check that everybody is on task.
- monitor the language that the students are producing.

Every lesson in EVOLVE includes multiple opportunities for speaking in pairs and small groups. In lessons 1–4 of each unit, these are often oral practice of the grammar and vocabulary that the students have been studying, but there are also personal reactions to the texts and topics, short role plays, and other tasks.

Lesson 5 of each unit (“Time to speak”) is an extended speaking lesson where students tell stories, share information, talk about and reach collective plans and decisions, solve problems, engage in debates, and take on challenges. Students’ main focus will be on the communicative goals of the task, while still having the opportunity to practice that unit’s target grammar and vocabulary.

Preparing students for communicative tasks

In lesson 5, you will see that there are sections titled “Research,” “Prepare,” or similar. It is important that plenty of time is allocated to these sections so that students can prepare what they are going to say. This time will reduce the potential for cognitive overload and stress, which is caused by trying to find things to say and ways to say them. It will also help students to produce more fluent and more complex language. The preparation and research sections are not only *preparation* for speaking: they are often *opportunities* for speaking in themselves.

In addition to the activities in the Research and Prepare sections, you may wish to do one or more of the following:

- give students time to think silently about the task they are going to perform.
- give students time to take notes about what they are going to say.
- allow students to brainstorm ideas with another student.
- give students time to research (e.g., online) the topic they are going to talk about.
- encourage students to rehearse mentally what they are going to say.
- give students time to review relevant vocabulary notes or look up useful vocabulary in a dictionary.
- extend the list of phrases that are provided at the bottom of each lesson 5.

These techniques may also be used before other pair and group work activities in the book (e.g., the first page of each unit).

Giving feedback on speaking tasks

Until students feel confident in speaking tasks, it is probably best to leave error correction until the end of the activity. While the students are speaking, take notes on anything you want to focus on in a later correction slot. Here are some ideas for building a safe speaking environment in the context of correction:

- decide, in advance of the activity, that for some groups you will focus on the content and for others you will focus on examples of accurate or appropriate language use.
- draw attention to examples of accurate and appropriate language (e.g., avoiding a very common mistake).
- write (anonymized) examples of things you have heard on the board, but mix up examples of errors and good language use. The students' first task is to identify the examples of good language use.
- invite all students to suggest corrections or improvements to the language that is being focused on. One way of doing this is by putting students into groups to talk about the improvements or changes before conducting feedback with the whole class.

Maximizing the amount of speaking

For students to gain full benefit from pair and group work activities, they must speak a lot and push themselves to use the full extent of their language resources. This does not always take place when students do a speaking task, so it is sometimes a good idea to repeat the activity. The second time around, students are usually more fluent and more accurate. In order to maintain motivation, however, students will need a reason to repeat something they have just done. It is often possible for students to work with a different partner the second time, but here are some other ways of managing task repetition:

Different roles

In some tasks, one member of a pair may be more of a listener than a speaker. When the task is repeated, the roles are reversed. In some tasks, individual students may be allocated specific roles, such as note-taker, language monitor, chair, or timekeeper. When the task is repeated, the allocation of these roles is changed.

Time limits

Students repeat the task with a different partner, but are given less time for the repetition.

No notes

When students have made notes in preparation for a task, they may be asked to repeat it without referring to their notes.

Additional planning time

Give students extra planning time before they repeat the task with a new partner.

Record and repeat

Students record their speaking with audio or video. After spending time analyzing their language and perhaps transcribing some sections of it, they repeat the task.

Many factors, some outside the control of the teacher, can impact the development and maintenance of a safe speaking environment. There is not one single correct way of promoting such an environment, or of building positive relationships in a classroom. However, these suggestions should help you to realize these goals. They are intended to be options for you to experiment with and modify to suit your own classes.

EFFECTIVE TEACHER DEVELOPMENT

It is widely agreed that the main goal of teacher development is to effect positive change in teaching practice and, as a result, to enhance students' learning. Cambridge University Press has analyzed research on teacher development worldwide in order to determine the key factors that make a teacher development program successful. We have identified seven principles that lie at the heart of effective teacher development programs. The Cambridge Teacher Development approach states that successful development programs should be:

IMPACTFUL

To be impactful, a program needs to help teachers set objectives in effecting this change and track their progress against those objectives.

NEEDS-BASED

An effective program should address the daily challenges faced by teachers and learners.

SUSTAINED

In order for a program to be effective, it needs to be continuous. In the same way that students need time and frequent practice to use new language confidently, teachers need time to apply new strategies confidently in the classroom.

PEER-COLLABORATIVE

Peer collaboration is one of the greatest motivating factors for teachers in their development. Teachers are more likely to succeed in their development when they share their ideas and experiences with their peers.

IN-PRACTICE

Teacher development programs are more successful when they focus on practice rather than on theory alone.

REFLECTIVE

For teachers to make positive changes in teaching practice, it is essential for them to reflect on their current practices and any new strategies they learn.

EVALUATED

In order for teachers to make a real impact, it is essential for them to track and measure progress in their own and their students' performance.

TEACHER DEVELOPMENT IN EVOLVE

How does EVOLVE Teacher Development meet INSPIRE principles?

EVOLVE Teacher Development is **impactful**. It sets out clear objectives for every unit, as well as for the level as a whole.

The program takes a **needs-based** approach by integrating activities within the teacher's notes, fitting development strategies into everyday teaching. Elements of the program also offer extra support to those wishing to gain Cambridge qualifications, such as TKT or ICALT. You can choose to focus on one, two, or all three strategies in each level, depending on your needs and interests.

Our program has a strong focus on **practice**. Each unit offers two practice opportunities to develop an aspect of your teaching skills. Our **sustained** approach means that you will build on your skills throughout the course.

Reflection questions at the end of each unit help you to track and **evaluate** your progress.

These questions help you develop greater awareness of what you do in the classroom and why you do it. This, in turn, enables you to make positive changes to your teaching.

If possible, make this reflection stage a **collaborative** activity by sharing your answers to reflection questions with your peers at the end of every unit.

A1 SYLLABUS

Strategy 1: Classroom management	Strategy 2: Teaching vocabulary	Strategy 3: Building learners' confidence to speak
Unit 1: Collaboration - Playing games to learn names - Working together to recreate a simple text	Unit 2: Presenting new vocabulary* - Conveying and eliciting vocabulary - Using word puzzles to make language memorable	Unit 3: Meaningful drilling - Using meaningful drilling of sentences - Using meaningful drilling of dialogues
Unit 4: Opening and closing lessons - Starting lessons with conversations - Ending lessons with review	Unit 5: Recording and memorizing vocabulary - Recording vocabulary using spidergrams - Memorizing vocabulary using disappearing drills	Unit 6: Planning - Planning what language to use in speaking activities - Planning what to say in speaking activities
Unit 7: Pair and group work - Maximizing practice opportunities - Encouraging quieter students to speak	Unit 8: Practicing vocabulary* - Personalizing vocabulary practice - Peer testing vocabulary	Unit 9: Listening to learner language - Listening for target language - Recording students' speaking
Unit 10: Teacher roles* - Finding out what students already know - Giving supportive feedback	Unit 11: Language awareness* - Using guided questions to raise awareness - Helping students to use language accurately	Unit 12: Providing feedback on spoken language - Providing immediate feedback - Providing delayed feedback

*These items are linked to ICALT and TKT objectives.

HOW TO FOLLOW THE TEACHER DEVELOPMENT PROGRAM

- Read the syllabus on page T-xxv and think about which of the three themes you feel would benefit you the most. You might want to follow one, two, or all three of the themes.
- Before teaching a new unit, read the Teacher Development introduction. If you have time, you can also read the suggested text to learn more about the unit's development focus.
- Try out the activities in class.
- It's a good idea to keep a Teacher Development journal to keep track of your progress.
- You can also use your journal to make note of any Teacher Development activities you particularly enjoyed, as many of the activities can be adapted to use in different contexts. If possible, share your experiences and ideas with other teachers, either in person or in an online forum.

NOW IS GOOD

7

TEACHER DEVELOPMENT INTRODUCTION

Strategy 1: Classroom management

In this unit, we're going to focus on **pair and group work**, and how to make the most of it. When teachers say *Please work in pairs*, students often simply work with the person closest to them – often the same person in each lesson. We'll look at an alternative way of doing pairwork for **maximizing practice opportunities** with a series of different partners. We'll also look at ways of **encouraging quieter students to speak** during group work activities.

Maximizing practice opportunities (Activity 1): Ss practice language items with a series of partners. You'll have an opportunity to try this in lesson 7.2.

Encouraging quieter students to speak (Activity 2): Ss use tokens to encourage taking turns in role play. Try this in lesson 7.5.

To find out more, read chapters 5.7, 5.8, and 5.9 from *Classroom Management Techniques* by Jim Scrivener. Please go to www.cambridge.org/evolve to download these pages.

INTRODUCE THE THEME OF THE UNIT

Pre-teach *opposite* by writing the words *night* and *day* on the board. Write a list of words on the board. Ss guess the opposites.

good – bad / big – small / boring – interesting / tall – short

• Ask Ss to decide on one adjective in each pair to describe their life. Ss share their answers in pairs.

UNIT OBJECTIVES

Read the unit objectives aloud. Tell Ss to listen and read along. Explain any new vocabulary Ss may not understand. Pre-teach *activity* and *happen*.

START SPEAKING

A Ss discuss the questions in pairs before you elicit ideas.

B Ss share their ideas with a partner, then discuss as a class.

C Draw a Venn diagram on the board with *Me* above one circle, *Them* above the other circle, and *Both* over the overlap. Encourage Ss to copy it. Ss discuss their ideas before writing them in the correct place on the diagram.

T-65

The **introduction** appears at the beginning of every unit. Here you can read a brief description of the Teacher Development focus and learn about the two Teacher Development activities that will be included in the unit. You can also find out about optional extra reading on the unit's teacher development focus here.

The **extra reading** texts, such as the one referred to in the introduction above, can be found at www.cambridge.org/evolve. We suggest additional reading texts to supplement your development throughout the program. These reading texts aim to give you a deeper understanding of the theory behind the unit's Teacher Development focus. You don't need to read the texts in order to complete the Teacher Development activities, but you might find it useful to do so.

3 GRAMMAR: Present continuous questions

Introduce the lesson Dictate, write, or display the following questions on the board:

- 1 Why are you taking the bus?
- 2 Are you going to the mall?
- 3 What are you doing?
- 4 Why is he carrying the plant?

Ask Ss: Which question can be answered yes or no? (2) Which two sentences can you answer with because? (1 and 4)

A Introduce the grammar Before Ss circle the answers, explain that they can refer to the examples in the grammar box.

- Ask volunteers to read the chart aloud. Check pronunciation. Ask some questions using the present continuous, e.g., *Are you listening? Are you driving?* Yes, I am. / No, I'm not.

Answers

- 1 at the beginning
- 2 after

B Complete the first sentence with Ss to demonstrate how to do the exercise. Ss complete the sentences individually before checking their answers with the class.

Answers

- 1 is, riding, d
- 2 are, doing, e
- 3 Are, listening, b
- 4 is, carrying, a
- 5 is, going, c

C Direct Ss to page 135 to complete the grammar exercise. Teacher's tips for grammar exercises are on page T-129.

D [PAIR WORK] Review Circulate and monitor as Ss discuss the prompt with each other. Listen for examples of language usage that you can share with Ss when the activity is finished. Elicit ideas from Ss and give feedback.

SMARTPHONE ACTIVITY

Draw or display a picture of household activities. Ask Ss: *What are they doing?* and *What is he doing?* Ss look through their phones and choose a picture that shows people doing something. Ss show their picture to a partner. The partner asks *What is he/she doing?* Allow Ss time to discuss. Circulate and monitor. Volunteers show the class their pictures.

T-69

4 SPEAKING



A Read the instructions aloud with Ss. Explain the example and give more if you can. Explain that Ss can use their smartphones to find any information they need.

- Write on the board for Ss to copy and answer: *Where are you going? / How are you traveling? / What are you carrying?*

TEACHER DEVELOPMENT ACTIVITY 1

Maximizing practice opportunities

When students repeat the same pair work task with different partners, they can become more confident with producing and responding to the target language, add new language to make their interactions more natural, practice listening to different accents, and feel energized by the change of pace.

- Demonstrate the task with a strong S:

T: Hi. It's (T's name). Is this a good time to call?
S: No, sorry. I'm having dinner with my family.
T: OK, I'll call back later.

- Ss stand in two lines (A and B), facing each other.

- Facing pairs in lines A and B practice "calling" and "answering".

- T taps table to signal that Ss in Line A must move one place to the right to work with a new partner. (The last S in Line A moves to the beginning of the line.)

- Repeat the procedure so everyone in Line A works with everyone in Line B.

B [PAIR WORK] Model the sample answer with a volunteer. Circulate and monitor as Ss ask questions. Offer help and support. Listen for examples of language usage that you can share with Ss at the end of the activity.

- When Ss finish, ask volunteers to explain their ideas to the class.
- Give feedback.

MIXED ABILITY

Responding to questions Start by asking Ss to respond to yes/no questions using *Yes, I am* and *No, I'm not*, e.g., *Are you working? Are you taking the bus?* Progress to more difficult questions for stronger Ss, e.g., *Where are you working? Where are you living?* As a follow up, Ss ask you some questions in the present continuous.

Two **Teacher Development activities** appear in every unit. They can be alternative instructions for Student's Book activities, or extra activities that can be used during the lesson.

These activities offer a practical way to make positive changes in the classroom.

7.5

TIME TO SPEAK

Your life these days

LESSON OBJECTIVE

- ask what people are doing these days



Introduce the task Display a photograph of some school children from the past. Ask Ss: *What do you think these people are doing now?* Elicit Ss' ideas. Remind them to use the present continuous.

- Direct Ss to the Useful phrases section at the bottom of the page. Remind them that they can use them at the relevant stages of the lesson.

A [PREPARE] Aim: Ss read and understand the questions.

- [CLASS WORK]** Model the activity by ranking the topics yourself.

- [PAIR WORK]** One S reads a question and then the other reads the next. Tell Ss they are reading to understand, not to answer. Monitor for pronunciation, but withhold your feedback until the end.

- [CLASS WORK]** Ask Ss to share which sentences they didn't understand before you give feedback on pronunciation.

- Preparation for speaking*** Give Ss time to review relevant vocabulary notes or look up words in a dictionary.

TEACHER DEVELOPMENT ACTIVITY 2

Encouraging quieter students to speak

Some students tend to let others in their group do the speaking during groupwork activities. The following activity allows all students to participate more equally in any task.

- Set up the role play. Put Ss into groups.
- Give each S the same number of tokens, e.g., five (counters from a board game, small LEGO® pieces, etc.).
- Explain the rules:
- Every time a S speaks (not including short phrases), they must put a token in the middle of the table.
- When a S's tokens are gone, he/she cannot speak again until everyone else has used up their tokens.
- When all the tokens are in the middle, everyone can speak freely.

B [ROLE PLAY] Do the task Aim: Ss pretend they are at a party.

- [INDIVIDUALLY]** Give Ss time to think silently about what they are going to say. Set a time limit, say two minutes, and allow them to make notes.*

- [PAIR WORK]** Ss take their books with them as they circulate to ask and answer the questions with each other. Circulate and monitor for errors.

- [CLASS WORK]** Provide feedback after the activity.

C [AGREE] Aim: Ss discuss what people usually do.

- [PAIR WORK]** Ss return to their original partners and discuss the topics they talked about. Monitor and make a note of the strong interactions of each group, for example, good use of unit vocabulary, interesting questions, natural-sounding interactions, etc. You can use your notes to give feedback at the end of the lesson.*

- [CLASS WORK] Review** Ask Ss to share their ideas with the group.

- Feedback for speaking activities*** Use your notes to give feedback. Use elicitation to correct errors. See page xxii for details.

*These tips can help you to create a safe speaking environment. They can also be used with other speaking activities. For more information, see page xxii.

PROGRESS CHECK

Direct students to page 154 to check their progress. Go to page T-152 for Progress check activity suggestions.

TEACHER DEVELOPMENT REFLECTION

Answer these questions yourself in a reflection journal or discuss them with your peers.

- 1 How successful were your instructions for setting up the A/B lines task in activity 1? Would you do anything differently next time?
- 2 In what ways did your students improve as they repeated the pairwork task? How do you know?
- 3 Who are the quieter students in your class? Why do you think they speak less than other students? Would you use tokens for a speaking activity again?
- 4 Students sometimes say *What's the point of pairwork?* Or *I prefer to work on my own.* How might you respond to these comments?
- 5 Students can work in pairs and groups on a range of activities – for example, figuring out grammar rules, doing vocabulary matching tasks, discussing problems and solutions, or comparing answers for a reading comprehension exercise. What should teachers be doing while these kinds of activities are taking place?

T-74

Reflection questions appear at the end of each unit. They help you to keep track of your progress. You can write the answers to these in a journal or share them with your colleagues.



PRONUNCIATION SUPPORT

Overview of Pronunciation sections

Most students learn English today to communicate with speakers of many different first languages. They often don't need, or want, to sound like so-called "native speakers;" their objective is to speak clearly and be understood, and to understand other speakers of English.

EVOLVE reflects these objectives by separating pronunciation activities into *productive* sections (pronunciation for speaking) and *receptive* sections (pronunciation for listening).

Productive pronunciation (saying sounds)

Productive sections focus on the pronunciation features that are most important in *clear communication*: **vowel length**, individual **consonant sounds**, **consonant clusters**, and **word stress**. The productive pronunciation exercises throughout the series encourage students to listen, to notice, to compare to their own speaking, then to practice.

Receptive pronunciation (listening for sounds)

Receptive pronunciation sections focus on features that are usually *less clear* to listeners. These primarily focus on connected speech – phrases or sentences – and include features like **linking sounds**, **weak forms**, and **deleted sounds**. It is important to prepare learners to hear connected speech but less important that students adopt this style of speaking.

Use your students' first language

The pronunciation sections focus on features that are likely to be most useful for your students. However, just as learners have individual grammar, vocabulary, or skills needs, so will they have individual pronunciation requirements. *You* are best placed to know *your* students' needs because you speak their language, and you can help students reproduce English sounds by thinking about similar sounds in your own language. For example, the English /r/ exists in some Portuguese accents at the end of words like *valor*. Work with your students to identify ways like this to make your first language a useful resource.

You are a pronunciation role model

When you speak the same first language as your students, you can be a role model for their speaking and help them find their English voice. That is also why we use other role models in the form of real student speakers from around the world throughout the series.



Tips for teaching pronunciation

To help students with their pronunciation in the productive sections:

Repeat (drill) the word or phrase. These drills provide important practice and give students confidence:

- Model the word or phrase.
- Ask students to repeat the word or phrase as a group.
- Students repeat the word or phrase with a partner.
- Individual students say the word or phrase to the class.

Use role models. Consider using clear speakers in the class as models, and model words yourself. This can be very motivating, and it reinforces the message that all accents are valid.

Find alternatives for phonemic symbols. We use phonemic symbols throughout the series for ease of reference, but you can use words as examples of sounds when you teach individual sounds. For example, to work on the /eɪ/ vowel sound, write *play* on the board and ask students for words with the same vowel sound.

Use a dictionary and draw symbols. Use a dictionary to check which syllable is stressed in a word. The stress is usually marked by ' before the stressed syllable, e.g., /sək'ses fəl/. On the board, however, it is clearer to write the word with a dot above the stressed syllable, e.g., *success[•]ful*. Encourage students to use stress bubbles when recording new words in their vocabulary notebooks.

Use gestures. You and your students can clap the rhythm of a word together. For example, *successful* = quiet clap, loud clap, quiet clap. You could also show this rhythm by holding up three fingers and using a clenched fist on the other hand to “bounce” from finger to finger, bouncing higher on the middle finger to show that this is stressed.

Demonstrate sounds. Pronunciation work in the classroom can be physical (and fun!), particularly when showing how sounds are articulated in the mouth. For example:

- Show students how to round their lips to make /w/.
- Show students how your top teeth touch your bottom lip to make /v/.
- Tell students to touch their throats to feel the vibration of **voiced sounds**, e.g., /d/ should vibrate because it is voiced, whereas /t/ should not vibrate because it is unvoiced.

Give good feedback. It is important to give your students feedback on their pronunciation. However, we recommend waiting until after the initial notice stage because students might adapt their pronunciation on their own.

Students want to understand spoken English and be understood, but they often don't want to sound like a native English speaker. Therefore, it's important not to compare your students' pronunciation to mother-tongue English speakers. Avoid language such as *good*, *bad*, *mistake*, *natural*, and *perfect* when you comment on your students' pronunciation. Instead, use more neutral terms such as *clear* and *unclear*.

GLOSSARY

Consonant sounds sounds made by the tongue, teeth, or lips. For example, the /tʃ/ in *watch*.

Consonant clusters a group of consonant sounds with no vowel sounds. For example, /str/ at the beginning of *street*.

Deleted sounds the syllables we don't pronounce.

Linking sounds the way two or more words flow together and sound like one word

Voiced sounds the sounds that are produced with a vibration. For example, /v/.

Word stress the syllables we say a bit longer and louder than the other syllables in a word

Weak forms the syllables we don't stress in a word.



I AM ...

1



TEACHER DEVELOPMENT INTRODUCTION

Strategy 1: Classroom Management – Collaboration

In this unit, we're going to focus on **collaboration** – that is, helping students work together and feel comfortable with classmates. By encouraging collaboration, teachers can create positive learning environments for students. This is just as important for students who only attend part-time, or for a few weeks, as it is for students attending longer, full-time courses. **Learning names** is an important first step – both for teachers and for classmates. **Creating synergy**, or providing activities which show students how they can achieve more by working together, is another thing teachers can do right from the beginning of a course.

Learning names (Activity 1): Ss mingle and learn each other's names. Try this after **Start Speaking**.

Creating synergy (Activity 2): Ss work together to recreate a simple text. Try this in lesson 1.3.

To find out more, read pages 76–87 from *Classroom Management Techniques* by Jim Scrivener. Please go to www.cambridge.org/evolve to download these pages.

INTRODUCE THE THEME OF THE UNIT

- Write *Where are you from?* and *I'm from [your country]*. on the board. Model the question and answer.
- Crush up a piece of paper to use as a ball, gently throw the paper to a S, and ask: *Where are you from?* Elicit: *I'm from ____*.
- Have the S toss the ball back to you and repeat your question. Repeat. Have Ss pass the ball of paper between each other, asking and answering.

UNIT OBJECTIVES

Read the unit objectives aloud. Tell Ss to listen and read along. Explain any new vocabulary Ss may not understand.

START SPEAKING

OPTIONAL ACTIVITY Ss watch the video to find out where Josue is from.

REAL STUDENT

Hello, my name is Josue Lozano. I am from Tegucigalpa in Honduras.

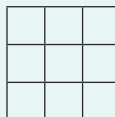


TEACHER DEVELOPMENT ACTIVITY 1

Learning Names

Teachers can create good rapport between students by ensuring they know each other's names. This helps them ask each other for help with tasks, refer to others during feedback, and interact more naturally.

- Ss complete the **START SPEAKING** task.
- Ask Ss to call out their names, one by one. Write them on the board.
- Draw a 3x3 grid on the board. Ask Ss to copy it.



- Ss choose nine names from the board and write one name in each square. The teacher does the same with the grid on the board.
- Demonstrate the next stage with two students.
T Hello. I'm (your name).
S I'm Simone.
T Nice to meet you. (T crosses out "Simone" from grid.)
T Hi. I'm (your name).
S Hi. I'm Roberto.
T Nice to meet you.
- Ss move around the classroom, using model dialogue, trying to find people on their grid.

- say where you're from

- **Introduce the task** Display a map of the world from the internet or write a list of countries on the board.
- Point to different countries and ask Ss to identify them in English. Ask: *What's this country? What is the capital city?*
- Say or write on the board true and false sentences, e.g.,
The capital city of Brazil is São Paulo.
Quito is the capital city of Ecuador.
New York City is the capital city of the United States.

Use countries from the chart in the lesson. Ask Ss if the sentences are true or false, and to correct the false statements.

VOCABULARY SUPPORT Remind Ss that countries are nouns and nationalities are adjectives. Help Ss understand what *nouns* and *adjectives* are.

1 VOCABULARY: Countries and nationalities

- A**  **1.03** Before Ss fill in the chart, remind them of the map you displayed to start the lesson.
- Ss complete the chart individually as best they can.
 - When Ss have finished, play the audio and ask them to check their chart.
 - Play the audio while Ss read and pause after each line. Ss repeat. Listen for any pronunciation errors.

Answers

1 Brazilian 2 Colombia 3 Mexico 4 Russian

VOCABULARY SUPPORT Make it clear to Ss that *I am* is the same as *I'm*. The form with the apostrophe is the contracted, or shortened, form.

I am = I'm

you are = you're

Using the contracted form makes the language less formal and is common in spoken English.

EXTRA ACTIVITY

Give Ss up to ten nationalities to learn for the next class. In the next session, dictate the ten nationalities for Ss to spell on pieces of paper with their books closed. Ask Ss to exchange papers and correct their partner's work before you elicit answers and write them on the board.

- B** Direct Ss to page 141 to complete the vocabulary exercises. Teacher tips for vocabulary exercises are on page T-141.
- C** **PAIR WORK** **Review** If possible, put Ss in different pairs to give them a chance to listen to different people talk. Circulate and monitor.

2 LANGUAGE IN CONTEXT

- A** Ask Ss to do this individually and then share with a partner. Elicit answers. Then ask Ss to read again aloud in pairs with each S taking a role.

Answers

Gabi: São Paulo Max: Moscow
 Karina: Medellín Max is a teacher.
 Antonio: Mexico City

EXTRA ACTIVITY

Ask Ss to choose a capital city and a country from the chart in exercise 1, then ask them to stand up and walk around the classroom. They should ask: *Where are you from?* and respond: *I'm from [a country].* using the city and country they have chosen. They should talk with as many members of the class as possible. Monitor and correct pronunciation.

3 GRAMMAR: *I am, you are*

- A Present the grammar** Before Ss circle the answers, explain that they can refer to the examples in the grammar box.
- Use concept questions to check that Ss understand.
Ask: *Are you from Bogotá?* to elicit *Yes, I am / No, I'm not*.
 - To practice negatives, tell Ss you will give them a positive sentence and they must make it negative. Say: *I'm from Madrid* to elicit *I'm not from Madrid*. Repeat with other questions.
 - Answer any questions Ss may have about the grammar.

Answers

1 Are you ... ? 2 Yes, I am. 3 No, I'm not.

GRAMMAR SUPPORT It can be impolite to answer a question with simply *Yes* or *No*. Remind Ss that they should use short answers: *Yes, I am.* or *No, I'm not.* to avoid sounding rude.

- B Ss complete the sentences individually before sharing their answers with their partner.**

Answers

1 I 2 You 3 Are 4 am

EXTRA ACTIVITY

Ask Ss questions individually. Ask *Are you from Quito?* and Ss respond *Yes, I am* or *No, I'm not*. Ask other questions: *Are you in room 3A?* / *Are you Mexican?* / *Are you a teacher?*

- C Direct Ss to page 129 to complete the grammar exercise. Teacher's tips for grammar exercises are on page T-129.**
- Remind Ss that in English we need pronouns to accompany verbs, in either long or short forms.
 - *Am Spanish* should be *I am Spanish* or *I'm Spanish* as in the sentences in the **Accuracy check**. *Is English* should be *He is English* or *He's English*.
 - Write the following sentences on the board and ask Ss to write the correct versions before they check with a partner.
 - 1 *Am from Honduras.*
 - 2 *Yes, am Peruvian.*
 - 3 *No, am not American.*

Answers

1 I am / I'm from Honduras.
2 Yes, I am / I'm Peruvian.
3 No, I am / I'm not American.

- D After Ss have written their sentences, they share them with their partner. Elicit answers from confident speakers in the class. If you have a small class, mark Ss' sentences individually.**

Answers

1 I'm Alex.
2 I'm from Orlando.
3 I'm American.
4 I'm from the United States.

- E PAIR WORK Do the task** Model a sample dialogue with a volunteer. As Ss do the role play, circulate to listen for errors and good use of language.

4 SPEAKING

- A GROUP WORK** Ask Ss to imagine a new identity. Completing this task will help Ss in the next section. If Ss can't think of a place, they can use a town and city from the list on page 2 to help them.
- **OPTIONAL ACTIVITY** Before you play the video, make sure Ss know that they should listen for Anderson's city, nationality, and country. Ask Ss to watch the video then share their answers with a partner. Play multiple times if necessary.

REAL STUDENT

Hello. My name is Anderson. I am from São Paulo in Brazil. I am Brazilian.

VOCABULARY SUPPORT Don't worry about repeating audio or reading text again. Repetition is a good way for Ss to learn.

- **Review** Encourage Ss to circulate around the classroom, sharing their information with other members of the class. Get involved yourself and interact with the Ss. Monitor for examples of language usage, such as pronunciation and grammar, and provide feedback at the end.

LESSON OBJECTIVE

- ask for and give personal information

- **Introduce the task** Write *name what's your?* on the board and ask Ss to unscramble the sentence.
- Scramble only one or two of the following sentences on the board for Ss to write and unscramble:
*Where are you from? / What's your email address? /
 What's the name of your college? / What's your address? /
 Are you Brazilian?*
- Ss now ask each other the questions in pairs. Check their ideas by asking individual Ss.

1 LANGUAGE IN CONTEXT

Warmer Ask Ss to close their books. Explain *conference* and the context of the audio. Ask them to listen and write any people's names they hear.

- Play the audio and elicit answers.

- A  **1.04** Open books and read the instructions together.

- Play the audio and ask Ss to complete the activity as they listen.

Answers

college name, email address, first name, last name

- B  **1.04** Before Ss read and listen, point out the capital letters separated by hyphens. Direct them to listen for the letters in the audio.

Answers

email address, first name, last name

 EXTRA ACTIVITY

Ask Ss to read the dialogue again in pairs as a role play. Monitor and listen for any errors in pronunciation. Refer Ss to the **Notice** box on page 5 to help them say the characters in the email addresses.

2 VOCABULARY: The alphabet; personal information

A  **1.05 Present the vocabulary** Say the letters individually and ask Ss to repeat aloud.

- Play the audio while Ss follow along.
- Play audio again, pausing after each letter for Ss to repeat.

VOCABULARY SUPPORT The English vowels *a*, *e*, and *i* are often an area of confusion, especially in spelling. Write the vowel sounds on the board and have Ss repeat after you.

EXTRA ACTIVITY

Spell your own name as a model. Then tell Ss to spell their first and middle names to each other in pairs. Monitor and check vowel sounds. Ask volunteers to spell their names to the class.

B  **1.06 Review** Play the audio as many times as necessary for most Ss to arrive at the answers.

Answers

1 c 2 a 3 b 4 c 5 b

1.06 Audio script

- 1 My first name is Raymond: R-A-Y-M-O-N-D
- 2 My last name is Cummings: C-U-M-M-I-N-G-S
- 3 My email address is cg_smith@gmail.com C-G-underscore-S-M-I-T-H
- 4 The name of my college is Wallace College: W-A-L-L-A-C-E
- 5 My company is Jefferson Sales: J-E-F-F-E-R-S-O-N

C Direct Ss to page 141 to complete the vocabulary exercises. Teacher's tips for vocabulary exercises are on page T-141.

D **PAIR WORK** **Review** Direct Ss to read the **Notice** box again. Model the activity by spelling some of your own personal information. As Ss work, circulate and listen for any errors to provide feedback at the end.

3 GRAMMAR: *What's ... ? It's ...*

A **Introduce the grammar** Before Ss circle the answers, explain that they can refer to the examples in the grammar box.

Answers

1 What's 2 It's

- **Present the grammar** Read the grammar chart aloud and make sure Ss are aware that the apostrophe *s* is a contracted or short form of *is*. Read the **Accuracy check** box to reinforce understanding.
- Ask individual Ss the questions and have them respond with their own information.

EXTRA ACTIVITY

Dictate these sentences and ask Ss to put the apostrophe in the correct place:

What's your name? / It's Monday. / What's the name of your college? / It's Main Street. / I'm from the United States.

Write answers on the board and ask individual Ss to spell some of the words.

B **Do the task** Ss complete the sentences individually before checking their answers with the class.

Answers

- 1 What's the name of your company? c It's Warton Homes.
- 2 What's your last name? b It's Mendes.
- 3 What's your email address? a It's luzmendes@xyz.com.

C Direct Ss to page 129 to complete the grammar exercise. Teacher's tips for grammar exercises are on page T-129.

4 SPEAKING

A **Review** Ask individual Ss to read the words in the word box aloud.

- Ask Ss to write down their own information on a piece of paper to carry around the class in the next task.

B **CLASS WORK** Monitor as Ss circulate and share their information with other Ss. Monitor, listening for errors in grammar and pronunciation.

EXTRA ACTIVITY

Draw a chart on the board and ask Ss to copy it.

First name		
Last name		
Nationality		
Email address		
College name		

- Ss write fake information in the first column. They should NOT use their own information.
- Ss share the new information with a partner, asking questions from this unit and recording their partner's answers in the second column.



TEACHER DEVELOPMENT ACTIVITY 2

Creating Synergy

Teachers can encourage students to work together by demonstrating how a teamwork approach can lead to better results.

- Ss look at photo of Paulo. Tell Ss he is talking to a clerk. Ask Ss to suggest what they are talking about.
- Ss close their books.
- Write the first part of the audioscript on the board
Clerk Welcome _____
Paulo _____
Clerk _____
Paulo _____
Clerk _____ address?
- Tell Ss they will hear this part *only once*, and after they must write the missing text. Tell them not to worry!
- Ss listen.* As soon as the teacher stops the audio, each S writes as much as possible from memory – even if it's just a couple of words.
- Ss pair up, compare, and add.
- Ss work in groups, and continue comparing and adding.
- Complete the text on the board by asking Ss to suggest the missing text.

*If you prefer, read the audioscript aloud, but do this at normal speed.

Introduce the lesson Write each number 0–10 on individual sheets of paper so they are easily visible. Hold up a number and ask Ss to say the correct word. Continue until Ss recognize all the numbers.

- Ask Ss to write 0–10 on small pieces of paper. In pairs, one S shows a number while the other names it.

1 VOCABULARY: Numbers

- A **1.07** Play the audio and have Ss repeat. Read the Insider English box with the class.

- B **PAIR WORK** Read the instructions aloud. Model the activity by saying a number and getting Ss to point to the number. Monitor.

VOCABULARY SUPPORT Telephone numbers are said as separate numbers in English and often separated by dashes, e.g., 345-6318. Hotel rooms can be said as separate numbers as well as large numbers, e.g.,

212 – *two twelve* 915 – *nine fifteen*



EXTRA ACTIVITY

Dictate an individual six-digit phone number to each student. Keep a record of each S's number. Draw a telephone keypad on the board. Pretend to push each button and say the number to “dial” one of the phone numbers.

- Repeat. Ss listen to the numbers carefully to determine if it is their number. Ss can also come to the front of class and “dial” other Ss.

2 FUNCTIONAL LANGUAGE

- A **1.08** Before you play the audio, read the list of items with Ss to make sure they are familiar with the terms.

- Ask questions to check understanding: *What's your name? What city are you from? What's your cell phone number? What is the room number? (perhaps the number of your classroom) What is your email address?*
- Play the audio once or twice and let Ss check the answers.
- Play the audio a third time and pause after each item is mentioned.

Answers

The hotel clerk asks for Paulo's name, cell phone number, and email address.

- B Ss work individually before sharing their answers with a partner. Elicit answers by asking individual Ss to read the phrases.

- For more practice, ask Ss to read and role play the dialogue in pairs before switching roles. Monitor and listen for pronunciation errors.

Answers

1 cell phone 2 sign 3 pen 4 key 5 You're in 6 It's 7 nights

- C **1.09** **Review** Ss complete the activity individually. Then play the audio as Ss check their answers.

- Ask Ss to practice with a partner.

Answers

1 cell phone number, It's 2 sign 3 nights 4 This is 5 Here's a

3 REAL-WORLD STRATEGY

- A **1.10 Introduce the task** Before you play the audio, make sure Ss read and understand the sentences. Play the audio. Repeat if necessary. Elicit answers.

Answers

1 a hotel 2 cell phone number

1.10 Audio script

A Hello. Welcome to the Westside Hotel. What's your name?
 B My name is Lisa Carlton. I'm here for two nights.
 A How do you spell your last name?
 B C-A-R-L-T-O-N.
 A Ah, yes. Here you are. What's your cell phone number?
 B It's (555) 889-3245.
 A OK. Thank you. And what's your email address?
 B It's lcarlton01@bestmail.com.

- B **1.10** After reading the **Checking Spelling** box, play the audio as many times as Ss need.

Answer

her last name

EXTRA ACTIVITY

Write *My name is Sam Moore. I come from Canada.* Invite Ss to make questions with *How do you spell ...?* to elicit *How do you spell your first name / your last name / Canada?* Ask Ss to write a similar sentence. In pairs, they ask the same questions.

- C **1.11** Play the audio as Ss just listen.
- Repeat and Ss answer.
 - Ss share their answers in pairs. Monitor.
 - Ss circulate around the class, sharing their answers with many different partners.

4 PRONUNCIATION: Saying /ɪ/ and /i/ vowel sounds

- A **1.12** Play the audio. Ask Ss to repeat, paying attention to the short and long vowel sounds.
- B **1.13** As an example, elicit the answer for *email*.
- Ss guess the answers. Play the audio and tell Ss to check their ideas. Check answers as a whole class.

Answers

1 B 2 A 3 A 4 B 5 B 6 B

- C **1.14 PAIR WORK** Ask students to read the conversations and identify the /ɪ/ and /i/ sounds.
- Play the audio. Tell Ss to check their ideas. Then play the audio again for the class to repeat.
 - Ss practice the conversations in pairs. Monitor and provide feedback as necessary.

5 SPEAKING

- A **PAIR WORK** Ss work in pairs to order the conversation. Allow them some time to do this.
- Circulate and offer to help when needed.
 - When finished, elicit the answers from volunteers.

Answers

(left column) 7, 5, 2, 8, 6 (right column) 3, 4, 9, 1

- In pairs, ask Ss to role play the conversation. Monitor and listen for any errors.
- B **PAIR WORK Do the task** Elicit the names of hotels in the city where Ss live. Write the names on the board. Choose one you like.
- Model the role play with a volunteer.
 - Monitor pronunciation as Ss complete the role play. Listen for language usage, such as pronunciation and grammar, and give feedback at the end.
- C **PAIR WORK Review** Put Ss into pairs and assign each one to be either Student A or Student B. Ask Student As to turn to page 156 and Student Bs to turn to page 158.
- Read through the instructions aloud for Ss and make sure they understand all the information on their cards. Elicit and write sample questions that Ss will use to get the information from their partner, e.g., *What's your first name? What is your email address?*
 - Model a sample dialogue with a volunteer.
 - Ss do the task. As Ss complete the task, circulate and monitor. Ss check their answers with each other when they finish.
 - Ask for volunteers to demonstrate their dialogues to the rest of the class.

EXTRA ACTIVITY

Play tic-tac-toe with the words from this lesson. Use words like *his, he's, it's, am, are*. Also, use question words like *how, what, and where*. Draw a tic-tac-toe grid with 3x3 squares on the board. Write one word in each square. Put Ss into two teams (X and O). Ask Ss from the X team to choose a square and make a sentence or a question with the word, e.g., *His name is Paulo.* or *What's your name?* If the sentence is correct, write X in the square. Repeat with the O team. Ss continue to take turns. The first team which connects three Xs or Os in a row (vertically, horizontally, or diagonally) wins. For full details on how to play tic-tac-toe, see page T-251.

Introduce the vocabulary Write the word *Jobs* on the board. Underneath this, write *server*. Then, without speaking, act the role of a server, pretending to take an order, carry a tray, put plates in front of Ss, etc. Then point to the board and elicit *server*. Repeat with several other jobs taught in 1A.

- If appropriate for your class, write on the board *What's your job? I'm a teacher*. Ask individual Ss the same question.

1 VOCABULARY: Jobs

A  **1.15 Do the task** In pairs, Ss look at the pictures and take turns saying the jobs.

- Play the audio, pausing after each word for Ss to repeat as a group.
- Play the audio again. Pause after each word and ask a volunteer to respond. Check for pronunciation of *chef*: /ʃef/.

EXTRA ACTIVITY

Scramble the letters of the names for jobs on page 8 and write them on the board. Give Ss time to unscramble the words before checking with their partner and the rest of the class.

e.g., *recateh* – *teacher*

2 READING

A **Review** Allow Ss time to read the text individually before you check the answers.

- Direct Ss to read the two **Notice** boxes, then ask Ss to read the profiles again. They can ask their partner or check a dictionary to find any other unfamiliar vocabulary.

Answers

artist, student, teacher

B Ss complete the chart individually before sharing their answers with a partner. To review the answers, draw or display the box on the board and write in each answer as you elicit it from Ss.

Answers

First name	Akemi	Frank
Last name	Tanaka	Silva
City	San Diego	Austin, Texas
Nationality	Japanese	American and Brazilian
Company	Tanaka Paints	Designs by Frank
School	The Art Institute	

HOMEWORK IDEAS

 Ask Ss to record themselves on their smartphones reading one of the profiles. Encourage Ss to play back the recording and check their own pronunciation.

C **PAIR WORK** Pre-teach the word *different* before you begin this activity.

- As Ss work in pairs, circulate and listen for errors to offer feedback later.
- Ss write down their differences for you to check.

Suggested answers

Akemi I'm a student / not a teacher.

Frank I'm not a student / a teacher.

Akemi I'm not American.

Frank I'm American.

Akemi I'm Japanese.

Frank I'm American and Brazilian.

Akemi I'm from San Diego.

Frank I'm from Austin.

Akemi My company is Tanaka Paints.

Frank The name of my company is Designs by Frank.

Akemi My phone number is (324) 555-6053.

Frank My phone number is (780) 555-5230.

Akemi My email is akemit2000@tanakapaints.com.

Frank My email is designsbyfrank@blinknet.com.

EXTRA ACTIVITY

Ask Ss to work in pairs to think about ways they are different from each other. Ask: *How are you different?* Ss discuss and write down three differences. Monitor Ss while they complete the activity. When Ss finish, ask them to share their differences with the class.

3 WRITING

- A Introduce the task** Read the instructions aloud with Ss. Allow them time to read the profiles individually. Elicit answers to the questions.

Answers

Juan Carlos Fernandez is from Peru. Katya Ivanova is from Russia. Katya is a student.

- B PAIR WORK** While Ss discuss, circulate and monitor. If your class is less confident, you may want to do this activity as a whole group.

Suggested answers

The profile of Juan Carlos is a work profile. The profile of Katya is a personal profile.

- C Read the rules for using capital letters aloud with Ss. Give examples for each one, e.g., for names of people – Juan Carlos Fernandez.**

- Encourage Ss to work together to find two additional rules.
- Read through the **Register check** as a class. Ss look for examples of *Hello*, *Hi*, and *Hey* in the profiles. Ask: *Which profile is informal?*

Answers

For I: *I am Peruvian, I am from Trujillo, I am a salesperson, I'm Katya Ivanova, I'm Russian, I'm an English student*
For names of people: *Juan Carlos Fernandez, Katya Ivanova*
For names of places, companies, schools: *Trujillo, Lima, Omega Sales, St. Petersburg, Popov College of English*
For nationalities and languages: *Peruvian, Russian*
At the beginning of sentences: *Hello, My, I, The, Hi!, I'm, It's*

VOCABULARY SUPPORT A **work profile** contains job details, work email, and place of work.

A **personal profile** contains where you come from, your address, and email.

- D Ask Ss to spend a few minutes choosing a profile and thinking of the information they will include in it. This is a good opportunity to recycle some of the questions from earlier in this unit.**

- Ask Ss questions individually: *Where are you from? / How old are you?* This will give Ss more to write about in the next part of the lesson.
- **Do the task** As Ss write, circulate and monitor. Ss can use the profiles in 3A to help them. Look at Ss' work and offer feedback. Assist Ss with spelling by writing challenging words on the board. This will allow all Ss to see the word and use it if they wish. If you can, correct Ss' work as you go. Allow them as much time as they need.

FAST FINISHERS

Ss can write another work or personal profile based on one of the job pictures in 1A. They can make up information for the profile, including name, email address, and cell number.

- E GROUP WORK Review** Ss will review and practice the questions they have learned in this unit.

- Ss read each other's profiles and decide if they are personal or work profiles.

EXTRA ACTIVITY

Encourage Ss to use questions from activities 3A and 3B on page 5 to ask a partner about their written profile. Model a few sample questions, e.g., *What's your last name? What's your email address?* Monitor as Ss discuss, listening for pronunciation and grammar. Praise students for good usage of language when the activity is finished.

TIME TO SPEAK

People from history

LESSON OBJECTIVE

- meet new people



Time on
each stage

Introduce the task **Aim:** Introduce the concept of famous people. Write *famous* on the board. Say: *Tell me the name of a famous person.*

- **CLASS WORK** Make a list on the board of Ss' top ten suggestions. Search for *famous people in the world* online and check if Ss' ideas are correct.

A **Aim:** Identify famous people.

GROUP WORK Ss discuss the photos before you elicit answers.

Answers

A Nelson Mandela B Michelle Obama C Leonardo da Vinci D Rain E Frida Kahlo F Steve Jobs G Malala Yousafzai H J. K. Rowling I Marilyn Monroe J Pelé

B **1.16** **Aim:** Introduce the language.

- **INDIVIDUALLY** Ss read, listen, and match.
- **PAIR WORK** Elicit answers. Encourage Ss to role play the conversations together.

Answers

a 2 b 1 c 3

C **PREPARE** **Do the task** **Aim:** Practice using the language.

- **GROUP WORK** Model the conversations with one or more confident Ss to demonstrate pronunciation and intonation.
- **PAIR WORK** Monitor for pronunciation as Ss read the conversations.
- **CLASS WORK** Ask volunteers to perform the conversations for the class.



D **RESEARCH** **Aim:** Prepare to talk about a famous person.

- **GROUP WORK** Encourage Ss to choose an interesting person. Refer them to the list of famous people from the start of the lesson. Ss can use their phones to find information they need. Encourage Ss to rehearse what they are going to say in their heads.

E **ROLE PLAY** **Aim:** Ss share their information. Ask individual Ss to read the expressions in the **Useful phrases** box aloud. Spend time drilling these and making sure Ss understand them.

- **GROUP WORK** Ss make a list of the name, city, and fake cell phone number of the other Ss in class.
- Ss circulate carrying their numbered lists. They role play their famous person and collect the names and cell phone numbers of the other "famous" people.
- Monitor and listen for errors that you can correct later.

F **AGREE** **Aim:** Consolidate language.

- Ask Ss to return to their seats.
- **GROUP WORK** Elicit a cell phone number from a S. The rest of the class refers to their notes and guesses whose number it is. Continue with other nationalities, numbers, or cities.

G **DISCUSS** **Aim:** Ss share their opinions.

- **GROUP WORK** Elicit which "famous person" Ss liked the most and why.

Review **Feedback for speaking activities*** Give the class positive feedback based on the notes you made earlier in the activity.

*These tips can help you to create a safe speaking environment. They can also be used with other speaking activities. For more information, see page xxii.

PROGRESS CHECK

Direct students to page 152 to check their progress. Go to page T-152 for Progress check activity suggestions.



TEACHER DEVELOPMENT REFLECTION

Either answer these questions yourself in a reflection journal or discuss them with your peers.

- 1 What strategies have you used for learning students' names?
- 2 In some teaching situations, it may not be appropriate for students to use each other's first names. What is your experience?
- 3 How can you make sure that new students who join an existing class feel comfortable with their classmates?
- 4 Teacher Development Activity 2 is known as a dictogloss. How well did Ss do this activity? Would you use a dictogloss again, and if so, would you do anything differently?
- 5 Jim Scrivener says, "The term *synergy* refers to the energy and achievement that comes when people combine their abilities and efforts to work together, seemingly achieving more than the sum of what all the individuals could achieve on their own." What kind of activities could you do to create synergy in a class of students with very different levels of ability?

GREAT PEOPLE

2



TEACHER DEVELOPMENT INTRODUCTION

Strategy 2: Teaching vocabulary – Presenting new vocabulary

In this unit, we look at techniques for presenting vocabulary which actively involve Ss and give them the chance to show what they already know.

Conveying and eliciting (Activity 1): This fundamental technique is based on the principles of “meaning first” and “ask, don’t tell.” You will have the opportunity to try this in lesson 2.1.

Word puzzles (Activity 2): These are three techniques for lifting vocabulary off the page to make simple but engaging puzzle activities. You can try one of these in lesson 2.3.

To find out more about different ways of presenting vocabulary, read Chapter 5 of Ruth Gairns and Stuart Redman, *Working with Words*, pp. 73–85. Please go to www.cambridge.org/evolve to download these pages.

INTRODUCE THE THEME OF THE UNIT

Books closed. Draw your family tree on the board. Include yourself and several relatives, such as *father, sister, son, etc.* Draw blank lines for other family relationships.

- Ask Ss to brainstorm other family members. See how many relatives Ss can name. Allow Ss to use a dictionary.

UNIT OBJECTIVES

Read the unit objectives aloud. Tell Ss to listen and read along. Explain any new vocabulary that Ss may not understand.

START SPEAKING

Ask Ss to look at the picture in pairs and say words about the people. They can talk about relationships, nationalities, ages, etc.

- In mixed ability classes, stronger Ss could be paired with weaker Ss.

EXTRA ACTIVITY

Ss draw a box with six squares and choose six words for family members (*mother, father, sister, brother, etc.*), which they write in the squares. Play bingo by reading out the names of family members. Vary this by asking a S to act as the bingo caller in the next game. For details of how to play bingo, see page T-216.



TEACHER DEVELOPMENT ACTIVITY 1

Conveying and eliciting

This basic presentation technique is based on two principles: first, we should communicate the meaning of a word to Ss before we focus on the word itself, and second, we should give Ss the chance to show us if they know a word before telling them.

- After exercise 1A, tell Ss to close their books. On the board, draw a simple stick figure and say: *This is Liz*. Write *Liz* under the figure.
- Draw a second figure labeled *Marcus* with a line to show that he's Liz's brother. Elicit *brother* from Ss with a gapped sentence: *Marcus is the ... of Liz*. Write *brother* next to Marcus. Ss repeat the word.
- Build up the rest of the family tree in the same way, step by step: draw a part of the tree to show Ss the meaning (conveying), ask Ss if they can give you the word (eliciting), write the word, and ask Ss to repeat.
- When the family tree is complete, Ss compare with the tree on page 12. They should be the same!

Introduce the lesson Show Ss some pictures of your family and introduce them, e.g., *This is my sister. He's my son. Here's my uncle*. Write these sentences on the board.

1 LANGUAGE IN CONTEXT

1.16 Introduce the task Books closed. Play the audio. Ss write down as many family members as they hear.

Answers

son, daughter, husband, brother, grandmother

A 1.16 Do the task Read the instructions aloud for Ss. Make sure they understand the questions.

- Play the audio as Ss read and answer the questions. Watch Ss' faces to see if they are keeping up with the speed of the dialogue. Pause and repeat the audio if necessary.
- Ask Ss to role play the dialogue in pairs as a follow up. Monitor for pronunciation as Ss talk.
- **Review** Read the **Register check** as a class. Concept check by saying words from the box and asking Ss if the words are formal (to use at work) or informal (to use with friends and family.)

Answers

- 1 David is eight. Emily is ten.
- 2 Liz and her grandmother/grandma.

2 VOCABULARY: Family; numbers

A 1.17 Present the vocabulary Play the audio. Pause after each word and ask the class to repeat. Ask individual Ss to repeat again.

1.17 Audio script

grandmother, grandfather, grandparents, husband, wife, father, mother, uncle, aunt, parents, son, daughter, children, brother, sister, cousin

B Individually, Ss complete the descriptions, then share their answers with the class. Help Ss read aloud the equations as complete sentences when you elicit answers.

Answers

1 John 2 Paul 3 Kyle 4 Marcus 5 Tim

VOCABULARY SUPPORT Many languages distinguish between the father's or mother's side of the family for uncles, aunts, and cousins. Explain that English has just one name that covers both.

VOCABULARY SUPPORT Point out the silent letters in *aunt*, *cousin*, and *daughter*. Encourage Ss to be aware that we don't always say all the letters in English.

C 1.18 Before Ss start, make them aware of plural forms in English. On the board, write: *brother = 1* and *brothers = 2+*. Write more examples and ask Ss to make the plurals, e.g., *mother – mothers, husband – husbands*.

- With a partner, Ss complete the chart.
- Play the audio as Ss check their answers.
- Play the audio again and ask Ss to repeat the words.

Answers

1 cousin 2 children 3 wife

VOCABULARY SUPPORT Many English irregular plurals are common words.
wife – wives child – children man – men

D PAIR WORK For an added challenge, encourage Ss to invent personal details about the people in the family, such as what they do for work. For example, *Lisa is the aunt of Liz. She is a teacher*. For lower level Ss, provide sentence frames, e.g., *Marcus and Tim are ____*.

- E**  **1.19 Introduce the task** Books closed. Write or display a selection of numbers from 11–100.
- Point to each number. Ss say the numbers together.
 - Monitor as Ss write the numbers. Ss then check their answers with each other.
 - Play the audio. Pause to write the numbers on the board, allowing Ss to correct their own work.

Answers

11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 30, 40, 50, 60, 70, 80, 90, 100

- F** Direct Ss to pages 141–142 to complete the vocabulary exercises. Teacher's tips for vocabulary exercises are on page T-141.

MIXED ABILITY

By pronouncing words together as a group and not individually, weaker Ss feel supported and more able Ss can take a lead. Individual Ss do need to be asked to produce answers, but not every time.

3 GRAMMAR: *is / are* in statements and *yes/no* questions

Introduce the lesson Show Ss a picture of a family. Say who the people are, e.g., *This is my brother. He's 22. Write: Yes, he is. and No, he isn't.* Ask questions to elicit short answers, e.g., *Is he my sister?* to elicit *No, he isn't.*

- A Introduce the task** Before Ss circle the answers, explain that they can refer to the examples in the grammar box.
- Go back to the picture from the **Introduce the lesson** section. Review the questions. Add *we* questions like *Are we American?* or *Are we English?* to elicit short answers.
 - **Do the task** Ss circle the answers. Review the answers as a class.

Answers

1 is 2 are

- B Ss complete the sentences individually before sharing their answers with their partner.**

Answers

1 is, She's 2A Are, 2B they are 3 is, He's
4A Is, 4B she is 5 are

- C** Model the sample answer with a volunteer. Ask Ss to match the sentences and the answers individually before they check with a partner. As you elicit answers, make sure Ss read the complete sentences and answer.

Answers

1 b 2 d 3 c 4 a

- D** Direct Ss to page 130 to complete the grammar exercise. Teacher's tips for grammar exercises are on page T-129.

EXTRA ACTIVITY

Dictate the following sentences. Change them if necessary to make them more relevant to your Ss.

Are you [Argentinian]?

Is your [sister] English?

Are we Spanish?

Elicit answers and write or display the correct sentences on the board. Ask Ss to discuss the questions with a partner. Elicit answers asking many Ss the same question.

4 SPEAKING

- A** **PAIR WORK** Before Ss begin, draw a simple example of your own family tree on the board. Identify the members and say *This is [my father], etc.*

- **OPTIONAL ACTIVITY** Watch Julieth's video. Answer any questions Ss may have about the vocabulary. Elicit the answer to *Who does Julieth talk about?* Then ask: *Is your family the same or different?* Have Ss discuss in pairs.

REAL STUDENT

Here's my family tree. So here are my sisters, Camila and Jessica. She is 23 and she is 21. Here are my mom and my dad. She is Yamile and he is Luis. And here are my grandparents. So she is Bertha, here is José Antonio, and here is Lucila and here is [inaudible]. And that's my basic family tree.

Answers

Answers may vary.

- Ask Ss to draw their own family tree and allow them time to do this.
- When most Ss have finished, ask Ss to come back together as a class. Model the sample dialogue. Now Ss share their family tree with a partner. They can use their OBJs to display any pictures of their family they may be happy to share.



- B** **GROUP WORK** Ask Ss to work in groups of three or four. Explain they are going to share pictures and ask and answer questions about their families. You could model this by telling Ss about your own family again.

- As Ss work, circulate while listening for examples of pronunciation or grammar. Give feedback at the end of the activity.

Introduce the lesson Display or draw a picture (or find one from the internet) of one of your friends, real or imaginary. Tell your Ss about him or her: *This is my friend [Ramon]. He's [44]. He's [a salesperson].* Elicit more questions from Ss, e.g., *Is he American?* Answer using short answers.

1 LANGUAGE IN CONTEXT

- A Do the task** Ss read the texts individually, then share their answers with a partner. Elicit answers from the class.

Answers

Lara is from Texas. She's in Miami now. The pictures show her mom and dad, her sister and brother, and her grandmother/grandma.

- B As Ss read again, ask them to circle the numbers. Ss share with a partner what the numbers represent. Then elicit answers.**

Answers

four: The family is in Miami for four days.
19: Her sister Erika is 19.
24: Lara is 24.
12: Her brother Justin is 12.
85: Her grandmother Vera is 85.

- Ask Ss to read the messages aloud in pairs. Monitor and listen for any errors in pronunciation. Give feedback.

2 VOCABULARY: Describing people; really / very

Introduce the task Refer to the picture you displayed at the beginning of the session. Tell your Ss about the person again. Write the lesson adjectives on the board. If necessary, explain adjectives, e.g., *He's [interesting]. He's not [short].*

- A**  **1.20 Present the vocabulary** Say the adjectives and ask Ss to repeat them aloud after you. Ss find the adjectives individually before you check as a class. Play the audio while Ss read. Play audio again, pausing after each word for Ss to repeat.

Answers

Mom: short
Dad: tall
Mom and dad: really funny, not boring
Erika: very smart, shy, friendly
Justin: funny, young, tall
Vera: old, interesting

- B Review** Ss circle the words in the messages. Elicit answers.

Answers

Really and *very* make the adjectives stronger.

- C Ss circle the correct words individually before sharing their answers with a partner. Elicit answers from the class.

Answers

1 tall 2 interesting 3 old 4 smart 5 funny
6 friendly

- D Direct Ss to page 142 to complete the vocabulary exercises. Teacher's tips for vocabulary exercises are on page T-141.

3 GRAMMAR: *is not / are not*

Introduce the grammar Say: *I'm [American]. I'm not [Mexican].* Point to a S and ask them to repeat using their information. Say: *We're [funny], we're not [old].* and ask Ss to repeat. Repeat with other words like *short, rich, Spanish*, etc.

- A **Present the grammar** Before Ss circle the answers, explain that they can refer to the examples in the grammar box.

- Remind Ss that contracted forms have the same meaning as long forms and are common in spoken English.
- Ss circle the correct answers individually, then check answers as a class.

Answers

1 's not 2 're not

- Read the **Notice** box with Ss. Check understanding by writing gapped sentences on the board. In pairs, Ss fill in the negative form.

Simon ____ interesting.

She ____ boring.

Maria and Jose ____ from Argentina.

We ____ old.

EXTRA ACTIVITY

Say long forms in sentences and ask Ss to repeat the sentences using the short form, e.g.,
He is not from the United States. = He's not from the United States.
She is Mexican.
He is not from London.
They are not boring.
We are interesting.

- B Ss complete the sentences individually before checking their answers with a partner and then with the class.

Answers

1 He's not 2 She's not 3 We're 4 She's not 5 They're
6 You're not

- C Direct Ss to page 130 to complete the grammar exercise. Teacher's tips for grammar exercises are on page T-129.

- D **PAIR WORK** **Do the task** Before Ss begin, show a picture of a friend and write or display two true and two false sentences on the board about them, e.g., *She's funny. / She's not boring. / She's a teacher. / She's not from London.* Ask Ss to decide which sentences are not true.

- Role play the model conversation with a volunteer.
- Ss now write sentences about their own friend. As Ss write, circulate around the classroom. Check that Ss are on task and offer corrections.
- Ss share their information with a partner before you elicit examples from volunteers. Listen for language usage that you can review with Ss at the end of the activity. Give feedback.

4 SPEAKING

- A **Review** Model the task by writing the name of a member of your family on the board. Add some adjectives under the name, e.g., *happy, beautiful, funny.* Allow Ss some time to write their lists.

Answers

Answers may vary.

- OPTIONAL ACTIVITY** Ss watch the video. Ask Ss: *Are your family or friends the same as Larissa's?* Have Ss compare notes in pairs. You may want to explain the meaning of *best friend* and *a little bit* [adj].

REAL STUDENT

Hello, my name is Larissa. I have two best friends. My first best friend: She is very friendly, she is interesting to meet, and she is very smart. My second best friend: He is a little bit shy and he is funny.



- B **GROUP WORK** Ask a volunteer to share their information with you and write it on the board. Ask them for more information and write these sentences on the board as you say them.

How old is [she]?

Where is [she] from?

Which city is [she] from?

- Put Ss in groups. Monitor as they talk. Listen for errors in grammar and pronunciation that you can correct with Ss when the activity is over.

TEACHER DEVELOPMENT
ACTIVITY 2

Word puzzles

When presenting new vocabulary to Ss, we can use simple puzzles to engage Ss' interest, give them a chance to show what they already know, and help make language more memorable.

- After exercise 1B, Ss close their books.
- Option 1: Ordering. Put the names of the twelve months on the board, but in random order. Ss try to put the months in the correct order.
- Option 2: Gapped words. Put the months on the board in order, but with letters missing, e.g., just the first letter (*J...*), just the first and last letters (*J...y*), or just the consonants (*Jnry*). Ss add the missing letters to complete the words.
- Option 3: Anagrams. Put the months on the board in order, but with the letters scrambled, e.g., *AAJNRUY*. Ss put the letters in the right order to spell the words.
- To check their answers, Ss look at the table on page 16. Then they listen to the months and repeat.

Introduce the lesson Display a picture of a family; it could be your own. Point to the people and say: *This is [my dad]. [He's 56]. [His] birthday is [June 21]*. Repeat for the other people in the photo.

1 FUNCTIONAL LANGUAGE

- A 1.21 Play the audio as Ss read and listen. Elicit the answer, and play the audio again if needed.

Answer

Vivian talks about three parties.

- B Ask Ss to complete the chart in pairs before you elicit the answers.

- Ask Ss to practice saying the expressions with their partner. Monitor for pronunciation.
- Drill Ss by asking individuals to read the expressions. Monitor and check for pronunciation.

Answers

Asking about ages and birthdays

- 1 How old is he?
- 2 When's his birthday?

Saying ages and birthdays

- 3 She's eight.
- 4 He's three years old.
- 5 His party is on March 29.

Giving birthday wishes

- 6 Happy birthday!

2 VOCABULARY: Saying dates

- A 1.22 **Present the vocabulary** Play the audio while Ss read. Play the audio again, pause after each word, and ask Ss to repeat as a group. Check pronunciation by asking individual Ss to say each word again.

VOCABULARY SUPPORT English uses ordinals to say the date. Ss often forget to add the *th*, *st*, and *nd*. Here's the format for saying dates in English:

January first / March twenty-second

Point out that ordinals are not used in writing. Write on the board:

<u>Read/Write</u>	>	<u>Say</u>
January 1	>	January first
March 22	>	March twenty-second

- B 1.23 **PAIR WORK** Play the audio up to *sixth*. Ask Ss to repeat the items they hear.

- Continue playing to *twelfth* and ask Ss to repeat. Do the same to *eighteenth* and then to *thirty-first*. Demonstrating the words in chunks makes it easier for Ss to remember them.
- Ss now exchange birthdays in pairs.

C **PAIR WORK** Write or display your own birthday on the board and model how to say it.

- Ss complete the activity individually, then practice with a partner. Monitor for pronunciation of ordinals and months. Give feedback at the end.

EXTRA ACTIVITY

Play calendar games. Print out or ask Ss to draw a calendar.

Play traditional bingo. Ss cross off the days as you or a volunteer says them. For details on how to play bingo, see page 219.

Ask Ss to write the numbers 1–10 on paper. Call out *Number 1: the 27th is a Monday*, and Ss use the calendar to decide if this is true or false. Continue with questions 2–10.

3 REAL-WORLD STRATEGY

- A** **1.24** **Introduce the task** Before you play the audio, ask Ss to read and check that they understand the sentences. Play the audio. Repeat if necessary. Elicit answers.

Answers

- 1 The conversation is about a child.
- 2 The man says an age.

1.24 Audio script

- A How old is your daughter?
B She's thirty. No, sorry, thirteen!
A Thirteen. OK!

- B** **1.24** **Play the audio as many times as Ss need.** Elicit answers.

Answers

First he says "30." Then he says "13."

- C** **Do the task** Read the **Correcting Yourself** box with Ss. Elicit answers as a class.

Answer

He says "No, sorry, thirteen."

- Model correcting yourself by saying your birthday wrong and using *No, sorry ...* or *I mean ...* Ask Ss to work in pairs. They give the wrong information and then correct themselves using the phrases.

- D** **PAIR WORK** **Review** Put Ss into pairs and assign each one to be either Student A or Student B. Ask Student As to turn to page 156 and Student Bs to turn to page 159.

- Read through the instructions aloud. Ask a volunteer Student A to read the sentences in the speech bubbles.

Say more example sentences with the wrong date and then correct yourself, e.g., *Pedro. His birthday is May 16. No, sorry, it's May 6.*

- Monitor as Ss complete the task.

4 PRONUNCIATION: Saying numbers

- A** **1.25** **Ask Ss to look at the underlining in the example.** Tell them that here, stress shows the difference between similar-sounding words.

- Play the audio and have the class repeat, paying attention to the different stress patterns.
- Play the audio again. Ss underline the stress in each word. Check answers as a whole class.

Answers

13 thirteen / 30 thirty 14 fourteen / 40 forty
15 fifteen / 50 fifty 16 sixteen / 60 sixty
17 seventeen / 70 seventy 18 eighteen / 80 eighty
19 nineteen / 90 ninety

- B** **PAIR WORK** **Model the activity.** Say a number from the chart and ask a student to point to it. Then change roles.

- Ss work in pairs to complete the activity. Monitor and provide help when needed.

5 SPEAKING

- A** **PAIR WORK** **Introduce the task** Allow time for Ss to work individually to match the conversations. Circulate and offer to help as needed.

- When finished, elicit the answers from volunteers. Then, ask Ss to practice the exchanges with a partner. Check for meaning by asking individual Ss to answer the same question.

Answers

1 d 2 c 3 b 4 a

- B** **PAIR WORK** **Do the task** Ss complete the task in pairs. Circulate and monitor to keep Ss on task. Listen for errors you can discuss at the end of the activity.

EXTRA ACTIVITY

Play bingo after doing exercise 4. For details on how to do this, see page 219. Ask S volunteers to act as the bingo callers for variation.

Play true or false after exercise 5. Ss stand up and say their date of birth, e.g., *August seventh*. Other Ss decide if the birthday is true or false.

Alternatively, write the names of famous people on the board (with a picture, if possible) and their birth dates. Students guess which are true and false.

LESSON OBJECTIVE

- write a post about friends in a photo

Introduce the lesson Display or draw a picture of your own friends or use a picture of a famous family from the internet that your Ss will know. Explain to Ss who they are. Use some of the target adjectives in this unit to describe them. *This is [Jo]. She's [funny].*

1 LISTENING

- A **PAIR WORK** Ss discuss what they see with several partners. What more do they see?

Suggested answers

Two women, two men, four friends, a band, young people

- B **1.26** Review by explaining to Ss to listen for gist and what that means. (Gist means the general topic of the conversation.) Ask Ss to close their books. Play the audio.

Answer

They talk about Isabel's college band.

1.26 Audio script

Isabel So, Linda – here's my band!
 Linda Wow! Are you good?
 Isabel No! Well, we're not *bad*.
 Linda And where are you in this photo?
 Isabel We're not in Las Vegas! We're in Seattle, at college.
 Linda Are they your friends from college?
 Isabel Yeah. This is Joshua, on the right.
 Linda Yeah?
 Isabel He's really funny.
 Linda Great! And this is ... ?
 Isabel This is Nuwa, on the left.
 Linda OK.
 Isabel She's really smart. And I'm here, and Guy is next to me. He's between Nuwa and me.
 Linda Sorry, what's his name?
 Isabel Guy. He's really cool ... but he's shy.
 Linda He's a shy Guy!
 Isabel Yeah!

- C **1.26** Review by explaining to Ss what details are (here: descriptions of a person, where they're standing). Play the audio again while Ss circle the answers. Play again if necessary. Elicit answers.

Answers

cool, funny, shy, smart, shy

VOCABULARY SUPPORT Check Ss' understanding of prepositions by drawing (or displaying) simple balls on the board. Shade one to illustrate the preposition, e.g.,



For *in*, put the shaded ball inside another.

2 GRAMMAR: Prepositions of place

- A **Introduce the grammar** Ss do the task individually before sharing their answers with a partner.

Answers

1 *in*, in 2 on the left 3 next to 4 between

3 PRONUNCIATION: Listening for short forms

- A **1.27** Demonstrate by writing *I'__* on the board. Say *I'm* and elicit the word that's contracted: *am*. Tell Ss that this is a short form and they are common in English.

- Play the audio and ask Ss to write the words.

Answers

1 Here's, Here is 2 We're, We are 3 He's, He is
 4 You're, You are

- B **1.28** Ss look at the words in the box and guess the answers.

- Play the audio and tell Ss to check their ideas.

Answers

1 I'm 2A When's 2B It's 3 She's 4 What's

SMARTPHONE ACTIVITY

After exercise 1, ask Ss to share a picture of their friends on their smartphone with a partner and describe them. Circulate as Ss explain. Monitor and check for errors.

4 WRITING

- A Introduce the task** Allow Ss time to read the post individually. Encourage them to ask you or their partner about any words they don't know. Elicit answers.

Answers

Joshua – 22, Isabel – 20, Nuwa – 21, Guy – 20

- B PAIR WORK** Ss answer the questions in pairs. While they discuss, circulate and monitor. If your class is less confident, you may want to do this activity as a whole group.

Suggested answers

The band's name is the first letter of each member's names.
It's an interesting name. It's easy to remember.

- C** Read the rules for Ss. Tell Ss to underline *and* in the example sentences and identify what it connects. Then elicit answers.

Answers

1 b 2 a

- D** To model the activity, work as a class to underline *and* in the first sentence of the text. Ask: *Does and connect words or sentences?* Elicit answer. Then allow Ss time to read and underline other examples in the text.

Answers

To connect words

He's really friendly and funny.
She's very interesting and smart.
Guy is between Nuwa and me.

To connect sentences

We're four students at college in Seattle, and we're in a band.
He's 22, and he's from Chicago.
I'm 20, and I'm the "I" in the band name.
She's Chinese, and she's here for school.
He's 20, and he's the "G."



- E** Ask Ss who don't have photos on their phones to bring in a photo ahead of time. Alternatively, bring in magazine photos or print pictures from the internet for Ss to use. You could also ask Ss to draw a very basic sketch of themselves with three of four friends.
- Tell Ss not to write. They spend a few minutes thinking of the information they will put in their description.
 - Ask Ss questions individually: *Who is in the picture? Where are you?* This will give Ss more to write about in the next part of the lesson. Ask: *Who is next to him?* to encourage them to practice using prepositions.
 - Allow Ss time to write their descriptions. Circulate and answer questions. Assist Ss with spelling by writing challenging words on the board. This will allow all Ss to see the word and use it if they wish.
 - If possible, correct Ss' work individually when they finish. Ask Ss to share their photo and description with a partner.
 - Next, encourage Ss to circulate around the room and share their work with other members of the class. Monitor as students look at and read each other's work.
 - Ask a volunteer to display their photo and read their description to the whole class. Encourage any questions the class might have about the photo or post.
 - Read the **Accuracy check** box as a class. Write the following sentences on the board.
 - 1 *Cindy is between John and I.*
 - 2 *Peter is on the left, next to I.*
 - Ss correct in pairs before you elicit answers as a class.

EXTRA ACTIVITY

Write or display the following sentences on the board. Ask Ss to work in pairs to add the word *and* to each one.

I live with my brother [and] my sister.

I like soccer [and] I like basketball.

They are interesting [and] smart.

Alternatively, use other example sentences with *and* from the book.

- compare information about friends and family



Introduce the lesson Write on the board *My dad is [American]. My brother is [23]. My birthday is in [June]* or something similar. Ask Ss to write three sentences that are true about their family. Circulate and offer help. Ask Ss to share their sentences when they finish.

Direct Ss to the **Useful phrases** section at the bottom of the page. Remind them that they can use the phrases at the relevant stages of the lesson.

A Aim: Review the vocabulary.

GROUP WORK Allow Ss time to discuss the photo together in groups before you elicit answers.

Suggested answers

mother, daughter, daughter, father, grandmother, daughter, grandfather, son

B PREPARE Do the task Aim: Provide personal information.

- **INDIVIDUALLY** Ss complete the sentences.
- **CLASS WORK** Ask for a volunteer to read each sentence. Monitor for pronunciation.

C DISCUSS Aim: Share answers.

- **PAIR WORK** Remind Ss to answer only the questions they can (e.g., some might not have grandparents). Alternatively, they could replace family members for some questions.
- **Extra speaking practice*** Ss complete the task with one partner, then repeat with another.

D Aim: Practice using the language.

Tell Ss to memorize their answers to exercise B so they do not have to carry their books when they mingle with various partners. You can write or display the prompts on the board.

- **GROUP WORK** Ss circulate. Monitor their pronunciation. Listen for examples of language usage that you can share with Ss when they finish the activity. Give positive feedback when Ss produce accurate and appropriate language.*

E PRESENT Aim: Ss find out what they have in common.

- **CLASS WORK** Ss take turns reading aloud their sentences from exercise B.

- **GROUP WORK Review** Ss work in small groups and see what they remembered about each other. They ask each other *yes/no* questions to see if they are correct, e.g., *Luisa, is your father from California? Yes, he is. / No, he isn't.*

As a class, ask Ss:

Which nationalities are the same?

What ages are the same?

What names are the same?

Which cities are the same?

What personalities are the same?

Which months are the same?

Elicit answers as you go.

*These tips can help you to create a safe speaking environment. They can also be used with other speaking activities. For more information, see page xxii.

PROGRESS CHECK

Direct students to page 152 to check their progress. Go to page T-152 for Progress check activity suggestions.



TEACHER DEVELOPMENT REFLECTION

You can answer these questions in a reflection journal or discuss them with your peers.

- 1 Development Activity 1 is based on the idea that we should first convey the meaning of a word and then try to elicit the word itself from Ss. What do you see as the advantages of this approach? Why not just show Ss the completed family tree from the beginning?
- 2 As you went through the presentation, were the meanings clear to Ss? How many of the family words were known to Ss, and how many were new? How easy was it to create the family tree on the board? Overall, what advice would you give to a colleague who wants to use this kind of presentation?
- 3 Development Activity 2 offers three different puzzle activities. Which did you choose? Why? Do you think the other options would have been more, equally, or less effective?
- 4 In what ways did the activity benefit Ss? Why not just give Ss a list of the twelve months?

COME IN

3



TEACHER DEVELOPMENT INTRODUCTION

Strategy 3: Building learners' confidence to speak – Meaningful drilling

There are many reasons why drilling new grammar structures and expressions with students can help develop their speaking skills. It helps students to focus on the pronunciation and to remember the form. Sometimes teachers write the complete sentence or question on the board and ask students to repeat it. One problem with this is it doesn't make students think about the language the teacher drills. One way to make drilling more meaningful is by only writing word prompts on the board and drilling from these. The teacher gives an oral model and the students repeat with the prompts as support. This gets students working a little harder and it may help them remember chunks of language. You can read more about helping students remember new language on pages 91–92 of *Dialogue Activities* by Nick Bilbrough (Cambridge University Press 2007). Please go to www.cambridge.org/evolve to download these pages.

INTRODUCE THE THEME OF THE UNIT

Books closed. Show, display, or draw a picture of your house; it could be real or imaginary. Tell Ss about the house. *This is my house. It is in [Brazil]. I live here with [my family].*

UNIT OBJECTIVES

Read the unit objectives aloud. Tell Ss to read along. Explain any new vocabulary that Ss may not understand.

START SPEAKING

Read the questions as a class before Ss begin discussing with a partner. Elicit some of their ideas.

EXTRA ACTIVITY

Ask the following questions:

Where is your house?

What isn't in your house?

Introduce the lesson Show or display famous houses from around the world or the town / city / area you are in. You can type *famous houses* into a search engine to find some pictures.

- Ask *Where is it? / What is it?*
- Suggested buildings: Palacio de la Moneda (Chile) / Palacio de Narino (Bogotá) / Imperial Palace (Beijing) / The White House (Washington DC) / Buckingham Palace (London) / St. Basil's Cathedral (Moscow)

1 VOCABULARY: Rooms in a home

- A**  **1.29 Introduce the task** Books open. Play the audio as Ss read. Play audio again, pausing after each word so Ss can repeat. Monitor pronunciation. Elicit answers as a class.

Answers

Rooms: bedroom, bathroom, living room, kitchen, dining area
Things in rooms: wall, door, window, floor, picture

- B** **PAIR WORK** Pre-teach the word *favorite*. Ss share their answers in pairs. Elicit ideas as a class.

Answers

Answers may vary.

- C** Direct Ss to page 142 to complete the vocabulary exercises. Teacher's tips for vocabulary exercises are on page T-141.

2 LANGUAGE IN CONTEXT

- A**  **1.30** Books closed. Play the audio, then ask *What rooms do you hear?*

- **Do the task** Books open. Play the audio as Ss read. Play audio again if necessary. Ss share their answers to 2A in pairs before you elicit.

Answers

c eight

- B**  **1.30** Individual Ss read the questions aloud to the class. Play audio. In pairs, Ss discuss answers. Elicit Ss' responses.

Answers

- 1 A picture / My mom's favorite picture
- 2 My mom and her friend / Alina's mom and her friend
- 3 Two
- 4 The cat is Milka. The dog is T-Rex.

- Prepare Ss to read the **Accuracy check**. Draw or display a picture of a room or ask Ss to look at a picture on page 22. Point to the window and say *the window*. Exaggerate *the*. Repeat with other items in the room.
- Read the **Accuracy check** as a class. Point to the same items and ask Ss what they are. Elicit *the window*, *the door*. Repeat. Write or display the following sentences and ask Ss to correct them.

- 1 *Are you in the kitchen or a dining room?*
- 2 *A window in my bedroom is big.*

Answers

- 1 Are you in the kitchen or the dining room?
- 2 The window in my bedroom is big.

- C** **PAIR WORK** **Review** Model a discussion with a volunteer. Ask: *What is your favorite room?* Elicit *The [kitchen]*. Ss now ask and answer in pairs. Monitor. Listen for use of language you can share as examples later. Give feedback.

- **OPTIONAL ACTIVITY** Ss watch the video and say whether their favorite rooms are the same as Felipe.

REAL STUDENT

Hi my name is Felipe. My favorite room is the kitchen. My second favorite room is the kitchen. No, it's my living room.

FEEDBACK SUPPORT Positive feedback will greatly help Ss' motivation. Be specific about positive feedback. Say: *Good pronunciation of [room]*, or *Good – you used the in your sentences*.

3 GRAMMAR: Possessive adjectives; possessive 's and s'

Introduce the task Draw or display a picture of a room in a house. It could be your living room. Point to the furniture and say: *This is my [chair]. This my [son's] [TV]. These are my grandparents' [books].* Exaggerate possessive adjectives and the possessive s. Show or draw a picture of a different room. Ss exchange similar information about the room. Monitor.

- A Introduce the grammar** Before Ss circle the answers, explain that they can refer to the examples in the grammar box.

Answers

1 possession 2 before 3 singular 4 plural

- B Do the task** Model the example. Ss complete the sentences individually before sharing their answers with their partner. Make sure Ss read the complete sentence to the class.

Answers

1 your 2 their 3 John's 4 his 5 Our 6 cat's
7 Their 8 her

- C Direct Ss to page 130 to complete the grammar exercise.** Teacher's tips for grammar exercises are on page T-129.
- D PAIR WORK Review** Allow Ss time to complete the questions before sharing their answers. Elicit answers; ask Ss the same question to get a range of answers. Make sure all Ss get a chance to speak.

Answers

Answers may vary.

4 SPEAKING

- A Before Ss begin, draw or display a simple, hand-drawn floor plan of your house on the board.**
- Point to the rooms and say: *This is my [apartment]. This is my [living room]. This is my [brother's room].*
 - Allow Ss time to draw a plan of their house or apartment.

EXTRA ACTIVITY

Don't hesitate to draw on the board. Ss do not expect your pictures to be good. Pictures are powerful ways of communicating information and activating concepts in Ss' minds.

- B GROUP WORK** Ss work in groups of three or four. Explain they are going to share their plans by asking each other questions. Monitor as Ss share their information.

- Circulate as Ss work. Listen for examples of pronunciation or grammar to discuss at the end of the activity. Give feedback.



TEACHER DEVELOPMENT ACTIVITY 1

Meaningful Drilling: Sentences

Before getting students to do the pair work, you can drill example sentences from prompts to give them confidence.

- Show the plan of the home on the board.
- Write the following prompts on the board: *this / apartment / is / door / this / living room / two windows*
- Tell Ss not to look at their book and elicit the following sentences from them: *This is my apartment. This is the door. And this is the living room with two windows.* (The main stresses are underlined.)
- Give a clear oral model of the sentences and ask Ss to repeat together.
- Drill individual Ss and correct any language problems.
- Put Ss in pairs to practice. Monitor and correct.
- Ask Ss to do the Pair Work activity and say more example sentences.

Introduce the lesson Display a picture of a living room from your house or from the internet. Point to the furniture and ask Ss: *What is this?* See how many words they know. Repeat with a kitchen, bedroom, and bathroom.

1 VOCABULARY: Furniture

A  **1.31 Present the vocabulary** Play the audio, pausing after each word so Ss can repeat.

- **Do the task.** Ss complete the chart. Review the answers as a whole class.

Answers

Bedroom: bed, desk, bookcase, television/TV, rug, lamp
 Living room: chair, table, desk, bookcase, couch, television/TV, rug, lamp
 Dining area: chair, table, rug
 Kitchen: chair, table, refrigerator, rug, sink
 Bathroom: shower, rug, sink

B **PAIR WORK** As Ss share information, circulate and monitor for pronunciation. Listen for the use of *the* in sentences.

Answers

Answers may vary.

C Direct Ss to page 143 to complete the vocabulary exercises. Teacher's tips for vocabulary exercises are on page T-141.

2 LANGUAGE IN CONTEXT

A As a class, ask Ss to identify the furniture in the picture. Explain that the illustration is one part of an advertisement for "smart" furniture; the desk / bed couch / table are not shown.

- Ask volunteers to read the adjectives. Check Ss' understanding.
- Point to the pictures in 1A above. Ask Ss to say what adjectives they think describe the furniture.

Suggested answers

cool, funny, great, interesting, new

B Ss complete the task individually before sharing their answers with the class.

Answers

1 bedroom 2 living room / dining area
 3 living room / dining area

C **PAIR WORK** **Review** Ss use the words from exercises 1A and 2A to describe furniture in a room of their home. Allow Ss a few minutes to prepare before they start speaking. Monitor and provide feedback at the end of the activity.

- **OPTIONAL ACTIVITY** Ss watch the video. Ask: *Do you and June talk about the same room and furniture?*

REAL STUDENT

Hello, I'm June. This is my living room and dining room. This is my dining room. This is my dining table, with five dining chairs.

SMARTPHONE ACTIVITY

Go back to the pictures you showed or drew at the beginning of this lesson. Point to some of the furniture and say the names.

- Ask Ss to draw or show a picture on their smartphone of a room in their house and share similar information. Circulate and monitor as they talk. Listen for pronunciation.

EXTRA ACTIVITY

Play furniture bingo. For details of how to play this game, go to page T-216.

Make furniture anagrams. Ss scramble words and test other Ss.

Give simple spelling tests on paper; for variation, Ss read the words aloud.

Search online for a word search maker to create a furniture vocabulary search game.

3 GRAMMAR: *It is*

Introduce the lesson Write these sentences on the board.

It's new. / It isn't new. / Is it new?

- Explain the terms *positive*, *negative*, and *question*, and ask Ss to identify which sentence is which. Use symbols (+) (–) (?) to identify them.
- Ask Ss to write two negative and positive sentences and two questions in pairs.
- Elicit some answers and write them on the board.

A Present the grammar Read the grammar box as a class. Explain that in questions, the verb and pronoun change places. Answer questions.

- Display one of the rooms from the previous lesson. Check understanding of short answers by pointing to an item and asking *Is it [a chair]?* Elicit the answers, *Yes, it is.* or *No, it isn't.* Repeat. Then point to an item and prompt Ss to make a question, e.g., *Is it a couch?*
- Before Ss circle the answers, explain that they can refer to the examples in the box on the right.

Answers

1 thing 2 *Is it...?*

B Do the task Ss complete the sentences individually before checking their answers with a partner and then the class.

Answers

1 It's, d 2 Is it, b 3 It's, a 4 Is it, c
a It's b it's not, It's c it's not, It's d Is it



FAST FINISHERS

Ask Ss who finish quickly to check their work for mistakes or write two more sentences.

C Direct Ss to page 131 to complete the grammar exercise. Teacher's tips for grammar exercises are on page T-129.

D PAIR WORK Before Ss begin, display a picture you have used of a room. Model sample sentences for Ss. *The chair is boring. The chair isn't old.*

- Try to pair weaker Ss with stronger Ss.
- Allow Ss time to write their sentences.
- Ask Ss to check their sentences with their partner.
- Elicit some examples sentences from Ss and write them on the board, correcting as you go.

Answers

Answers may vary.

4 SPEAKING



FIND IT

A Review Before Ss start, show your own design for a piece of furniture on the board. Draw a table. Say: *This is a table.* Elicit the question: *Is it a table?* Respond with *Yes, it is.* Review the prompts to be sure Ss understand them.

- Ss work alone. They think of design ideas based on the prompts or their own ideas. They can either draw them or search for pictures on their smartphone. Monitor as Ss work to offer ideas or help.

B PAIR WORK Monitor as Ss discuss their pictures. Listen for errors in grammar and pronunciation.

- When Ss have finished, ask volunteers to show their ideas to the class. Encourage other Ss to ask questions. Give feedback.



EXTRA ACTIVITY

Play grammar tic-tac-toe. Fill the squares with grammar words *is*, *isn't*, *are*, *aren't* and pronouns *he*, *she*, *it*, *we*, *they*. For full details on how to play this game, see page T-251.

- offer and accept a drink and snack

Introduce the lesson Write or display *coffee, tea, and milk* on the board. Ask: *Coffee, tea, or milk?* Ss respond with the one they want. Ask Ss what other drinks they know and write them on the board. To help Ss, display labeled photos of a few different drinks or allow them to use a dictionary. Once you have a range of drinks on the board, Ss ask their partner what they want by choosing three of the words from the board, e.g., *coffee, tea, or milk?*

1 VOCABULARY: Drinks and snacks

- A  **1.32 Introduce the task** Ask Ss to look at the picture and identify the items. Play the audio, pausing after each word for Ss to repeat. Elicit answers from the class.

Answers

Drinks: coffee, milk, tea
Snack: a cookie

2 FUNCTIONAL LANGUAGE

- A  **1.33 Books closed. Play the audio. Ask: What does James choose? Elicit answers.**

Answer

He wants coffee with milk and sugar and a cookie.

- Open books. Play the audio again while Ss read and listen.
- Read the **Insider English** box as a class. To check understanding ask individual Ss, *Coffee?* They respond with *Sure* or *No, thanks*. Try other drinks like milk or tea.

- B Individually, Ss complete the chart before sharing answers with a partner. Elicit answers and make sure Ss read the whole phrase, not just the word.

Answers

1 or 2 With 3 please 4 No 5 Yes

EXTRA ACTIVITY

Ask Ss to role play the activity with a partner, then change roles. Circulate and listen as Ss read. Next, ask Ss to try the role play in pairs without reading and their books closed. Finally, ask volunteer Ss to model the role play as a demonstration for the class.

3 REAL-WORLD STRATEGY

- A  **1.34 Introduce the task** Read vocabulary items aloud with Ss. Play the audio. Repeat as necessary.

Answers

tea, sugar, a cookie

1.34 Audio script

A Coffee or tea?
 B Tea, please.
 A Sugar?
 B Yes, please.
 A Milk?
 B No, thanks.
 A OK. And a biscuit?
 B Sorry, I don't understand. What's a ... biscuit?
 A This is a biscuit.
 B Oh, a cookie.
 A Yes. In the United States, it's a cookie. Here in Australia, it's a biscuit.
 B OK! So, yes, please.
 A Here you are.

- B  **1.34** Play the audio again. Repeat as necessary. Elicit answers.

Answers

biscuit; It means "cookie."

- C **Do the task** Read **Asking About Words You Don't Understand** with Ss. Check understanding. Write more food words that Ss might not know. If they have trouble understanding, show a picture from the internet either on the board or on your smartphone, or draw a picture. Point to each word and ask Ss to repeat the sentence *Sorry, I don't understand. What's a [word]?* Drill Ss on the sentence chorally.

- Then ask Ss to answer the questions in pairs before you elicit the answers.

Answers

- He says, "Sorry, I don't understand."
- He says, "What's a biscuit?"

4 PRONUNCIATION: Saying /k/ at the start of a word

- A  **1.35** Play the audio. Ask Ss to repeat the words beginning with /k/. Focus on producing the /k/ clearly.

- B  **1.36** Ss work in pairs to say the words.

- Play the audio. Ss compare ideas in pairs. Check answers.

Answers

1 B 2 A 3 A 4 B 5 A 6 B

- C **PAIR WORK** Ask the class to repeat the words.

- Put Ss into pairs to speak. Monitor for Ss who do not say the /k/ clearly and provide support.

5 SPEAKING

- A **PAIR WORK** Model a sample dialogue with a volunteer. Monitor as Ss role play, checking for pronunciation and assisting where necessary.

- Give positive feedback where appropriate or wait until the end of the activity.
- Ask volunteer Ss to perform their dialogue for the class.



SMARTPHONE ACTIVITY

Ask Ss to record their conversation on their smartphone. Encourage them to listen to their conversation and think about their own pronunciation and notice any grammar errors they made.



TEACHER DEVELOPMENT ACTIVITY 2

Meaningful Drilling: Mini dialogue

Before students create their own dialogues, you can build one with them as a class. Write the words in parentheses on the board. Then work with the class to build the following dialogue. Main stresses are underlined.

A A cookie? (*cookie?*)

B Sorry, I don't understand. What's a cookie? (*not understand / what's ?*)

A This is a cookie. (*this*)

B Yes, please. (*yes*)

- Elicit the first question and answer. Give a clear oral model and drill all Ss.
- In open class, tell pairs of Ss they are A and B. Pairs say the exchange. Do this with different pairs and correct them if necessary.
- Ss practice the exchange in closed pairs.
- Repeat the procedure with the second exchange.
- Ss practice all four lines of the dialogue in closed pairs.
- Ss make up their own mini conversations.

LESSON OBJECTIVE

- write an email about a home-share

Introduce the lesson Explain the idea of sharing your home with other people. Ask Ss: *Do you live with friends or family? Is it good?* Elicit ideas.

1 READING

- A** Read the instructions aloud for the class. Make sure they understand the task. Tell Ss that when we look for specific information in a text we *scan* it to find that information. Ask Ss to scan the ad for the name of the owner of the house. Ss share their answers with a partner.

Answer

John Redmond

- B** Allow time for Ss to read individually. Remind them to identify questions by their punctuation. Encourage them to underline the questions in the emails.

Answers

where it is, if it is big, how many bathrooms are in the house, how many people live there, who they are, how old they are

- Ask one S at a time to read each sentence of the emails. Monitor for pronunciation and check that Ss understand the meaning.

2 GRAMMAR: Information questions with *be*

- A** **PAIR WORK** In pairs, Ss complete the questions before you elicit the answers as a class. Then Ss find the answers to the questions in the emails.

Answers

- 1 Where: Grafton Street in Burnaby
- 2 How many: two bathrooms
- 3 How many: four people
- 4 Who: two students, Mr. Johnson, and Mrs. Smith
- 5 How old: 20, 22, 36, 71

- B** Direct Ss to page 131 to complete the grammar exercise. Teacher's tips for grammar exercises are on page T-129.

- C** **PAIR WORK** Ss discuss and change the answers in pairs. Elicit ideas and generate class discussion.

 EXTRA ACTIVITY

Run a grammar auction. Put Ss into two teams. Give Ss some fake money in the form of playing cards, paper or tokens. Run an auction. Write some sentences on the board (or dictate the sentences). Half are correct and half have a grammar mistake. Don't tell Ss which ones are which. Ss must bid for and buy the good sentences and reject the bad sentences. When Ss finish, the team with the most correct sentences and the most money wins. Vary the game by getting a S volunteer to run the auction. You can use the following sentences.

Incorrect	Correct
My house very big.	How many bedrooms are in the house?
Is you a student?	The bathroom is next to the bedroom.
I'm isn't a student.	How old is he?

 SMARTPHONE ACTIVITY

Ss use their smartphones to find a picture of a house or apartment they like. They share the picture with a partner. Ss ask and answer questions about the home, e.g., *Where is it? How many bathrooms are in it?* As Ss discuss, circulate and monitor.

3 WRITING

Introduce the task Show three or more pictures of bedrooms or living rooms from the internet, a magazine, or a newspaper. You could also draw top-down room plans with names on the furniture. Ask Ss *Which room is good for you?*

- A** Read the instructions aloud with Ss, then allow them time to read the emails individually. Ss share their answers with a partner before you elicit them. If desired, ask Ss to read the emails aloud to practice pronunciation.

Answers

- 1 The owner is a woman.
- 2 Two questions are about the house. Two questions are about the people.
- 3 A kitchen and a bedroom. The bathroom is in the email, but not in the pictures.
- 4 Yes, it is. The house is big. There's a bedroom for Francisco. Three college students live there. They go to the same college.

- B** Ss circle their answers individually before you check as a class.

Answers

- 1 one question mark 2 the end

- Direct Ss to the **Register check** box. Make sure Ss understand the difference between *formal* and *informal*. Check concepts by asking *What words do you use with your teacher?* to elicit *Dear*, *Thank you*, and *Sincerely*. Ask: *What words do you use with your friends?* Elicit: *Hello*, *Hi*, *Thanks*, and *Love*.

- C** **Write it** Before Ss start, ask, *Which house is good for you?* Elicit the things they want in a house, such as the number of bedrooms, a lawn, a big kitchen, etc. This will give Ss some ideas for what to write about.
- Ss write their emails. Encourage them to use the emails on page 29 to help them. Support Ss by circulating and monitoring their work. Assist Ss with spelling by writing challenging words on the board.



FAST FINISHERS

If some Ss finish quickly, tell them to check their work for mistakes. Circulate and help them identify errors. If possible, Ss should correct emails before they pass them on.

- D** **PAIR WORK** Read the instructions as a class so that all Ss are clear on the task.

- Continue to circulate to make sure that Ss understand their classmates' emails. Monitor and offer suggestions and spelling advice. If possible, Ss should correct their emails before giving them back.

- E** **PAIR WORK** After Ss read their replies, direct them to tell their partner if the house would be good for them. Read Ss' work yourself or ask for volunteers to read aloud both their email and the reply to the class.

- Allow other Ss to say if the house would be a good place to live.
- These emails might be good to share on your class social media page or on your institution's website. Photograph good examples with your smartphone.



HOMEWORK IDEAS

Ss write an email about their house or apartment. They say what rooms are in their homes and the people who live there. Ss should write 50 words, either as an actual email that they send to you or on paper that they turn in. Correct Ss' emails and give feedback. In the next class session, present one or two emails that have strong use of language covered in this lesson.

Introduce the task Tell Ss about you and your family. (You can invent the details.) Say: *I have five children and two dogs.* Draw or show a picture of a house that would not be suitable for you. For this example, show a very small house. Ask Ss: *Is this house good for me?* Elicit answers. Ask: *What house is good for me?* Elicit suggestions.

- Direct Ss to the **Useful phrases** section at the bottom of the page. Remind them that they can use them at the relevant stages of the lesson.

A DISCUSS Introduce the vocabulary Aim: Discuss information about Jason.

- **CLASS WORK** Ask Ss to name the areas in Jason's home. Encourage them to compare it to their own homes and say what is similar and different.
- **PAIR WORK** Ss then work together to complete the activity.

Answers

bathroom, kitchen, bedroom, living room
Yes, it is a good home for him, because it is small and he is single and a student.

B PREPARE Do the task Aim: Ss consolidate vocabulary.

- **PAIR WORK** As Ss discuss which rooms would be best for the items, circulate and monitor. Give Ss time to review relevant vocabulary notes or look up words in a dictionary.* Elicit answers.
- **CLASS WORK** Ask Ss: *How much is the couch?* Elicit the answer. Check that Ss understand the \$ symbol and can say *dollars*.
- **PAIR WORK** In pairs, get Ss to ask and answer *How much is the [bed]?* Monitor.

C DECIDE Aim: Ss choose items for Jason's home.

- **PAIR WORK** Ss can use their smartphones to calculate the amount of money they will spend. Monitor and make a note of the strong aspects of Ss' speaking, for example good use of unit vocabulary, interesting questions, natural-sounding interactions, etc.* You can use your notes to give feedback at the end of the lesson.

D PRESENT Review Aim: Ss find out what they have in common.

- **PAIR WORK** Ask pairs of Ss to attach their lists to the classroom walls. Ss circulate and look at each one with their partner.
- **CLASS WORK** When they have finished, ask Ss to share their findings with the whole class. Ask: *What items are on everyone's list? What items are left out? Which list is your favorite?* Elicit answers.

*These tips can help you to create a safe speaking environment. They can also be used with other speaking activities. For more information, see page xxii.

PROGRESS CHECK

Direct students to page 152 to check their progress. Go to page T-152 for Progress check activity suggestions.



TEACHER DEVELOPMENT REFLECTION

Either answer these questions yourself in a reflection journal or discuss them with your peers.

- 1 How much more challenging was it for students to repeat from prompts?
- 2 How easy was the transition for students from this kind of drilling to the freer practice where they talked about their own ideas?
- 3 What aspects of the language did they find most difficult – the form, the pronunciation? Did you need to do much correction?
- 4 Which pronunciation features did you focus on most when drilling – sounds, stress, or intonation?
- 5 Drilling from prompts does make students think a bit harder. Why is this often a good thing?
- 6 Will you do this kind of drilling with all new language you teach? Why or why not?

REVIEW 1 (UNITS 1–3)

Introduce the review Before beginning the review, write *Grammar*, *Vocabulary*, and *Functional language* on the board.

- Set a time limit of two minutes. Ss close their books and work in small groups to remember as much as they can about the grammar, vocabulary, and functional language of Units 1–3. Groups write words, phrases, and example sentences in each category.
- Check answers as a class.

1 VOCABULARY

- A Write the following headings on the board: *Country, Nationality, Job, Family, Furniture*. Check that Ss understand each category.**
- In pairs, ask Ss to write two words under each heading before sharing with their partners. Elicit some suggestions from the class and write them under the headings.
 - Ask Ss to do the task individually before they share with a partner. Elicit answers as a class.

Answers

Countries	Nationalities	Jobs	Family	Furniture
Brazil	French	artist	parents	bookcase
Colombia	Honduran	chef	cousin	table
Mexico	Peruvian	server	brother	desk
South Korea	Japanese	hotel clerk	wife	refrigerator

2 GRAMMAR

- A Write the following sentences on the board. Direct Ss to make each one negative.**

I am Chinese – [I'm not Chinese.]

She is happy – [She isn't happy.]

We are rich – [We aren't rich.]

- Ss do the exercise individually.
- Check answers as a class.

Answers

1 is 2A Are 2B I'm not 3 isn't 4 is 5 aren't
6 A Is 6B it is

- B Draw the following table on the board. Leave out the words in bold. Ask Ss to copy the chart and work in pairs to write the correct missing words. Elicit answers as a class.**

<i>my</i>	<i>mine</i>
<i>you</i>	<i>yours</i>
<i>his</i>	<i>his</i>
<i>her</i>	<i>hers</i>
<i>we</i>	<i>our</i>
<i>they</i>	<i>their</i>

- Ss do the exercise individually before checking with a partner.

Answers

1 My 2 our 3 Vic's 4 My 5 Our 6 her

- C Write three sentences about your own home and family on the board. For example:**

My sister is 29 years old.

There is a refrigerator in my kitchen.

My father is a teacher.

I have a big living room.

- Direct Ss to write three sentences about their own homes and families on a piece of paper. Circulate and monitor as they write. Offer help with spelling and vocabulary as needed.
- Ss share their sentences with a partner. Elicit examples from volunteers to read aloud.

3 SPEAKING

- A PAIR WORK** Read the task aloud to the class. Then think about a famous person the whole class will know. Describe the person using target language from Units 1–3. Ask Ss to guess who the person is.

- Allow Ss a few minutes to make notes. They may use their smartphones to research any information they need. If Ss struggle to guess the person, you could write a list of people for them to choose from.
- As Ss describe and guess, circulate and monitor for examples of language usage you can share with Ss at the end of the task.

- B Allow Ss time to write their sentences and help correct them. Ask Ss to share their corrected sentences with the class.**

4 FUNCTIONAL LANGUAGE

A Ask individual Ss the questions from the conversation. *What's your name? How do you spell it? How old are you? When is your birthday?* Elicit answers.

- Ss do the exercise individually.
- Elicit answers from the class.
- Pairs read the conversation together.

Answers

1 spell 2 how 3 when's 4 21 5 is 6 in 7 mean
8 understand 9 What's

B Ss do the exercise individually.

- Check answers as a class.

Answers

1 tea 2 please 3 milk 4 thanks

5 SPEAKING

A **PAIR WORK** Read each situation aloud. Encourage volunteers to read the example sentences after the descriptions.

- Ss choose one of the three situations and prepare a conversation. They should make notes, but not write the full conversation. For extra support, refer Ss to the functional language lessons from units 1–3.
- Monitor as pairs have their conversations. Listen for examples of language usage and provide feedback to Ss.

B **PAIR WORK** Pairs change roles and repeat their conversations.

- Choose pairs to perform their conversations for the class. If possible, choose a pair for each of the three situations.

I LOVE IT

4



TEACHER DEVELOPMENT INTRODUCTION

Strategy 1: Classroom management – Opening and closing lessons

In this unit, we'll focus on **opening and closing lessons** and establishing good habits for these stages. Clearly, it's better both for teachers and students if classes start on time; one way to encourage this is by **starting with conversation** – chatting with the first few students to arrive. That conversation can help teachers naturally review language from previous lessons, or introduce the lesson topic or language point. It's also better if the end of lessons can be productive rather than rushed, so **ending with review** is something that teachers should do regularly.

Starting with conversation (Activity 1): Encourage Ss to arrive on time by using conversation to introduce new language items. Try this before **START SPEAKING**.

Ending with review (Activity 2): Ss are involved in preparing review activities. Try this after lesson 4.2.

To find out more, read chapters 7.1 and 7.9 from *Classroom Management Techniques* by Jim Scrivener. Please go to www.cambridge.org/evolve to download these pages.

INTRODUCE THE THEME OF THE UNIT

- Ask Ss: *What technology is in your bag?* Elicit their answers and write the items on the board, such as cell phone, laptop, tablet, etc.
- Write on the board *I like ...* and *I love ...* and draw emojis or pictures to illustrate these verbs.
- Encourage Ss to say what they like and love. This can be things, places, or people.

UNIT OBJECTIVES

Read the unit objectives aloud. Tell Ss to listen and read along. Explain any vocabulary that Ss might not understand, such as any technology vocabulary.

START SPEAKING

A Ss ask and answer the questions in pairs.

B Ask for volunteers to tell the class about things they like or love.

- **OPTIONAL ACTIVITY** Ss watch the video and identify the things that June and Felipe love. Then they say whether they like or love the same things.

REAL STUDENT

Hello, I'm June. I love my car. / Hi, my name is Felipe. I love my dog.



TEACHER DEVELOPMENT ACTIVITY 1

Starting with conversation

The way teachers start a lesson is very important. It's an opportunity to talk to students in a natural way, and find out more about them. During the conversation, the teacher can also either *review* vocabulary and grammar items from previous lessons, or *introduce* them. This approach discourages other students from being late, when they realize they are missing a useful stage of the lesson.

- Start chatting with the first Ss to arrive.
- Move the conversation on by showing Ss your phone; e.g.,
T I like my* phone, but it's old.* And it's big. Can I see your phone?

Ss (*showing phones*) Here.

T Do you like your phone?

S Yes, it's good/ it's small.

T I want to buy one like that. Is it expensive?

S Not expensive. Cheap.

- Write two or three sentences from the conversation on the board.
- Proceed with **START SPEAKING**.

*Review of *my* and *It's + adj* from Unit 3.

Introduce the lesson Books closed. Tell Ss the title of the lesson is “Favorite Things.” Check understanding, and then ask Ss to discuss their favorite things with a partner. They can use the phrases *I like ...* and *I love ...* from the unit opener. Elicit some ideas and write on the board. Write words like *family* and *friends* on one side of the board, and other words like *house*, *cell phone*, *car*, and *money* on the other side. Check that Ss understand all the words, then elicit how the two groups are different.

1 VOCABULARY: Technology

A  **1.37 Introduce the vocabulary** Play the audio as Ss read. Play audio again. Pause after each word and Ss repeat together. Help Ss with any pronunciation difficulties.

B **PAIR WORK** Model examples of the sentences you want Ss to say, e.g., *I like my smartphone. I don't like my watch – it's old!* Ss work in pairs. Monitor and check for pronunciation.

VOCABULARY SUPPORT Explain that we often use *love* to refer to things as well as people. This is an informal way of speaking. e.g., *I love Chinese food*. To make the distinction between *like* and *love* clearer, you can act this out by exaggerating the way you speak.

GRAMMAR SUPPORT Many languages simply use *no* before a verb to form the negative. In English, use *don't* before verbs and *not* with the verb *to be*. Check and correct Ss who say *I no like ...* or *I not like ...*

C Direct Ss to page 143 to complete the vocabulary exercises. Teacher's tips for vocabulary exercises are on page T-141.

EXTRA ACTIVITY

Play board scrabble with technology words. For details of how to play, see page T-217.

2 LANGUAGE IN CONTEXT

A Read the instructions and comments aloud with the class. Explain words that Ss do not know, e.g., *want* and *have*. Then ask Ss to read the comments again with one S reading a sentence before you move to the next.

- Monitor for pronunciation and answer any questions about meaning.
- Ss discuss the questions in pairs before you elicit answers.

Answers

The people talk about a smartwatch, a cell phone, and a tablet.

A refrigerator does not appear in the pictures in 1A.

B Ss complete the true / false task individually, then check their answers with a partner. Elicit answers.

Answers

1 true 2 true 3 false 4 true 5 true 6 false

3 GRAMMAR: Simple present statements with *I, you, we*

Introduce the grammar Write on the board: *I love my phone.* Ask Ss to make it negative. Elicit: *I don't love my phone.* Say other sentences and ask them to form the negative. Make the sentences relevant to your Ss if possible. Use only *I, you, and we*. For example: *I like soccer. / You love your TV. / We have a desk. / I want a drink.*

- A Present the grammar** Before Ss circle the answers, explain that they can refer to the explanations in the grammar box.
- Ask volunteers to read the example sentences in the simple present aloud. Ss can now check with a partner before you elicit their answers.

Answers

1 generally true 2 *I, you, or we* 3 negative 4 the same

- B Ss complete the sentences individually before sharing their answers with their partner.**

Answers

1 love 2 don't like 3 have 4 don't have
5 don't want 6 want

- C** Direct Ss to pages 131–132 to complete the grammar exercise. Teacher's tips for grammar exercises are on page T-129.
- D** **PAIR WORK** Ss write their positive or negative sentences individually before sharing with a partner. Ask volunteers to tell you sentences about themselves.

Answers

Answers may vary.

4 SPEAKING

- A** **PAIR WORK** Read the directions aloud for Ss. Model the example conversation with a volunteer. Monitor as they talk, listening for language usage, such as pronunciation or grammar, that you can give feedback on at the end of the activity.
- When Ss have finished, elicit the things they both liked. See if there is something everyone in the class likes or loves. Write on the board: *We love ...* and *We like ...* and complete as a whole class.
 - **OPTIONAL ACTIVITY** Ss watch the video and identify the things that Anderson has. Then they say whether they have the same things. You may want to explain the meaning of *many*.

REAL STUDENT

Hi. I am Anderson. I have a cell phone and many apps. I also have a computer to play.

Introduce the lesson Explain the phrase *my phone is my world* means *my phone is very important to me*.

- Ask Ss to rank the following items in order of importance (1–5) with 1 = very important and 5 = not very important: *laptop / phone / tablet / TV / computer*
- Ask Ss to share their answers, then generate some discussion as a class around their ideas.

1 LANGUAGE IN CONTEXT

A  **1.38 Introduce the task** Before you play the audio, explain the glossary. Tell Ss that the conversation has many new words. Tell them to listen only for the gist and the things / people Olivia talks about.

- Play the audio while Ss read. Ss circle the things / people, then check with a partner. Play the audio again as needed.

Answers

her phone, friends, work

EXTRA ACTIVITY

Ask Ss to role play the dialogue with a partner. Monitor. Ss change roles. Get Ss to try to remember the dialogue with their books closed while they do the role play again.

2 VOCABULARY: Using technology

A Read the directions for the class. Ask a volunteer to read the first phrase. Ask: *Is this in the conversation?* to elicit *yes* or *no*. Ask Ss to work together, taking turns reading each sentence aloud and deciding if it is in the conversation or not.

Answers

Play (games) is not in the conversation in exercise 1A.

- Draw Ss' attention to the **Insider English** box and the phrase *what else?* Check for understanding.

B  **1.39 Review** Play the audio as Ss read. Play again, pausing after each sentence so the class can repeat. Monitor for pronunciation. Ss tell their partner three things they do.

Answers

Answers may vary.

C Direct Ss to page 144 to complete the vocabulary exercises. Teacher's tips for vocabulary exercises are on page T-141.

EXTRA ACTIVITY

Play tic-tac-toe with simple verbs such as *call, chat, use, play, read, send, post, watch*. In two teams, Ss make sentences. Demonstrate with one or two example sentences, e.g., *I play games on my phone*. For details of how to play this game, see page T-251.

3 GRAMMAR: Simple present *yes/no* questions with *I, you, we*

A Before Ss circle the answers, explain that they can refer to the explanations in the grammar box.

- **Present the grammar** Read the grammar box aloud. Check Ss' understanding by asking quick questions to elicit the answer *Yes, I do* or *No, I don't*. Ask: *Do you use social media?* Elicit answers. Ask questions with other verbs, e.g., *Do you like your phone?* *Do you live in [London]?* *Do you want a drink?* etc.

Answers

1 Do 2 don't

GRAMMAR SUPPORT In this section, you are looking for grammatical accuracy, so it's acceptable to correct Ss when they make mistakes. If Ss make mistakes, tell them in a supportive way and allow them time to correct themselves.

Do you like movies?

Yes, I like.

[repeat with questioning intonation: *I like?* Pause.]

Yes, I do.

B Read instructions aloud. To make sure Ss know what to do, ask a volunteer to complete the first question. Ss check their answers in pairs before you elicit them from the class.

Answers

- 1 Do you listen to music on your computer?
- 2 Do you play games on your phone?
- 3 Do you and your friends send text messages to your teachers?
- 4 Do you post comments on social media?
- 5 Do you watch videos on your laptop?

C **PAIR WORK** Monitor for pronunciation and any grammatical errors as Ss ask and answer the questions in exercise B. Provide feedback when they finish. Ask volunteers to share their answers with the class. Do all the Ss have the same answer to one of the questions?

D Direct Ss to page 132 to complete the grammar exercise. Teacher's tips for grammar exercises are on page T-129.

4 SPEAKING

A **PAIR WORK** Ss discuss the question in pairs before you elicit ideas.

B **PAIR WORK** Ask Ss to read the plans before you start. Make sure they understand all the words and expressions. Refer them to the questions in exercise 3B of the Grammar section, which will help them.

- As Ss discuss, circulate and monitor their progress. Listen for examples of language usage to give feedback at the end of the activity.
- When Ss finish, ask volunteers to demonstrate their conversation for the class.
- Give feedback.

EXTRA ACTIVITY

Do a class survey. In pairs, Ss draw up a list of technology questions using *Do you ... ?* For example:

Do you have a laptop?

Do you buy music on the internet?

Do you play video games?

Do you use Instagram?

- Circulate and check the questions before Ss go around the classroom asking and answering the technology questions with their classmates. Monitor for grammar and pronunciation.



TEACHER DEVELOPMENT ACTIVITY 2

Ending with review

Make review a habit for most lessons, with students taking responsibility for it.

- Before the lesson, cut up 20 strips of paper and find a small box.

- At the end of the lesson, demonstrate a review task:

T Tell me one new word or phrase from today.

S *Voice message.*

T What verb do I need?

S *Leave.*

T So on this strip of paper – I write *leave a voice message*. Another word or phrase?

S *Refrigerator.*

T How many syllables does refrigerator have?

Ss Five.

T Where's the stress?

Ss re-FRIG-er-a-tor.

T So, I write *a refrigerator* on the strip – and mark the stress.

- In groups, Ss choose and record words/phrases from the lesson on paper strips.
- Put the strips in the box. In future lessons, Ss use these to review or test each other.
- Repeat the procedure by recording new vocabulary on strips in future lessons.

- talk about how you communicate

Introduce the lesson Dictate these sentences and ask one or two volunteers to write them on the board.

Who do you talk to?

How do you talk to them?

- Explain the meaning of *who* and *how*. Ss discuss the questions with each other.
- Monitor and listen to them speaking. You might like to answer these questions yourself before you elicit ideas from the class.

1 FUNCTIONAL LANGUAGE

- A** **PAIR WORK** Read the vocabulary words before Ss discuss the options to make sure they understand. Monitor as Ss discuss. Elicit answers.

Answers

Answers may vary.

- B** **1.40** **Do the task** Play the audio as Ss read and listen. Elicit the answer. Check for any words Ss would like explained.

- Play the audio again, pausing after each line. Ask Ss to repeat either individually or as a whole class. Monitor for pronunciation.

Answer

Rocío: phone, email, Instagram
Jeff: email, Facebook

- C** Allow Ss some time to complete the activity in pairs. Elicit answers.

Answers

What about email? Do you post photos, too?
Do you post photos? How about you?

- D** **1.41** **PAIR WORK** **Review** Model the first part of the conversation with a volunteer to make sure Ss know what to do. Ss complete the task individually before checking with a partner.

- Play the audio and ask Ss to check. Ss role play the conversation with their partner. Circulate and monitor for pronunciation.
- Ask volunteers to demonstrate for the class.
- Give feedback.

Answers

Conversation 1

2 Yes, I do. Do you use it, too?

4 Yes, it is. I really like it.

1 Do you use Instagram?

3 No. Is it interesting?

Conversation 2

3 No, but I send birthday messages.

2 Yes, to my family and friends. What about you?

4 Hmm ... birthday messages are OK, but I like cards.

1 Do you send birthday cards to your family?

EXTRA ACTIVITY

Ask Ss to create similar dialogues about different websites or apps they use. These could be Facebook, Instagram, Snapchat, WhatsApp, or other applications they use. Ss can write these down or simply say them. Again, encourage Ss to use brand names so that any lack of vocabulary does not stop conversation. Monitor for grammar and pronunciation. To reinforce accuracy, Ss could record the dialogues on their smartphones and play them back to listen.

2 REAL-WORLD STRATEGY

- A **Introduce the task** Read the dialogue with a volunteer. Elicit answers.

Answer

Rocío says, "OK."

VOCABULARY SUPPORT Explain that body language is an important tool in communication. Nodding, smiling, and frowning are all important non-verbal forms of communication. Explain that *yeah* is informal, but totally acceptable. Also, tell Ss that all of the Real-World Strategy phrases have similar meanings and can be used in the same way.

- B **1.42** Play the audio. Play again if Ss require it. Elicit answer.

Answer

phone (parents), email (son and daughter)

1.42 Audio script

A Do you talk to your family on the phone?
B Well, I talk to my *parents* on the phone. They're 81 years old.
A OK.
B So they don't like computers. They like the phone.
A Yeah.
B But I send emails to my son and daughter.
A Right.

- C **1.42** Play the audio again. Elicit answers.

Answers

She says: "OK," "Yeah," and "Right."

- D **PAIR WORK** **Review** Put Ss into pairs and assign each one to be either Student A or Student B. Ask Student As to turn to page 156 and Student Bs to turn to page 159.

- Read the instructions aloud and then allow Ss time to read through the chart. Check understanding. Ask one of the Student As: *What topic will you ask about?* Elicit something like *Do you have a laptop?* Write this on the board. Elicit an answer, e.g., *Yes, of course.* Ask a Student B: *What will you ask about?* Elicit something like *Do you send emails?* Write this on the board and elicit an answer. Explain that Ss can use any of the questions or answers from page 39 to help them.
- Circulate and monitor as Ss do the task.
- When complete, ask volunteers to demonstrate their dialogue in front of the class. Give positive feedback.

3 PRONUNCIATION: Saying stressed words

- A **1.43** Play the audio. Ss discuss the questions in pairs. Check answers. It may be useful to remind Ss that they saw stress in Unit 2 to show how similar-sounding words are different. Here, stress shows the important words (often the nouns, verbs, and adjectives) in a question or sentence.

Answers

- 1 What about **email**?
 - 2 How about **you**?
 - 3 Do you post **photos**?
- These words are stressed because they are the focus of the question.

- B **1.44** Ss guess the stressed words before comparing with a partner.

- Play the audio and have Ss check their answers. Then check as a class.

Answers

A Do you use **Facebook**?
B Yeah. How about **you**?
A Me, too. I post photos and comments.
B Do you **post videos**?
A No. But I send videos on WhatsApp.
B Do you use **video chat**?
A Yeah, video chat is great.

- C **PAIR WORK** Play the audio again. Have the whole class repeat each line.

- Put Ss into pairs to speak.

4 SPEAKING

- A **Review** Read the question aloud. Give Ss two or three minutes to write a list. Encourage Ss to use brand names so they can talk about what they actually like.

Answers

Answers may vary.

- B **PAIR WORK** Practice the model conversation with a volunteer. Ask Ss to role play the conversation with a partner. Then tell Ss to talk to their partner about how they communicate. Encourage them to ask questions and to show they are listening.

- Circulate and monitor as they talk.

EXTRA ACTIVITY

After activity 4, Ss have a circle discussion on the various topics. For details on how to run a circle discussion, see page T-102.

Introduce the lesson If possible, show a product review on a website like Amazon or another online retailer. Explain *review*. Ask Ss: *How many stars?*

- If possible, show a product with a good rating. Ask: *Is this a good product?* to elicit *Yes, it is*. Show a picture of a badly rated product and ask: *Is this good?* to elicit *No, it isn't*.

1 LISTENING

- A** **PAIR WORK** **Introduce the task** Ask a volunteer to read the definition for the class. Ss discuss the questions in pairs before you elicit interesting answers.

Answers

Answers may vary.

- B** **1.45** **Do the task** Explain the task and read the items with Ss. Play all three parts of the audio before you elicit the answers. Here, Ss listen for the gist, in that they are looking for general topics, not details. Elicit the answers and ask Ss to explain clues that helped them identify the product.

Answers

an app: C, a TV: A, a tablet: B

1.45 Audio script

- A** I have two TVs. This one is in my bedroom, on my desk. I like it because it's small. I don't like big TVs. Also, it's not expensive. \$119 is a good price. It's cheap, but it's nice.
- B** I love games, and this tablet is great for games. It's really fast, and it has a nice design. It's \$415. Not cheap. But it's expensive because it's a great product. I love it.
- C** This is an app for photos. You take a photo. Then you change it with the app, but it's difficult, and the photos aren't good. A bad app? Yes! Sorry, but I don't like it.

- C** **1.45** **Play the audio.** Ask Ss to check their answers with a partner. Repeat the audio again, pausing after each section to elicit the answer from Ss.

Answers

Review one: four stars, Review two: five stars, Review three: one star

- D** **PAIR WORK** **Review** Circulate and monitor as Ss discuss the question. When eliciting answers, ask: *Why is the review useful?*

2 GRAMMAR: a/an; Adjectives before nouns

- A** **Introduce the grammar** Check that Ss understand *plural / singular, vowel / consonant, and noun / adjective / possessive*. Elicit examples and write them on the board.

- Before Ss circle the answers, explain that they can refer to the examples in the grammar box.
- **Present the grammar** Ask volunteers to read each pair of sentences in the chart. Ss circle the correct answers in pairs before you elicit answers.

Answers

1 singular 2 an 3 a 4 Don't use

- B** **Do the task** Ss complete the task individually before sharing their answers with a partner and then the class.

Answers

- 1 I want a new cell phone.
- 2 We have two TVs in our house.
- 3 This app is really interesting.
- 4 Do you have an iPad?
- 5 Do you like tablets?

- Read the **Accuracy check** box as a class together. Write or display the following sentences on the board.
 - 1 *I have a pets.*
 - 2 *There are a laptops in our school.*
 - 3 *Does your phone have an apps?*
- Ask Ss to correct the sentences in pairs before you elicit the answers as a class.

Answers

- 1 I have pets.
- 2 There are laptops in our school.
- 3 Does your phone have apps?

VOCABULARY SUPPORT Count nouns are nouns that can be made plural by adding an *s*, such as *games, tablets, or TVs*.

- C** Direct Ss to page 132 to complete the grammar exercise. Teacher's tips for grammar exercises are on page T-129.

3 PRONUNCIATION: Listening for the end of a sentence

- A**  **1.46** Encourage Ss to read the sentences and predict what they will hear.
- Play the audio and check answers as a whole class. Explain that we often know a sentence is finished when the speaker's voice goes down. When a sentence isn't finished, the speaker's voice is often high.

Answers

- 1 A 2 B
2B is finished: This tablet is great for games.

- B**  **1.47** Encourage Ss to read the sentences and predict what they will hear.
- Play the audio and check answers as a whole class.

Answers

- 1 I like it because it's small.
2 It's cheap, but it's nice.
3 It's really fast and it has a nice design.
4 It's expensive because it's a great product.

4 WRITING

Introduce the topic Write the last product you bought on the board giving a one- to five-star rating and explaining why. On paper, Ss write the name of the last thing they bought online and rate it. Collect papers. Choose a random paper. Search an online store (that allows reviews) and display the item. Compare ratings. Ask who bought the item and why they gave the rating they did.

- A** **PAIR WORK** **Introduce the task** Ss read the reviews first. Explain any unfamiliar words. Ss answer the questions in pairs. Elicit answers.

Answers

earphones, a chair; other answers will vary

- B** **Do the task** Ss scan for specific detail and complete the chart. When finished, Ss share their answers in pairs or groups. Elicit answers.

Answers

	Earphones	Chair
Title	Expensive, but nice	A cheap chair!
Number of stars	4	2
Price (\$)	\$89.99	\$29.50
Good or bad product?	Good	Bad

- C** Ss recall the item they wrote about in **Introduce the topic** or choose another item. They search for it on their smartphones and look at the reviews. Ss share the information with a partner. Ask a few Ss to share their answers.
- D** **Do the task** Allow Ss time to find the words in the text. Ask a volunteer to read them aloud. Ss complete the rules in pairs before you elicit the answers.

Answers

- 1 different 2 give a reason

- E** **Introduce the task** Ss discuss the products they will review.
- Read the **Register check** aloud. Explain that exclamation points (!) are used in informal writing. Volunteers read the example sentences aloud. Monitor intonation.
 - Do the task** Give Ss time to write. Encourage them to refer to the reviews in exercise 4A to help. Correct Ss' work before the next section.
- F** **PAIR WORK** **Review** While Ss talk, circulate and monitor. Ask Ss to move around the class and share their reviews with other partners.
- When Ss finish, volunteers read their product reviews aloud. You can share these on your class's social media page.

- talk about your favorite music



Introduce the lesson Ask: *What's your favorite song?* and *What music do you like?* Ss share answers in pairs before you elicit ideas.

- Direct Ss to the **Useful phrases** section at the bottom of the page. Remind them that they can use them at the relevant stages of the lesson.

A Do the task Aim: Ss read a short message and discuss the meaning.

- **INDIVIDUALLY** Ss read to understand the main idea and answer the question.
- **PAIR WORK** Ss share ideas before you elicit answers as a class.

Answers

The message is about a party on Saturday night. It asks people to send the names of their favorite songs.

B 1.48 Aim: Ss listen and complete the definitions.

- **PAIR WORK** Ss complete the task together.
- **INDIVIDUALLY** Ss listen and check their answers. Ask Ss to read the complete sentences when you elicit answers. Correct pronunciation.

Answers

1 songs 2 band 3 singer 4 Famous 5 Popular

C PREPARE Aim: Ss share songs they like.

Give Ss some ideas by telling them about a singer or song you like.

- **PAIR WORK** Ask Ss to write the names of their partner's favorite singer, song, and band on a small piece of paper. Ss fold the paper and you collect them.
- **CLASS WORK** Open one piece of paper at random and play some of the music from YouTube or your smartphone.

D DISCUSS Aim: Ss share musical tastes.

- **PAIR WORK** Circulate and monitor as Ss discuss music.
- **Extra speaking practice*** Ss work in pairs before repeating the task in fours.

E AGREE Aim: Ss find out what they have in common.

- **GROUP WORK** Pairs now circulate and share their ideas with other pairs. When Ss speak, focus on their performance, rather than their accuracy.* Give them feedback based on how well they completed the task.

F DECIDE Review Aim: Ss decide on songs that they like best.

- **GROUP WORK** Ss share and choose their songs in small groups. Circulate and monitor, listening for language usage you can give feedback on at the end of the activity.* Ask Ss to write their list of songs on a piece of paper, which you collect.
- **CLASS WORK** Share Ss' lists on social media or display them on the classroom wall. If there is one song that everyone likes, consider playing the video online.

*These tips can help you to create a safe speaking environment. They can also be used with other speaking activities. For more information, see page xxii.

PROGRESS CHECK

Direct students to page 153 to check their progress. Go to page T-152 for Progress check activity suggestions.

Review Elicit Ss' favorite songs in English. Make sure most Ss like the song and that the lyrics are simple. For the next session, find the lyrics online and make a worksheet for Ss to use while they listen to the song. This could be a gap fill or just lyrics they can read. Play the song for Ss. As a variation, Ss make a lyrics worksheet for their classmates.



**TEACHER DEVELOPMENT
REFLECTION**

Answer these questions yourself in a reflection journal or discuss them with your peers.

- 1 What personal information did you learn about your students by chatting with them before the lesson? How can you use some of this information in future lessons?
- 2 What adjectives from Unit 3 did students use to describe their phones? When you wrote the sentences from your conversation on the board, did late students try to copy them down?
- 3 A colleague says, "My class is supposed to start at 9 a.m., but some students don't show up until 9:05. I just sit there and look at my notes. I feel so uncomfortable." What advice would you give your colleague?
- 4 What other things could students add to their strips of paper? For example, if they record a verb, they can also indicate any necessary preposition, e.g., listen to music or the radio.
- 5 Some teachers regularly close lessons by summarizing what they did. What are the advantages of doing this? How can you involve students in the summary process?

MONDAYS AND FUN DAYS

5



TEACHER DEVELOPMENT INTRODUCTION

Strategy 2: Teaching vocabulary – Recording and memorizing vocabulary

After we've presented new vocabulary, we need to help our Ss to record and memorize it for future use.

Spidergrams (Activity 1): This is a way of recording vocabulary which Ss can continue to use independently beyond the classroom. You will have the opportunity to demonstrate this in lesson 5.1.

Disappearing drill (Activity 2): A repetition activity for the whole class with an added element of memory challenge keeps Ss engaged and entertained. You can try this in lesson 5.2.

To find out more about ways of helping Ss to record and memorize vocabulary, read Chapter 6 of Ruth Gairns and Stuart Redman, *Working with Words*, pp. 86–100. Please go to www.cambridge.org/evolve to download these pages.

INTRODUCE THE THEME OF THE UNIT

Elicit the days of the week from Ss and write them on the board in random order. Then ask: *What do you do on Monday? on Tuesday?*, etc. Briefly discuss routine activities and write these on the board. Allow Ss to use a dictionary if they wish. In pairs ask Ss to copy the days and the activities on pieces of paper or index cards, then put the days in the correct order along with their related activities. When Ss have finished, draw a calendar on the board and ask a volunteer to write the days in the correct order. Have other volunteers fill in their routine activities and tell them to the class. Pairs should make any needed changes to their work.

UNIT OBJECTIVES

Read the unit objectives aloud. Tell Ss to listen and read along. Explain any vocabulary that Ss might not understand, such as *routine, weekend, agree, common, and report*.

VOCABULARY SUPPORT In this unit, a **report** is information about a person's routine. It's not an academic or work-based report.

START SPEAKING

Ss answer the questions in pairs. Circulate and monitor, listening for good answers to the questions to share when the activity is over. Elicit answers.

5.1

PLAY OR FAST-FORWARD?

LESSON OBJECTIVE

- talk about weekday and weekend activities

Introduce the lesson Write *morning, afternoon, evening, night* on the board. Ask Ss to tell their partner which part of the day is their favorite and why. Elicit answers.

1 VOCABULARY: Days and times of day; everyday activities

- A  **1.49** **Introduce the task** Play the audio through once. Play the audio again, pausing after each word so that Ss can repeat. Ask individual Ss to read the words aloud without the audio.
- B  **1.50** Have Ss look at the pictures. Play the audio once through as Ss read and listen. Play again, pausing so that Ss can repeat after each sentence. Correct pronunciation.

VOCABULARY SUPPORT Remind Ss that there are three main prepositions for time.

on = days

in = morning, afternoon, evening

at = night and times (7 o'clock).

EXTRA ACTIVITY

Repeat the days of the week as a whole class. Then, ask individual Ss to say the days of the week in succession as each Ss says a different day. After Sunday, go back to Monday. Start again if a Ss says the wrong day. Try to go around the class without Ss making any mistakes.

- C **PAIR WORK** Ask Ss to decide the sentences that are true for them before they share their ideas with a partner. Elicit answers.
- Review the sentences with Ss and check understanding of *go out*. Say: *When I go out, I meet a friend. We have coffee. What do you do?*
 - Ask Ss to say two more sentences that are true for them. They share these with a partner before you elicit some examples and write them on the board.
- D Direct Ss to page 144 to complete the vocabulary exercises. Teacher's tips for vocabulary exercises are on page T-141.

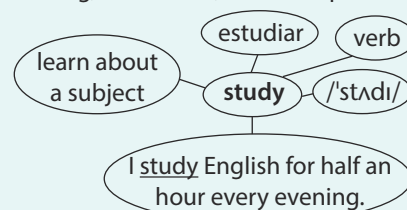


TEACHER DEVELOPMENT ACTIVITY 1

Spidergrams

Making spidergrams helps Ss to make connections and remember new words – and provides a useful record for Ss to study at home.

- On the board, show Ss how they can make a spidergram of different kinds of information about an important word, e.g., spelling, pronunciation, word class, meaning, translation, and example sentence.



- Working alone, Ss choose a word from exercise 1 and make their own spidergram. Encourage Ss to improvise, e.g., they can show meaning with a picture or write a rough pronunciation in their own native language.
- Ss show one another their spidergrams in small groups.
- Encourage Ss to use spidergrams to record important vocabulary in the future. Discuss the benefits of recording vocabulary in this way.

2 LANGUAGE IN CONTEXT

Introduce the task Draw the following icons on the board in a line and elicit what they mean from Ss: *rewind, play, fast forward, and pause*. Ask Ss on which machines they see these icons.



- A **Do the task** Ss read the article with the focus questions in mind: *Who is Sam?* and *Who is Justine?* Some Ss might find this quickly.
- Allow everyone time to finish reading the text before you elicit the answers. Ask Ss to tell you any unfamiliar words, and draw their attention to the **Glossary**.
 - If Ss have difficulty, read the article with them. Interpret as you go and then elicit who Sam and Justine are.

Answers

Sam is Matt's brother and Justine is his sister. Sam usually runs in the morning before work. On Monday and Thursday he plays soccer after work, and he goes out with friends on Wednesday. On Tuesdays he stays home and watches TV.

- B** Ask Ss to discuss the answers to the questions in pairs. Encourage them to support their answers with examples from the reading.

Answers

Sam: Play now
Justine: Fast-forward to the weekend

- C** **PAIR WORK** **Do the task** Ss discuss the question in pairs or small groups.

Answer

Answers may vary.

- **OPTIONAL ACTIVITY** Ss watch June's video and decide whether their way of life is the same or different.

REAL STUDENT

Hello, I'm June. For me, it's fast-forward to the weekend. On weekdays, uh ... I mostly uh ... take care of my two ... children. So on weekends we go out together.

3 GRAMMAR: Simple present statements: *he, she, they*

Introduce the grammar Show a picture of a person – it could be a member of your family or a picture from the internet. Tell your Ss a few positive and negative things about him or her to model the grammar in this unit, e.g., *He works in Tokyo. He doesn't speak Spanish.*
Ask a volunteer to tell the class about a person.

- A** **Present the grammar** Before Ss circle the answers in pairs, explain that they can refer to the examples in the grammar box. Elicit answers as a class.

- Ask volunteers to read through the grammar box aloud.

Answers

- 1 he and she
- 2 has
- 3 doesn't

GRAMMAR SUPPORT Highlight the *s* used in most verbs with *he / she / it*. Explain that we don't use the *s* when the verb is negative.

EXTRA ACTIVITY

Verbally say positive sentences and ask Ss to reply back with the negative, e.g., *He drinks coffee.* to elicit *He doesn't drink coffee.* (Make sure Ss don't say *He doesn't drinks coffee.*!) Make sentences personal to Ss. Be sure Ss understand that in this context *drink* is a verb.

- More sentences to try:
He works in [London]. / She lives in [Mexico]. / We like [soccer]. / They speak [Spanish].

- B** Ss complete the sentences independently before sharing their answers. Ss read the full sentence aloud when you elicit answers.

Answers

- 1 play 2 doesn't 3 have 4 plays 5 has 6 don't

- C** Direct Ss to the adverbs of frequency chart. Go back to the picture you showed in the introduction section. Make some sentences about them to explain the adverbs, e.g., *He always goes to work.*

- Ss complete the sentences in pairs.
- Ss read the complete sentence when you elicit answers.

Answers

- 1 often 2 always 3 always 4 sometimes 5 never
6 usually

- D** Direct Ss to page 133 to complete the grammar exercise. Teacher's tips for grammar exercises are on page T-129.

GRAMMAR SUPPORT Adverbs of frequency usually come before the main verb in a sentence.
I never play soccer. / I always speak English.

- To practice this, write some sentences on the board and ask Ss to add an adverb of frequency in the right place to make a true sentence about themselves. Here are some sentences you could use.
I go to work. / My classmates talk in class. / My family eats cookies.

4 SPEAKING

- A** **Do the task** Ask Ss to think of three to five friends or family members. Ss write their lists.

- B** **PAIR WORK** **Review** Ss tell their partner about their chosen friends and family and their ways of life.

- Give feedback on the use of language you heard.

LESSON OBJECTIVE

- tell the time and talk about your routines

Introduce the lesson Draw a big circular clock on the board. Ask Ss to copy. Write the words for each number around it. Write *o'clock* at the top. Draw hands on the clock so it is one o'clock. Elicit *one o'clock*, *two o'clock*, etc. as you point to different numbers.

- Explain that *noon* is 12 o'clock during the day and *midnight* is twelve o'clock at night.

1 VOCABULARY: Telling the time

- A**  **1.51** **PAIR WORK** **Do the task** Play the audio, pausing after each sentence so that Ss can repeat together. Play again, pausing after each sentence and having an individual S repeat.
- Remind Ss about *a.m.* and *p.m.*
 - Check understanding of *quarter to X*, *noon*, and *midnight*.
 - Model the speaking. Point to a picture and ask: *What time is it?* Have a volunteer tell you the time. Then ask Ss to work in pairs to continue the task.

- B** Direct Ss to page 145 to complete the first vocabulary exercise. Teacher's tips for vocabulary exercises are on page T-141.



TEACHER DEVELOPMENT ACTIVITY 2

Disappearing drill

A traditional drill asks Ss to repeat target vocabulary many times to help memorization, develop confidence, and improve pronunciation. This activity adds an element of memory challenge to the traditional drill, making it fun and helping maintain Ss' interest.

- Draw six to eight large circles on the board and write a time in each. Use a simple format, e.g., 8:30.
- Point randomly at different circles and have Ss say the times together. Make sure they use full sentences, e.g., "It's eight-thirty!" Continue pointing and drilling.
- After a while, erase one of the times so that only the empty circle is left. Continue the drill, including the empty circle. Now Ss have to remember what time was written there.
- Gradually erase more times as the drill proceeds. See if Ss can continue until all the times have disappeared and there are only empty circles on the board!

2 LANGUAGE IN CONTEXT

Present the vocabulary Write *routine* on the board. Elicit the meaning. Tell Ss your routine. Use *get up*, *eat breakfast*, *have dinner*, and *go to bed*.

Explain and discuss the meaning of *body clock*. Ask: *Do you always get up at the same time?* Elicit.

VOCABULARY SUPPORT *Body clock* is the biological clock inside your body that wakes you up in the morning and makes you feel tired at night.

- Ask Ss to share the times that they do these things with the class. Ask: *When do you eat breakfast?* Elicit the time. Correct any errors you hear.

- A**  **1.52** Read the instructions aloud. Ask Ss to guess what a body clock is.

- Play the audio as Ss listen and read.
- Ask Ss to compare their answer about Alex with a partner. Elicit as a class.

Answers

Alex is always tired.
Your body clock is your body's natural need to sleep, eat, etc. at particular times.

- B**  **1.52** **PAIR WORK** **Do the task** Model the example sentences so Ss get the idea of taking notes.

- Play the audio. Allow time for Ss to write their sentences before they compare them with a partner.
- Elicit answers from the class and write them on the board.

Answers

Alex gets up at 7:45. He doesn't eat breakfast. He drinks coffee. He goes to class at 8:30. He eats at noon. He goes to class in the afternoon. He usually has dinner at 9:00 p.m. On Friday and Saturday he goes out with friends. He usually goes to bed at 2:00 or 3:00 a.m. On Sunday he gets up really late and watches TV.

- C** Direct Ss to page 149 to complete the second vocabulary exercise. Teacher's tips for vocabulary exercises are on page T-141.

- D** **PAIR WORK** Ss compare their routines to Alex's. They say what is similar and what is different.

- **OPTIONAL ACTIVITY** Ss watch Josue's video and say whether their routine is the same or different.

REAL STUDENT

Hello, my name is Josue Lozano. I usually get up at 7:00. I go to class at 9:00 and eat lunch at 1 p.m.

3 GRAMMAR: Questions in the simple present

Introduce the task Write: *Do you get up early?* Elicit *Yes, I do.* or *No, I don't.* Write: *What time do you get up?* to elicit an answer. Ask Ss to explain the difference. Elicit that questions that start with *do/does* are *yes/no* questions, and questions that start with question words such as *what, why,* and *where* are questions that require more information in the answer.

- A Before Ss circle the answers, explain that they can refer to the examples in the grammar box.

Answers

- 1 Do 3 Do or Does + person or thing + verb
- 2 Does 4 before

- **Present the grammar** Ask volunteers to read the grammar chart. Check Ss' understanding using concept questions; ask individual Ss both *yes/no* questions and information questions. Make the questions relevant to Ss if possible, e.g., *Do you watch TV in the evening?* and *What do you watch?* Ask each S a question.

- B **PAIR WORK** Ss complete the sentences individually before checking their answers with the class.

- Ss role play the conversations. Monitor and check for pronunciation.

Answers

Conversation 1

A What time do you go to work?

B I go to work at 7:00.

A Wow! When do you go to bed? ("What time" is also acceptable.)

B I usually go to bed after midnight. I'm always tired!

Conversation 2

A Do they play soccer?

B Yes, they do. What about you?

A No, I don't.

Conversation 3

A Does Martin have a new job?

B Yes, he does.

A Where does he work?

B He works in an office.

- C Direct Ss to page 133 to complete the grammar exercise. Teacher's tips for grammar exercises are on page T-129.

- D Allow Ss time to write the questions. Check for grammar and spelling before Ss ask and answer questions with their partner.

Answers

Answers may vary.

- Read the **Accuracy check** aloud. Ask Ss to correct the following sentences individually before checking with a partner.

- 1 When they study?
- 2 Where Manuel work?
- 3 What time you have dinner?

Answers

- 1 When **do** they study?
- 2 Where **does** Manuel work?
- 3 What time **do** you have dinner?

- E **PAIR WORK** Circulate and monitor as Ss ask each other questions and answer them. Listen for language usage and provide feedback at the end of the task.

- Ask volunteers to present their questions and answers to the class.
- Ask students what new information they learned about their classmates.

4 SPEAKING

- A **Review** Before Ss discuss the question, read the examples and talk about your and your own family's routines. Monitor as Ss talk.

- B **PAIR WORK** After Ss discuss this with a partner, ask them to circulate around the class discussing with three or four other Ss if they listen to their body clock.

- Monitor and listen to Ss as they talk. Listen for language usage that you can give feedback on when the activity is over.
- When finished, ask how many Ss listen to their body clock.
- Give feedback.

EXTRA ACTIVITY

Do a class survey. Ss write down four *yes/no* questions and four information questions. Check that their questions are grammatically correct. Ask them to go around the room asking three other Ss for their answers. Monitor and check for pronunciation.

- show you agree and have things in common

Introduce the lesson Write or dictate the following activities or activities that might be relevant to your Ss:

work / watch TV / hang out with my friends / play sports / use the internet / go to a club / drive in the city, etc.

- Ask Ss to rank the activities 1–5 with 1 being their favorite activity. Ss then work together and ask if they like or don't like these things. They ask: *Do you like...?* and say: *Yes, I do.* or *No, I don't.*

1 FUNCTIONAL LANGUAGE

A  **1.53** Play the audio while Ss read. Play again if Ss wish until everyone has an answer.

- Play audio again. Pause after each sentence and Ss repeat together.

Answers

They both play basketball.

B Do the task Ss complete the chart in pairs before you check as a class. Check Ss' understanding of short concept questions by saying: *I think soccer is fun.* and point to a S. He or she responds: *Me, too.* Say: *I don't like coffee.* Elicit: *Me, neither.* Make the sentences relevant to Ss.

Answers

1 agree 2 true 3 Yeah 4 Me 5 too

C Review Ss complete the activity individually before checking their answers in pairs and then sharing with the class.

Answers

- 1 Me, too.
- 2 I agree.
- 3 Yeah, I know.
- 4 Me, neither.

EXTRA ACTIVITY

Ask Ss to make two lists: *Things I like* and *Things I don't like*. Ss fill the lists with five items; they could be food, sports, music, activities, etc. Ss then share their list with a partner, talking about things they agree with and the things they have in common.

2 REAL-WORLD STRATEGY

Introduce the lesson Elicit a list of adverbs of frequency from Ss and write them on the board. Dictate two questions: *How often do you get up early? How often do you go to bed late?* Ask Ss to write their responses and check their own spelling before they share their answers with a partner. Monitor as they talk.

- A Introduce the task** After reading the box, elicit answers as a class.

Answers

B runs a lot. A doesn't run a lot.

- B**  **1.54** Play the audio as many times as Ss want. Ask Ss to check with a partner before you elicit answers as a class.

Answer

The woman

1.54 Audio script

A You run, right?
B Yeah, every morning.
A So do you get up early?
B Usually.
A On weekends, too?
B That's right.
A No way!
B Do you get up early on weekends?
A Never!

- C**  **1.54** Play the audio again, pausing at sections if necessary so Ss can follow. Ss complete the task individually.

Answers

The man says *Never*. The woman says *Usually*.

EXTRA ACTIVITY

Check Ss' understanding by asking them individual, relevant questions like *Do you get up early?* to elicit *always, never*, etc. Make the questions relevant to your learners.

- D** **PAIR WORK** **Review** Put Ss into pairs and assign each one to be either Student A or Student B. Ask Student As to turn to page 157 and Student Bs to turn to page 159.

- Read through the instructions in part 1 aloud and check understanding.
- Allow Ss time to fill out the sentences alone using the adverbs. Circulate and monitor if needed.
- Bring the class together. Ask volunteers to read the speech bubbles aloud. Write *taxi driver* on the board and point to yourself to show this is your job. Ask Ss to ask you similar questions as a model for the activity. Answer using adverbs.
- Ss do the task. Monitor as Ss complete the task.

3 PRONUNCIATION: Saying syllables in words

- A**  **1.55** **Introduce the task** Explain the meaning of *syllable*. Choose a S with a two- / three-syllable name. Write it on the board. Then say it aloud and show the syllables on your fingers.

- Play the audio. Ss check answers in pairs, then share as a whole class.

Answers

1 1 2 3 3 2

- B**  **1.56** Ss guess the answers.

- Play the audio and have Ss repeat as a whole class. Check answers.

Answers

1 2 2 2 3 3 4 1 5 1 6 2

- C** Refer Ss to page 48. Elicit an example, e.g., *lunchtime* = 2 syllables.

- Ss work alone before comparing with a partner. Check answers.

Suggested answers

1 one syllable: lunch, cool, true, ball, good, play, friends
2 two syllables: lunchtime, ever, minute, neither, Thursday, player, very, funny, boring, early

4 SPEAKING

- A** Monitor and circulate as Ss make their lists. Spell any words Ss need on the board so everyone can see them.

Answers

Answers may vary.

- B** **PAIR WORK** Circulate and monitor as Ss discuss. Ask Ss to share their answers with other classmates.

- Listen for language usage, such as grammar and pronunciation, that you can give feedback on when the activity is over.
- When Ss finish, elicit what they have in common and write it on the board.
- Give feedback.

LESSON OBJECTIVE

- write a report about your activities

Introduce the lesson Write *work*, *rest*, and *play* on the board. Tell Ss about the things you do in your own life to work, rest, and play. Show relevant pictures you might have on your smartphone. Now ask Ss to tell each other what they do to work, rest, and play. Monitor their conversations. Then elicit Ss' ideas.

1 READING

A Introduce the task Give Ss a short time to read the text. Elicit answers.

- Ask individual Ss to read a sentence of the text aloud. In this way, several Ss get reading practice and the class won't lose focus while listening to just one person.
- Check that Ss understand all words in the reading and allow them to translate if necessary.
- Direct Ss' attention to the picture of Cheryl. Call on a volunteer to describe what they see. Lead a class discussion about how the picture relates to the article.

Answer

The article is about work, rest, and play.

VOCABULARY SUPPORT Reading a text quickly to get an overall idea of what it is about is called *skimming*. Reading and looking for a specific piece of information is called *reading for detail*. Explain to Ss that exercise A is a *skimming* task and exercise B is a *reading for detail* task.

B Introduce the task Review verbs as a part of speech in English. Ask: *How do we know if a word is a verb? (It describes action.)*

- Ss scan the text for information to complete the chart individually. Then they share their answers with a partner. Ask Ss to read the whole sentences when you elicit the answers. Monitor for pronunciation.

Answers

Work: works at a store, has a French class, does her homework, studies French

Rest: listens to music, watches TV

Play: plays soccer, goes out with her sister, plays the guitar

C PAIR WORK Monitor as Ss discuss the question. Encourage them to come to an agreement with their partner before you elicit answers from the whole class.

Answer

2 **work**, rest, and play

EXTRA ACTIVITY

Direct Ss to page 46 to review telling the time. Draw or show clocks displaying various times and elicit the correct times. Write: *What time do you ... ?* on the board as a stem. Expand by asking *What time do you have English class?* Elicit answers from the class.

- Ss work in pairs with one partner acting as Cheryl. They ask and answer questions about her day, e.g., *What time do you work at the store? I work at the store from 10:00 a.m. to 5:30 p.m.* Ss draw from the reading to ask and answer questions. When they have finished, encourage them to ask and answer personal questions about their own lives with each other using *What time do you ... ?* Monitor as they talk. Elicit examples from the class when they finish.

2 WRITING

Introduce the task Tell Ss what you do every day. Use the sentences in the WRAP report as a model. Show or draw any pictures you might have to help explain your story. Ask Ss: *Are you the same as me?* Elicit their ideas.

A Read the text together as a class. Ss answer the questions in pairs.

- Direct Ss to the **Register check** box. Ask volunteers to read the text aloud. Monitor for pronunciation. Check Ss' understanding by asking them questions, which they answer with the time followed by *in the morning*, *in the afternoon*, or *at night*.

What time do you [start work]?

What time do you [have dinner]?

Answers

He teaches, watches TV, and plays basketball on weekdays.
He studies English and reads books on the weekend.

B Pre-teach the word *heading* by showing an online or print newspaper and pointing to the headline. If Ss ask, note that headings are a kind of title, but that titles name things (e.g., books, movies, reports) and headings do not. Ss think about the answers alone before you elicit them aloud.

Answers

Students circle the headings: Rest, Play, My WRAP result
What do they show? c – the different topics in the report

C Ss answer in pairs before checking back with the rest of the class.

Answers

b Andre's activities

D Ask Ss to talk to a partner, explaining the things they do to work, rest, and play. Talking in pairs may give Ss more ideas to write about. They can use vocabulary from this unit to help them.

- Circulate as Ss write, discussing their ideas with them.

E Do the task As Ss write, circulate and monitor their work. Ss can use the WRAP report in exercise 2A to help them as well as the one on page 50.

- Write on the board any words Ss may need spelled so everyone can see them.

F **PAIR WORK** Review If possible, mark Ss' texts before they share them with a partner and discuss their WRAP results.

G **GROUP WORK** As groups talk, monitor for pronunciation and grammar. When Ss finish, bring them back together and discuss their ideas. Find out which WRAP result is the most common.



FAST FINISHERS

Write *always*, *usually*, *sometimes*, *never* on the board as column heads. Ask Ss to copy these in their notebooks and then write two sentences in each column using the appropriate adverb.

always	usually	sometimes	never
	I usually play soccer on Friday.		

Remind Ss that adverbs of frequency usually go before the main verb.

Introduce the task Display a picture of a country village or farm. Ask Ss about what it's like to work there. Ask: *Do people work hard here? How often do they work?* Elicit answers. Now show Ss a picture of a busy city. Ask the same questions. Teach and write the word *compare* on the board. Ask Ss to compare the two pictures and places.

- Direct Ss to the **Useful phrases** section at the bottom of the page. Remind them that they can use them at the relevant stages of the lesson.

A **PREPARE** **Do the task** **Aim:** Ss read about different types of weeks.

Explain that = is a symbol that means *equals* and + is a symbol that means *plus*. Ask Ss where else they have seen these symbols.

- **CLASS WORK** Ask Ss: *What does the title mean?* Read the text together. Explain any words Ss may find difficult.
- **PAIR WORK** Monitor as Ss discuss the question before you elicit their ideas.

B **DISCUSS** **Aim:** Ss discuss their routines.

- **PAIR WORK** Allow Ss time to discuss all three types of week. Tell them to compare their routines for each week.
- **PAIR WORK** Ask Ss to consider if their discussion of the routines changes their answer in exercise A. Circulate and monitor Ss as they discuss.

C **DECIDE** **Aim:** Ss choose the best week.

- **PAIR WORK** Give Ss a time limit to make a decision, say two minutes.

D **AGREE** **Aim:** Ss share their choices with the rest of the class.

- **INDIVIDUALLY** Before Ss share their ideas, tell them to practice what they are going to say in their own language.* They should make notes and do the task again in English.
- **CLASS WORK** Ask individual Ss to explain to the rest of the class which kind of week they like and why. Have a class vote on which week Ss like best.

Review Use reformulation to correct errors. See page xxii for details.*

*These tips can help you to create a safe speaking environment. They can also be used with other speaking activities. For more information, see page xxii.

PROGRESS CHECK

Direct students to page 153 to check their progress. Go to page T-152 for Progress check activity suggestions.



TEACHER DEVELOPMENT REFLECTION

You can answer these questions in a reflection journal or discuss them with your peers.

- 1 Development Activity 1 shows Ss a new way of recording vocabulary. How do your Ss usually record vocabulary? What are the advantages of the spidergram format? Are there any disadvantages?
- 2 How did your Ss cope with these aspects of the spidergrams: showing meaning, showing pronunciation, identifying word class (noun, verb, etc.), translation and creating example sentences? What kind of help did you need to provide in each case?
- 3 Development Activity 2 is a traditional choral drill with an added element of a memory challenge. Did your Ss enjoy the activity? Did they manage to continue until all the circles were empty? Why or why not?
- 4 Aside from helping Ss with memorization, what are the advantages of drilling new words, expressions, or structures?

ZOOM IN, ZOOM OUT

6



TEACHER DEVELOPMENT INTRODUCTION

Strategy 3: Building learners' confidence to speak – Planning

When we speak in our first language, we typically think about what we want to say and how we want to say it. We can usually do this very quickly. However, when we speak in a second language, it takes more time to do this. Sometimes teachers forget that students need time to think about the content and the language they will need to speak, especially lower-level students. With many speaking activities, it helps students if you give them some time to plan their ideas and the language that is necessary. This means that speaking activities will often begin with a minute of silence while students do this and make notes if necessary. You can read more about planning speaking on pages 6 and 7 of Philip Kerr's article *How much time should we give to speaking practice?* You can find it here:

http://www.cambridge.org/elt/blog/wp-content/uploads/2017/12/CambridgePapersinELT_TimeForSpeaking_2017_ONLINE1.pdf

INTRODUCE THE THEME OF THE UNIT

Talk to Ss about where you come from or a place that you know well. Show photographs you might have of buildings or landmarks. Tell Ss about your favorite place in the town/city. Answer any questions Ss have about where you come from.

UNIT OBJECTIVES

Read the unit objectives aloud. Tell Ss to listen and read along. Explain any new vocabulary Ss may not understand, such as *nature, directions, and neighborhood*.

START SPEAKING

- A In pairs, Ss say what they see in the picture. Elicit ideas when they finish.**
- **OPTIONAL ACTIVITY** Ss watch Julieth's video and identify the things she mentions. They say if they see the same things in the picture.

REAL STUDENT

I can see a lot of buildings, uh ... mountains, a lot of them.
Uh ... I can see a lake, a very big lake, some boats, a very big bridge, uh ... houses, ... uh, trees, grass, skies ...

- B In pairs, Ss discuss why they would or would not like to go there.**
- C Ss answer in pairs. Elicit ideas.**

Introduce the lesson Display pictures of well-known places from the town you are in. Elicit the names of these places from Ss. Ask: *What's your favorite place in this town? What place don't you like?* Ask Ss to suggest more pictures and show them to the class.

1 LANGUAGE IN CONTEXT

A  **1.57** **Introduce the task** Play the audio while Ss read. Direct them to the **Glossary** box. Ask Ss to identify any more words they don't understand, then explain them.

- Ss discuss the questions in pairs before sharing their answers with the class.

Answers

Lucas is from Paris. Robert is from New York City.
Lucas wants to go shopping on Saturday.

B  **1.57** Play the audio again. Ask Ss to answer the questions individually before sharing their answers with a partner. Elicit answers.

Answers

1 False 2 True

- Read the **Insider English** box. Check understanding by telling individual Ss *I live on a boat.* to elicit *No way!* Ask Ss to write or say a sentence that can't be true and could elicit *No way!*

2 VOCABULARY: Places in cities

A  **1.58** Play the audio while Ss read. Pause after each word and ask individual Ss to repeat.

B Direct Ss to page 145 to complete the vocabulary exercises. Teacher's tips for vocabulary exercises are on page T-141.

C **PAIR WORK** Read the instructions aloud for Ss. Ask them to discuss the questions in pairs.

3 GRAMMAR: *There's, There are; a lot of, some, no*

Introduce the grammar Think about the city you and your Ss are most familiar with. Write sentences about the city using *there is ...* and *there are ...*, e.g., *There is a [museum]. There are some [parks]*. Underline the *is a* in the first sentence and the *are some* in the second sentences. Ask Ss: *Why do we use is and are?* to elicit *one thing = is / two or more things = are*. Also underline the *s* on the end of the noun in the second sentence and ask *Why do we use s here?* Elicit: *S makes a noun plural*.

- A Before Ss circle the answers in pairs, explain that they can refer to the examples in the grammar box. Elicit answers from individual Ss.

Answers

- 1 singular 2 plural 3 no
4 when you don't know how many things there are

- **Present the grammar** Ask different volunteers to read through the sentences in the grammar box aloud. Monitor pronunciation and explain any vocab Ss need.

GRAMMAR SUPPORT To illustrate *no, a, some*, and *a lot of*, draw a box on the board and say *no*. Put a dot in the middle, say *a*. Now add five more dots, say *some*. Add many more dots and say *a lot of*.

- B Ask Ss to circle the correct answers individually before they check with a partner. When eliciting answers, ask Ss to read the full sentence aloud.

Answers

- 1 There are 2 There's 3 some 4 a 5 a lot of 6 no

- C Direct Ss to page 134 to complete the grammar exercises. Teacher's tips for grammar exercises are on page T-129.

- D Remind Ss of the introduction task. Allow them time to write their sentences. Spell any words that Ss need on the board so everyone can see and use them. Circulate around the class providing help.

- Ask volunteer Ss to read the **Accuracy check** box aloud. Write, dictate, or display the following sentences and ask Ss to correct them.

- 1 *There is some parks near my home.*
- 2 *There are a lot of store in the city.*
- 3 *There is a lot of cafés next to the park.*

Answers

- 1 There **are** some parks near my home.
- 2 There are a lot of **stores** in the city.
- 3 There **are** a lot of cafés next to the park.

- Ask Ss to check for mistakes in the sentences they wrote. Elicit some example sentences and write these on the board.

Answers

Answers may vary.

- E **PAIR WORK** Ask Ss to share their sentences with a partner. Elicit some examples from volunteers and write them on the board.

4 SPEAKING

- A **PAIR WORK** Model the sample sentences by asking a volunteer to read them aloud. Ask: *What is there in your neighborhood?* Elicit some answers.

- As Ss talk, circulate and monitor for grammar and pronunciation. Wait until the end of the activity before you give any feedback.
- Elicit ideas from the whole class when they finish.
- Give feedback.

Introduce the lesson Show or display a picture of a place in nature. This could even be a photograph that you've taken. Ask Ss to write down five things they can see in the picture to find out what vocabulary they already know. Write the items on the board. Look for words from the next exercise.

1 VOCABULARY: Nature

- A**  **1.59 Present the vocabulary** Play the audio, pausing after each word so Ss can repeat.
- Play audio again. Ask individual Ss to say the words aloud. Monitor for pronunciation.
 - Ss give their answers to the class.

Answers

Words that describe water: river, ocean, lake.

- B** Ss work in pairs to choose the word that does not belong. When you elicit the answers from the class, ask Ss to explain why the word does not belong.

Answers

1 flower 2 snow 3 desert 4 grass 5 ocean
6 island

- C** Direct Ss to page 146 to complete the vocabulary exercises. Teacher's tips for vocabulary exercises are on page T-141.

2 LANGUAGE IN CONTEXT

- A** Ask volunteers to read the titles aloud. Monitor for pronunciation. Ss read the article individually before deciding on a title with a partner. Take a class vote to see which is the best.

VOCABULARY SUPPORT *Close to nature* means being in close proximity to natural things such as mountains, forests, and animals.

- B** **PAIR WORK** Ss take the test individually, add up their scores, and read the results. Then ask Ss to compare their answers with a partner, noting which ones are the same and which are different.
- C** **PAIR WORK Review** Ss work together to list examples of nature in their city.
- **OPTIONAL ACTIVITY** Ss watch Larissa's video and identify the things she mentions. They say if they have the same things in their neighborhood. You may want to look up and/or explain what a *soccer court* is.

REAL STUDENT

Hello, my name is Larissa. In my neighborhood, there are trees. It's cool by the trees here, um ... there isn't a park, but there is a soccer court.

SMARTPHONE ACTIVITY

Ask Ss to share their own nature pictures with a partner. They look for places from exercise 1. Then Ss present their nature photos to the class.

EXTRA ACTIVITY

Play nature vocabulary bingo with the words from exercise 1. For details of how to play, see page T-216.

3 GRAMMAR: Count and non-count nouns

Introduce the lesson Write or dictate eight to ten nouns and ask Ss to write them as plural. Use words that Ss have seen in the book so far, e.g., *book / car / shop / house / tea / coffee / sugar*.

- Elicit answers if possible. Explain that there are two types of nouns: count and noncount. This lesson presents one kind of noncount: mass or collective nouns that cannot be easily counted (e.g., *sugar* and *coffee*, which have too many grains to count).

A Introduce the grammar Before Ss circle the answers, explain that they can refer to the examples in the grammar box.

Answers

- singular and plural forms
- singular
- There are
- There's

- Present the grammar** Read the grammar box as a class. Individual Ss read each sentence aloud. Check for understanding by saying sentences with a *beep* sound in the middle. Ss replace the *beep* with a word. Do this orally. Use examples from the grammar chart, e.g., *There are [beep] oceans near here. (Answer = no) There are [beep] plants (Answer = some)* Use sentences that are relevant to your learners.

GRAMMAR SUPPORT Count nouns are nouns we can count and become plural by adding *s*. For example, *a flower, five flowers*, etc. Non-count nouns are words that we can't count, and therefore don't ever become plural, e.g., *water, grass, tea*.

EXTRA ACTIVITY

Display or write a collection of words from exercise 1 on the board. Give Ss a time limit, about a minute, to identify and write target words. One minute for singular nouns, then elicit answers. One minute for plural nouns, elicit answers. One minute to identify and write down the non-count nouns, elicit answers.

B Do the task Ss complete the sentences individually before checking their answers with a partner, and then the class.

Answers

- trees
- ocean
- nature
- restaurants
- grass
- hotels

C Direct Ss to page 134 to complete the grammar exercise. Teacher's tips for grammar exercises are on page T-129.

D PAIR WORK Review Model the first sentence by changing it on the board to make it true for you. Ss do the task individually before sharing their ideas with a partner.

4 SPEAKING

A Before Ss begin, display a picture of a place that you know well. To provide a model for Ss, use *there is* and *there are* to describe the scene. Answer any questions Ss may have.

- Ss choose a place and spend a few minutes thinking about the nature there. They can use their smartphone or the internet to look for a picture.
- Ask Ss to write down as many words as they can to describe the place before they share their ideas with a partner.

B PAIR WORK Ss now share their ideas (and pictures) with a partner. Ss should describe the place as best they can using the target language.

- Circulate and monitor, listening for good examples of English to share with Ss at the end of the activity.



TEACHER DEVELOPMENT ACTIVITY 1

Planning language

When students plan language, it helps them recall language from the lesson and perhaps add one or two new words to their speaking activity.

- With books closed, give instructions for 4A and ask Ss to think of a city.
- Tell them to think about what this place looks like and make sure they know the words for most of the things in nature.
- Ask Ss to write down all the words from 6.2 they can use to describe the city.
- Give them about a minute to find the two or three new words on their phone. Monitor and help with pronunciation.
- Also ask Ss to find pictures to show the meaning of the new words to their partner.
- Tell Ss they have 30 seconds to study all the vocabulary they have planned.
- Tell them to try to do the activity without looking too much at their vocabulary lists.

Introduce the lesson Display a map application on the board or on your smartphone. If possible, show your local area. Look for a landmark. Ask and write on the board: *Where is [landmark]?* Elicit and write *go left*, *go right*, and *go straight* on the board.

- Try again with a different landmark. Explain that we often use gestures to talk about directions, usually a finger pointing in the right direction.

1 FUNCTIONAL LANGUAGE

- A Introduce the task** Ss answer the question in pairs about the picture.

Sample Answers

café, mall, museum, supermarket, hotel, train station, restaurant

- B**  **1.60** Play the audio as Ss read. Pause after Conversation 1 for Ss to write the answer. Continue to play the audio. Ss share their answers after they have read and listened to Conversation 2.

Answers

She asks about Garcia Moreno Street and the City Museum.

- Play the audio again, pause after each line and Ss repeat either individually or as a group.
- Ss role play the conversations then repeat and switch roles. Monitor and check for pronunciation.

- C** Ss complete the chart individually before they share their answers with a partner. Elicit answers. Make sure Ss read the whole sentence.

Answers

1 Where's 2 near here 3 this 4 Turn right 5 It's that
6 block 7 straight 8 It's on the left 9 That's

- D**  **1.61** **PAIR WORK** Ss work in pairs to complete the conversations. Play the audio when Ss have finished so they can check their answers.

- Ask Ss to practice the sentences with a partner. Monitor for pronunciation.

Answers

- A** Excuse me. **Where's** Central Station?
B Go one **block**. It's on the left.
- A** **Is this** San Gabriel Street?
B No. **Turn** right. That's San Gabriel Street.
- A** Is the language center **near here**?
B Yes. It's over **there**.

EXTRA ACTIVITY

With the help of Ss, list some local landmarks or places of interest near your class. Ss work in pairs and ask: *Where is [landmark]?* Their partner then uses the language from the chart to give directions.

- Vary this task by having Ss use a map application on their phone. They can give directions in any city in the world.

2 REAL-WORLD STRATEGY

- A  **1.62** Books closed. Play audio. Ss listen and make note of any streets or places they hear. Books open. Ss listen again and share their answer with a partner.

Answers

He wants to go to the City Hotel.

1.62 Audio script

- A Excuse me. Is the City Hotel near here?
B Yes. Turn left here. Go straight. It's on the right.
A So, turn left here. Go straight. It's on the right.
B Yes.

- B  **1.62** Read the sentences with Ss to make sure they understand. Play the audio again. Ss share their answers with a partner.

Answers

2 He repeats the woman's words.

- C  **1.63** **Do the task** Direct Ss to **Checking Information**. Read the explanation and the conversation with a volunteer.

- Model the strategy by telling a volunteer: *It's on the left.* and having them say: *So, it's on the left.* Practice with other volunteers using different phrases for directions.
- Put Ss in pairs. Play the audio, pausing after each phrase so Ss can repeat the information back to their partner. Monitor for pronunciation.

1.63 Audio script

- 1 Turn right here. Then turn right again.
2 Go one block. Then turn left.
3 Go straight. Turn left. Then turn right.
4 Go three blocks. It's on the left.

- D **PAIR WORK** **Review** Put Ss into pairs and assign each one to be either Student A or Student B. Ask Student As to turn to page 157 and Student Bs to turn to page 159.

- Before you begin, ask Ss to memorize some directions that you say aloud and then repeat them back to you, e.g., *Go straight. Turn right. It's over there.* Ask individual Ss to repeat the directions back to you.
- Read through the instructions aloud and check understanding. Explain that Ss should read their directions slowly for their partners.
- As Ss do the task, circulate and monitor.

3 PRONUNCIATION: Saying /ɪr/ and /er/ sounds

- A  **1.64** Play the audio. Have Ss repeat, paying attention to the vowel sounds.

- B  **1.65** Check that Ss understand the activity. Have Ss first read the words and guess the answers, then compare with a partner. Encourage Ss to try saying the words aloud.

- Play the audio. Check answers as a whole class.

Answers

1 A 2 B 3 B 4 A 5 B 6 B 7 A 8 B

- C  **1.66** **PAIR WORK** Play the audio. Pause it after each line and ask the class to repeat.

- Ss practice in pairs. Monitor and provide feedback.

4 SPEAKING

- A **PAIR WORK** Ss put the conversation in order individually before sharing their answers with a partner. As Ss role play, monitor for pronunciation.

Answers

- A Excuse me. Where's the Park Hotel?
B It's that way. Go straight. Then turn left. It's on the left.
A So, go straight. Then turn left. It's on the left.
B Yes.



- B Read both the situations as a class to check for meaning. Allow Ss time to think about the situation they have chosen and to prepare for the role play in the next activity.

- C **PAIR WORK** Ss now work in pairs and role play the situation.

- Circulate and monitor for pronunciation.
- When finished, ask volunteers to perform their situation for the class. Give praise.



TEACHER DEVELOPMENT ACTIVITY 2

Planning content

For speaking activities where students have a role or a specific point of view, they need time to plan their ideas as much as the language. Note that in this activity, students get extra speaking practice planning what they will say.

- Put Ss in pairs, but ask them to work alone to think about and decide which two people are easy to talk about. Allow up to two minutes for this.
- Ask the two Ss to talk to compare their ideas, then they decide which person they will be.
- Ss make notes together on the things their person wants in the new neighborhood – just words, not sentences.
- Tell them they can look up only two or three new words.
- In pairs, Ss practice their presentation using the pronoun *we*.
- Ss present their ideas to the whole class.

- write a fact sheet about a place in nature

Introduce the lesson Display a picture of a place you know well. It could be a city or a natural place you have visited. Use simple language to describe the place to Ss. Use the phrases *There is / are ...* and *It has ...* Write five simple sentences about the place on the board. One sentence is false and the other four are true. Ss guess which sentence is false.

1 LISTENING

- A** Ss discuss the questions together. Elicit answers when finished. Encourage students to guess where in the world these photos were taken.

Suggested answers

She is in a national park or forest. There are trees, rocks, mountains, a beach, and water.

- B**  **1.67 Do the task** Read the instructions with Ss to check for understanding. Play audio as Ss listen. Ss share their answers.

Answer

Rio de Janeiro

1.67 Audio script

Welcome to "Walk with Yasmin." Where am I today? Well, there are some tall trees and a lot of big plants here. And do you hear the water? There's a river near me, too. And listen! There are a lot of interesting animals here. But I'm not in a zoo.

I'm on a mountain in a forest. But trees and animals aren't the only things near me. There's an ocean and some beautiful beaches. And there are people, too. More than six million people! And a lot of buildings – hotels, stores, and restaurants.

So where am I? This is Tijuca Forest, in the big, busy city of Rio de Janeiro.

- C**  **1.67 Review** Ss look over the word lists to check for understanding. Play audio again. Ss check answers in pairs.

Answers

Forest: animals, a mountain, an ocean, a river, plants, trees
City: hotels, people, restaurants, stores

2 PRONUNCIATION: Listening for important words

- A**  **1.68** In pairs, Ss read the sentences and predict the answers.

- Play the audio and check answers.
- Explain that important words, for example nouns and verbs, are usually more stressed than other parts of speech.

Answer

Sentence B

- B**  **1.69** Ss read the sentences, check understanding, and predict which words will be stressed. Have them compare answers in pairs.

- Play the audio. Check answers.

Answers

- 1 There's a river near me.
- 2 There are a lot of interesting animals here.
- 3 I'm on a mountain in a forest.
- 4 There's an ocean and some beautiful beaches.

3 WRITING

- A Introduce the task** Read the instructions aloud to Ss. Allow time for them to read the fact sheet individually. Ss share their answers with a partner before you elicit them and write them on the board. Make sure Ss understand what a fact is (*something that exists and can be proven as true*).

Answers

plants, trees, rivers, waterfalls, interesting animals and birds, mountains, a statue

- B PAIR WORK** Ss answer the question in pairs before checking as a class.

Suggested answer

The language in the fact sheet is more formal, so the full forms are used.

EXTRA ACTIVITY

Write some contractions on the board and ask Ss to write out their long forms. Here are some contractions you could use.

*there's – there is / it's – it has or it is / I'm – I am /
he's – he is / we're – we are / they're – they are*

- C Introduce the task** Ss discuss with a partner what an *opinion* is. Then ask the whole class what is meant by an *opinion adjective* and elicit some examples, e.g., *funny, interesting*.

- Repeat with size adjectives and elicit examples, e.g., *large, short*, etc. Now direct Ss to do the task in pairs before you elicit the answers.

Answers

opinion adjectives: interesting, nice
size adjective: big

- D Ss work individually and circle the correct answers. Check as a class.**

- Write or display more sentences on the board. Try to make them personal to your Ss or area. Ss put the expressions in parentheses at the end in the correct position, e.g., *There are [a lot of] great places in my country. (a lot of) I come from a [great] small village. (great)*

Answers

1 before 2 before

- Draw Ss attention to the **Register check**. Ask a volunteer to read through the explanation.



- E Discuss the places that Ss could write about. It could be a place they have been or a place they would like to go.**

- Give Ss time to discuss their ideas with a partner. They can use their smartphone to find any information they may need.

- F As Ss write, circulate and monitor. Offer to spell any challenging words on the board so that everyone can see them.**

- If possible, correct Ss' factsheets individually. Ask Ss to share their factsheets with classmates.
- As a whole class, ask a volunteer to present their factsheet to the class. You or the volunteer can read their work aloud. Encourage questions from the rest of the class.

TIME TO SPEAK

A good place to live

LESSON OBJECTIVE

- plan a new neighborhood for a city



Introduce the task Show a picture of a city or a town you all know on a map app. Ask, dictate, or write on the board *What is important in a city?* Elicit ideas and write them on the board, e.g., *school, hospitals, etc.*

- Direct Ss to the **Useful phrases** section at the bottom of the page. Remind them that they can use them at the relevant stages of the lesson.

A **PREPARE** **Aim:** Introduce the vocabulary needed.

- PAIR WORK** Allow Ss time to discuss the photos together before they share their ideas with the class.

Suggested answers

A a park B an art museum C a mall D a soccer field
E a movie theater F a restaurant G a hospital
H a student (university)

B **DISCUSS** **Aim:** Ss decide what's most important for a city.

- INDIVIDUALLY** Set a time limit for Ss to rank the pictures alone, say two minutes.
- PAIR WORK** Ss share their answers. Encourage Ss to give reasons.
- CLASS WORK** Elicit some answers from individual Ss.

C **DISCUSS** **Aim:** Ss write a wish list for a neighborhood.

- PAIR WORK** As Ss discuss, circulate and monitor. Keep Ss on task by offering suggestions or ideas. Monitor and make a note of the strong contributions of each pair, for example good use of unit vocabulary, interesting questions, natural-sounding interactions, etc.* You can use your notes to give feedback at the end of the lesson.

D **PRESENT** **Aim:** Ss share their ideas with the whole class.

- PAIR WORK** Before Ss begin, encourage them to rehearse what they are going to say in their heads and make notes. Give Ss time to plan what they are going to say.* They can do the task twice; once with notes and once without.
- CLASS WORK** Ask for pairs to present to the other Ss. Get them to stand in front of the class as they talk and share their ideas about what each person wants in the neighborhood. Monitor and make a note of the strong contributions of each pair, for example good use of unit vocabulary, interesting questions, natural-sounding interactions, etc. You can use your notes to give feedback at the end of the lesson.

Review Feedback for speaking activities* Give the class positive feedback based on the notes you made earlier in the activity. Use reformulation to correct errors. See page xxii for details.

*These tips can help you to create a safe speaking environment. They can also be used with other speaking activities. For more information, see page xxii.

PROGRESS CHECK

Direct students to page 153 to check their progress. Go to page T-152 for Progress check activity suggestions.



TEACHER DEVELOPMENT REFLECTION

Either answer these questions yourself in a reflection journal or discuss them with your peers.

- What differences did you note between planned and unplanned speaking activities in this unit?
- How comfortable were students during the silent planning time before speaking? How comfortable were you?
- What do you need to do to make sure that students only make notes and not write complete sentences that they read aloud?
- Did students need more time to plan language or more time to plan ideas? Why do you think this was the case?
- How much *new* language do you think students should plan (compared to what you have already taught them)?
- What extra things can *you* do to help students plan content? (For example, give them headings or categories.)

REVIEW 2 (UNITS 4–6)

Introduce the review Before beginning the review, write *Grammar, Vocabulary, and Functional language* on the board.

- Set a time limit of two minutes. Ss close their books and work in small groups to remember as much as they can about the grammar, vocabulary, and functional language of units 4–6. Groups write words, phrases, and example sentences in each category.
- Check answers as a class.

1 VOCABULARY

A Write the following words on the board: *father, brother, aunt, son*. Ask Ss: *Which word does not belong? (aunt – because the other relative names are male).*

- Tell Ss to do the task individually before they share with a partner. Elicit answers as a class.

Answers

- 1 song, d. nature 2 hill, e. things we do
3 camera, b. music 4 hotel, f. days and times of day
5 morning, a. technology 6 run, c. places in cities

B Ss work individually to complete the exercise before they check with a partner. Then check answers as a class.

Answers

- 1 song = b. music, *suggested*: popular music
2 hill = d. nature, *suggested*: desert
3 camera = a. technology, *suggested*: earphones
4 hotel = c. places in cities, *suggested*: zoo
5 morning = f. days and times of day, *suggested*: weekend
6 run = e. things we do, *suggested*: study

2 GRAMMAR

A Write the following affirmative sentences on the board and ask volunteers to say the negative and question forms. Write their sentences on the board and point out corrections, if necessary. Highlight the use of *do/don't/does/doesn't*.

affirmative	negative	question
<i>I like soccer.</i>	<i>(I don't like soccer.)</i>	<i>(Do you like soccer?)</i>
<i>She has a dog.</i>	<i>(She doesn't have a dog.)</i>	<i>(Does she have a dog?)</i>

- Ss do the exercise individually before you check answers as a class.

Answers

- 1 Do / play / play 2 do / eat / eat 3 Does / work / works
4 Do / like / don't like 5 do / watch / don't / watch
6 Do / have / doesn't have

B **PAIR WORK** Model some simple questions and write them on the board. *Do you like pizza? (Yes, I do.) Do you have a sister? (No, I don't.)*

- Monitor as Ss ask and answer questions.
- When Ss finish, elicit examples of questions and write them on the board.

C Write *My sister lives / live in New York* on the board. Direct Ss to choose the correct answer (*lives*).

- Ss complete the exercise individually before checking with a partner. Elicit answers.

Answers

- 1 work 2 some 3 there are 4 there's 5 often
6 have

3 SPEAKING

A **PAIR WORK** Read the task aloud to the class. Model the example sentences with a S volunteer. Then think about a place the whole class will know. Say a few simple sentences using target language from Units 4–6. When you finish, ask Ss to guess what the place is.

- Allow Ss a few minutes to make notes. They may use their smartphones to research any information they might need. If Ss struggle to think of places, you could write a list for them to choose from on the board. e.g., *kitchen, garden, office, school, swimming pool, park, etc.*
- As Ss describe their places and guess, circulate and monitor for examples of language usage you can share with Ss at the end of the task.

B Allow Ss time to write their sentences and help correct them. Ask Ss to share their corrected sentences with the class.

4 FUNCTIONAL LANGUAGE

A Write *Me, too*; *Me, neither*; and *Yeah, that's right* on the board. Ask Ss to use these sentences to respond to your statements. Say: *I like coffee. (Me, too.) I don't like salad. (Me, neither.) London is in the UK. (Yeah, that's right.)*

- Ss do the exercise individually.
- Elicit answers from the class.
- Pairs read the conversations together. Monitor for pronunciation.

Answers

1 So 2 right 3 Yeah 4 What 5 Me 6 know
7 That's

B Ss do the exercise individually.

- Check answers as a class.
- Pairs read the conversation together.

Answers

1 me 2 near 3 way 4 turn

5 SPEAKING

A **PAIR WORK** Read each situation aloud. Encourage volunteers to read the example sentences after the descriptions.

- Ss choose one of the three situations and prepare a conversation. They should make notes, but not write the full conversation. For extra support, refer Ss to the functional language lessons from units 4–6.
- Monitor as pairs have their conversations. Listen for examples of language usage and provide feedback to Ss.

B **PAIR WORK** Pairs change roles and repeat their conversations.

- Choose pairs to perform their conversations for the class. If possible, choose a pair for each of the three situations.

NOW IS GOOD

7



TEACHER DEVELOPMENT INTRODUCTION

Strategy 1: Classroom management – Pair and group work

In this unit, we're going to focus on **pair and group work**, and how to make the most of it. When teachers say *Please work in pairs*, students often simply work with the person closest to them – often the same person in each lesson. We'll look at an alternative way of doing pairwork for **maximizing practice opportunities** with a series of different partners. We'll also look at ways of **encouraging quieter students to speak** during group work activities.

Maximizing practice opportunities (Activity 1): Ss practice language items with a series of partners. You'll have an opportunity to try this in lesson 7.2.

Encouraging quieter students to speak (Activity 2): Ss use tokens to encourage taking turns in role play. Try this in lesson 7.5.

To find out more, read chapters 5.7, 5.8, and 5.9 from *Classroom Management Techniques* by Jim Scrivener. Please go to www.cambridge.org/evolve to download these pages.

INTRODUCE THE THEME OF THE UNIT

Pre-teach *opposite* by writing the words *night* and *day* on the board. Write a list of words on the board. Ss guess the opposites.

good – bad / big – small / boring – interesting / tall – short

- Ask Ss to decide on one adjective in each pair to describe their life. Ss share their answers in pairs.

UNIT OBJECTIVES

Read the unit objectives aloud. Tell Ss to listen and read along. Explain any new vocabulary Ss may not understand. Pre-teach *activity* and *happen*.

START SPEAKING

- A** Ss discuss the questions in pairs before you elicit ideas.
- B** Ss share their ideas with a partner, then discuss as a class.
- C** Draw a Venn diagram on the board with *Me* above one circle, *Them* above the other circle, and *Both* over the overlap. Encourage Ss to copy it. Ss discuss their ideas before writing them in the correct place on the diagram.

LESSON OBJECTIVE

- talk about activities around the house

Introduce the lesson Write the sentence *I'm eating lunch.* on the board. Mime eating. Underline the *ing* and explain that this means this action is happening now. Mime other actions for Ss to guess. They call out what you are doing. Encourage them to use the present continuous with *ing*. Mimed actions could be: *driving a car*, *playing a video game*, and *drinking coffee*. You could also use images and video clips to illustrate actions happening now.

1 LANGUAGE IN CONTEXT

- A  **2.02** Read the sentences 1 to 4 aloud and check Ss' understanding. Draw Ss' attention to the **Glossary**. Check understanding of *running late*.

- Play the audio as Ss read and circle the answers.
- Ss then share their answers with a partner. Play audio again if necessary.

Answers

- 1 the mother
- 2 Ariana's husband
- 3 Ariana's son
- 4 Stevie's sister

- B  **2.02** Ss answer the questions with a partner before you check as a class.

Answers

David isn't busy. It isn't a good time to talk because Ariana and Jason are giving their children breakfast before they go to school.

2 VOCABULARY: Activities around the house

- A  **2.03** Play the audio as Ss read. Pause after each phrase and ask Ss to repeat as a class. Draw Ss' attention to *ing* at the end of each verb, which means this action is happening now.

- B Individually, Ss add the words before checking in pairs.

Answers

- 1 clean the kitchen / **my room**
- 2 cook dinner / **breakfast**
- 3 wash my hair / **the dog**
- 4 brush my teeth / **my hair**
- 5 take a bath / **a shower**
- 6 do the dishes / **my homework**

 EXTRA ACTIVITY

Hold a spelling bee. Give Ss six to eight phrases to learn for the next session. These could be the phrases from the vocabulary exercises on page 146 or one of the verbs from the lesson vocabulary. Dictate the phrases and then ask Ss to exchange papers and let a partner correct them. Praise and encourage Ss. Remind them that English words are not always spelled the way they sound.

- C Direct Ss to page 146 to complete the vocabulary exercises. Teacher's tips for vocabulary exercises are on page T-141.
- D **PAIR WORK** **Review** While Ss talk in pairs, circulate and monitor. Listen for examples of language usage that you can give feedback on when the activity is over.
- **OPTIONAL ACTIVITY** Ss watch the video and say whether they do the same things that June does. They then compare answers in pairs. You may want to explain that *wash [the] dishes* is another way of saying *do the dishes*.

REAL STUDENT

Hello, I'm June ... I sometimes talk on the phone and wash dishes at the same time.

3 GRAMMAR: Present continuous statements

A Present the grammar Before Ss circle the answers, explain that they can refer to the examples in the grammar box.

- Read the grammar chart with Ss asking volunteers to read the sentences.

Answers

- 1 things happening right now or around now
- 2 right now
- 3 around now
- 4 verb + -ing

EXTRA ACTIVITY

Take several simple sentences in the present continuous and scramble the words on the board. Give Ss a few minutes to unscramble them before they check with a partner and then the class. Include positive and negative sentences and try to make them relevant to your Ss, e.g.,

*We're cooking dinner. / He's not brushing his hair. /
She's doing her homework. / I'm taking a bath. /
Your parents aren't learning English.*

B Do the first sentence with the class as an example. Ss complete the sentences individually before sharing their answers with their partner.

Answers

- 1 He's **not taking** a bath. He's in the shower.
- 2 I'm **doing** my homework now. It's really difficult.
- 3 Carola isn't studying right now. She's **watching** TV.
- 4 My parents **aren't washing** the car. They're having lunch now.
- 5 I'm **not brushing** my hair. I'm brushing my teeth.
- 6 You're **helping** your friends with their English. You're really nice!
- 7 My cat loves milk. It's **drinking** milk right now.

C Direct Ss to pages 134–135 to complete the grammar exercise. Teacher's tips for grammar exercises are on page T-129.

D Discuss ideas before Ss write. As they write, circulate and offer help.

- Ask Ss to share their sentences with their partner when they finish.
- Direct Ss to the **Accuracy check** box. Read aloud for Ss. Write the following sentences on the board for Ss to complete with the present continuous or present simple form of the verbs in parentheses ().
 - 1 I'm busy. I _____ (have) dinner with my family.
 - 2 She _____ (go) to work at 8:00 a.m. every day.
 - 3 We _____ (clean) the house now.

- Ss should now be able to check their own sentences. Ask volunteers to write their sentences on the board so you can correct them as a class.
- Elicit answers from volunteers. If possible, correct Ss sentences individually.

Answers

- 1 I'm having
- 2 goes
- 3 We're cleaning

4 SPEAKING

A Ask Ss: *What are you usually doing at 5 o'clock in the morning?* to elicit the answer *I'm sleeping*. Ss discuss their activities with a partner or a small group. As they talk, circulate and monitor for pronunciation and grammar.

B **PAIR WORK** Model the activity with a volunteer before Ss work in pairs to call each other. Circulate and monitor as Ss talk.

SMARTPHONE ACTIVITY

Ss look through pictures on their phones with a partner. Ss ask: *What are you doing?* about a photo and their partner responds: *I'm [playing soccer]*. Ss share photos with other members of the class.

LESSON OBJECTIVE

- ask and answer questions about travel

Introduce the lesson Write *types of transportation* on the board. Underline *transportation* and elicit various names for common forms of transportation from Ss, e.g., *bus, train, subway*. Ask Ss which method of transportation is their favorite.

1 VOCABULARY: Transportation

A  2.04 **Present the vocabulary** Play the audio, pausing after each phrase so that Ss can repeat together. Check for pronunciation.

B Ss work on the sentences individually before sharing with a partner. Elicit answers.

Answers

- 1 ride my bike
- 2 waiting
- 3 take the subway
- 4 walking
- 5 at the train station

C Direct Ss to page 147 to complete the vocabulary exercises. Teacher's tips for vocabulary exercises are on page T-141.

D **GROUP WORK** **Review** Ss tell a partner how they get to the places.

- **OPTIONAL ACTIVITY** Ss watch Julieth's video and identify the two types of transportation from exercise 1A she talks about. Then they say whether they also use these types of transportation. You may want to explain that *a short walk* means *a walk that doesn't take a lot of time*.

REAL STUDENT

Hi, my name's Julieth Moreno and when I'm going to my work I usually take a short walk ... it's like 10 or 15 minutes. And then I have, like, the school bus ... I'm a teacher so I have my school bus and it take us like, like two hours.

2 LANGUAGE IN CONTEXT

A Read the instructions aloud. Ss read the messages individually to arrive at the answer. Answer any questions students may have, or encourage them to ask their partner or use a dictionary.

Answers

She's going to her parents' house because it's her mom's birthday.

B **Do the task** Ss correct the sentences individually then share with a partner.

Answers

- 1 Inna is sending text messages to Rob.
- 2 Inna is taking the bus to her parents' house.
- 3 Inna's dad is waiting at the bus stop.
- 4 Inna is carrying a big plant.
- 5 Today is Inna's mom's birthday.

- Read the **Insider English** box. You might ask Ss if they also use emoticons in their text messages. 😊 Remind Ss that emoticons are informal, but can be used to make messages more emotional and friendly.

 EXTRA ACTIVITY

Class survey. Write or dictate the following questions on the board and ask Ss to copy.

How do you travel to work?

How do you travel to class?

What's your favorite way to travel?

Which transportation do you not like?

Adapt these questions as necessary for your Ss. Ask Ss to circulate, asking as many classmates as they can the same questions and writing down their answers. As Ss circulate, monitor for pronunciation and grammar. Bring the class back together and ask Ss to share their findings. How do most Ss travel? Which ways of traveling do they love or hate?

3 GRAMMAR: Present continuous questions

Introduce the lesson Dictate, write, or display the following questions on the board:

- 1 Why are you taking the bus?
- 2 Are you going to the mall?
- 3 What are you doing?
- 4 Why is he carrying the plant?

Ask Ss: Which question can be answered yes or no? (2)
Which two sentences can you answer with because? (1 and 4)

A Introduce the grammar Before Ss circle the answers, explain that they can refer to the examples in the grammar box.

- Ask volunteers to read the chart aloud. Check pronunciation. Ask some questions using the present continuous, e.g., *Are you listening? Are you driving? Yes, I am. / No, I'm not.*

Answers

- 1 at the beginning 2 after

B Complete the first sentence with Ss to demonstrate how to do the exercise. Ss complete the sentences individually before checking their answers with the class.

Answers

- 1 Is, riding, d
- 2 are, doing, e
- 3 Are, listening, b
- 4 is, carrying, a
- 5 is, going, c

C Direct Ss to page 135 to complete the grammar exercise. Teacher's tips for grammar exercises are on page T-129.

D PAIR WORK Review Circulate and monitor as Ss discuss the prompt with each other. Listen for examples of language usage that you can share with Ss when the activity is finished. Elicit ideas from Ss and give feedback.



SMARTPHONE ACTIVITY

Draw or display a picture of household activities. Ask Ss: *What are they doing?* and *What is he doing?* Ss look through their phones and choose a picture that shows people doing something. Ss show their picture to a partner. The partner asks *What is he / she doing?* Allow Ss time to discuss. Circulate and monitor. Volunteers show the class their pictures.

4 SPEAKING



A Read the instructions aloud with Ss. Explain the example and give more if you can. Explain that Ss can use their smartphones to find any information they need.

- Write on the board for Ss to copy and answer:
Where are you going? / How are you traveling? / What are you carrying?



TEACHER DEVELOPMENT ACTIVITY 1

Maximizing practice opportunities

When students repeat the same pair work task with different partners, they can become more confident with producing and responding to the target language, add new language to make their interactions more natural, practice listening to different accents, and feel energized by the change of pace.

- Demonstrate the task with a strong S:
T Hi. It's (T's name). Is this a good time to call?
S No, sorry. I'm having dinner with my family.
T OK, I'll call back later.
- Ss stand in two lines (A and B), facing each other.
- Facing pairs in lines A and B practice "calling" and "answering."
- T taps table to signal that Ss in Line A must move one place to the right to work with a new partner. (The last S in Line A moves to the beginning of the line.)
- Repeat the procedure so everyone in Line A works with everyone in Line B.

B PAIR WORK Model the sample answer with a volunteer. Circulate and monitor as Ss ask questions. Offer help and support. Listen for examples of language usage you can share with Ss at the end of the activity.

- When Ss finish, ask volunteers to explain their ideas to the class.
- Give feedback.



MIXED ABILITY

Responding to questions Start by asking Ss to respond to yes/no questions using *Yes, I am* and *No, I'm not*, e.g., *Are you working? Are you taking the bus?* Progress to more difficult questions for stronger Ss, e.g., *Where are you working? Where are you living?* As a follow up, Ss ask you some questions in the present continuous.

Introduce the lesson Give Ss a four-digit number each. This is their phone number. Draw or show a picture of a telephone number pad. Dial one of the Ss' numbers by pretending to press the numbers. Have a simple conversation with the S, similar to the first six lines of the conversation in exercise 1B. Call another S. For variation, ask a volunteer to come to the front of the classroom and call another S.

1 FUNCTIONAL LANGUAGE

A Introduce the vocabulary Ss discuss the questions in pairs before you talk about them as a class. Find out who has the longest phone calls.

Answers

Answers may vary.

B  **2.05** Play the audio as Ss listen. Play again if necessary. Ss share their answers with a partner. Check that Ss understand the vocabulary.

Answers

Luana is in a new city. She has a new job. She has a new boyfriend.

- Books closed. Ss listen to the conversation.
- Ss read the conversation again in pairs. Monitor and check for pronunciation.

C In pairs Ss complete the chart. Elicit answers by asking Ss to read the whole sentence. Monitor for pronunciation and stress.

Answers

- 1 Hello
- 2 Hi
- 3 It's
- 4 Hey
- 5 going
- 6 are
- 7 doing
- 8 bad
- 9 Good

D  **2.06** **PAIR WORK** Allow Ss time to order the conversation before they check their answers with a partner.

- Play the audio and ask Ss to check their answers.
- Ask Ss to role play the conversation. Circulate and monitor. You might like to go back to the phone numbers game from the start of the class. Ss call other members of the class again. Is their conversation better?
- Make sure you remember to use the same phone language conversation with Ss in the next lesson to help them remember and use the language.

Answers

- 4 Good, thanks. How's it going?
- 3 Hey, Andrew! How are you doing?
- 1 Hello.
- 5 Not bad.
- 2 Hi, Francisco. It's Andrew.



SMARTPHONE ACTIVITY

Ss record their conversation on their smartphones. As homework, ask them to listen to it again and think about their pronunciation. Are there any words they could have pronounced better? Did they notice any errors?

VOCABULARY SUPPORT Encourage Ss to copy and use language that is useful to them. Remembering and using key set phrases is an important step to learning a language.

2 REAL-WORLD STRATEGY

- A Read **Reacting to News** aloud. Ss decide how Jennifer reacts in pairs.

Answers

Good news: Luana has a new job.
Ordinary news: Luana is busy.
Bad news: Luana's apartment is very expensive.

- Concept check by telling Ss more news and asking them react to it accordingly, e.g., *I'm tired. / I have a new car. / I have a new dog! / I get up early every day. / I go to bed late.*

- B  **2.07** Explain the task and play the audio. Play again if Ss ask. Ss check their answers with a partner before you check.

Answers

Ordinary news: He's in his car.
Good news: He has a new car.
Bad news: He has a (big) problem with his car.

2.07 Audio script

A I'm in my car.
B Oh.
A I have a new car.
B Oh, wow!
A Yeah, but I have a problem with it. A big problem.
B Oh, no! OK, *where* are you?

- C  **2.07** Play audio again. Ss check their answers with a partner before sharing with the class.

Answers

Ordinary news: He's in his car. → She says, "Oh."
Good news: He has a new car. → She says, "Oh, wow!"
Bad news: He has a (big) problem with his car. → She says, "Oh, no!"

- D **PAIR WORK** **Review** Put Ss into pairs and assign each one to be either Student A or Student B. Ask Student As to turn to page 157 and Bs to turn to page 160.

- Before you start, write or say some surprising information about yourself, either real or imaginary, e.g., *I have a new baby!* Ask Ss to respond with an expression from page 71.
- Read through the instructions aloud. Allow Ss time to read through their sentences. Check for understanding and explain any vocabulary Ss may need.
- Monitor as Ss do the activity. When Ss finish, ask volunteers from A and B to read a sentence aloud to the class. Elicit suitable responses to it from the group.

3 PRONUNCIATION: Saying *-ing* at the end of a word

- A  **2.08** Ask Ss to predict the missing letters.

- Play the audio and check answers. Have students repeat the *-ing* words, then repeat the sentences.

Answers

1 doing 2 living 3 going

- B  **2.09** Play the audio. Ss compare answers before checking as a whole class.

- Ask Ss to repeat the *-ing* version of each phrase. Explain that it is important to pronounce *-ing* clearly because phrases with *in* have a different meaning.

Answers

1 b 2 a 3 b 4 b 5 b 6 a

- C  **2.10** **PAIR WORK** Play the audio. Have Ss repeat each line.

- Ss practice the conversations in pairs. Monitor and help Ss to pronounce *-ing* clearly.

4 SPEAKING

- A **PAIR WORK** **Review** Before Ss begin this task, spend some time talking about the conversation they will have and some of the expressions and phrases they can use. Ask Ss to think about something that happened to them recently that they can talk about.

- Model a sample conversation with a volunteer to show Ss what to do.
- As Ss talk, circulate and monitor for pronunciation, registers, grammar, and stress. Listen for examples of language usage that you can share with Ss at the end of the activity.
- When Ss finish, ask volunteers to perform their conversations for the class.
- Praise Ss and give feedback.

FAST FINISHERS

If a pair finishes quickly, ask them to change partners with another fast finishing pair and repeat their conversations. Or ask them to record their conversation on their smartphones.

LESSON OBJECTIVE

- write a blog about things happening now

Introduce the lesson Display a picture of a busy scene or find another picture of many people doing different activities. Display this on the board. Model a sentence in the present continuous describing the people in the picture. Ss look at the picture for one minute before you take it away. Ss describe what they remember to their partner using the present continuous. Display the image again and ask Ss to say what the people are doing.

1 READING

Introduce the task Ask Ss: *Do you read blogs?* Elicit which blogs they read and display them, if possible. Elicit comparisons between the blogs they read and "Jamie's Blog" on this page.

VOCABULARY SUPPORT A **blog** is a discussion or website that is usually written by one person or an organization. The style is very informal and can also be conversational. The word **blog** comes from "web log."

- A** Remind Ss that skim reading means they read quickly to find general information, but don't have to understand every word. Ss share their answers with a partner before you elicit them as a class.

Answers

The man is in his living room at home. His cat is on his laptop.

 EXTRA ACTIVITY

Write *formal* and *informal* on the board and check that Ss understand the difference. In pairs, ask Ss to read the blog again and look for things that make the text informal. Allow Ss time to discuss before you elicit answers.

Suggested answers

Asking questions like "Why is it difficult to write in here?" / *well* / sound words like BOOM, etc. / Using direct speech with marks "" / starting sentences with *but* or *and*.

- B** Ss read again and look for details. Ss work individually to complete the chart and then share their answers with a partner.

Answers

5 people in the family: me, brother, sister, mom, dad
3 electronic things: TV, phone, laptop
2 pieces of furniture: table, chair
2 rooms: living room, kitchen
1 animal: cat

- C** **PAIR WORK** Encourage Ss to discuss the reasons for their answers with their partners. They explain to one another what each person is doing.

Suggested answers**Busy**

Jamie (He's writing a blog.)
Sister (She's doing homework.)
Mom (She's talking about work.)
Dad (He's cooking.)

Having fun

Brother (He's playing soccer.)

2 WRITING

Introduce the task Write the punctuation marks below on the board without the names. Elicit their names from Ss.

. *period*

, *comma*

? *question mark*

' *apostrophe*

- Write *i live in london* and ask Ss to fix the capitalization as a class. Explain that names, the pronoun *I*, and the first word of a sentence are always capitalized.
- Write or display the following sentences and ask Ss to punctuate and capitalize them in pairs before you elicit answers.
whats your name my name is Jorge i come from brazil i speak portuguese english and spanish where do you come from

Answers

What's your name? My name is Jorge. I come from Brazil. I speak Portuguese, English, and Spanish. Where do you come from?

- A** Read the instructions aloud with Ss. Pre-teach the words in the **glossary**. After they read, Ss check their answers with a partner.

Answers

The children

- 1 They're making a lot of noise.
- 2 Some kids are talking.
- 3 Some kids are playing music on their phones.
- 4 Some are singing.
- 5 Three boys are playing games on a tablet.
- 6 Also, the children are eating cookies.

Jodi

- 1 She's writing her blog on a school bus.
- 2 She's cleaning their hands and washing their faces.
- 3 She's answering millions of questions from the kids.

Jodi and the children

- 1 They're going to the beach on a school bus.

- B** Ss underline the instances of the words *also* and *too* in the blog individually, but complete the rules with a partner. Elicit answers by asking Ss to read the whole sentence aloud.

Answers

They're busy, too.

Also, the children are eating cookies.

The teacher is happy, too.

end, before, beginning, after

- Direct Ss to the **Register check**. Ask volunteer Ss to read the example sentences aloud. Monitor for pronunciation. Ask Ss to find two sentences like these in Jamie's Blog on page 72.

Answers

And my dad isn't watching it.

But it likes laptops.

EXTRA ACTIVITY

Dictate sentences for Ss to write. Remind them to include the punctuation they learned about, e.g.,

My dad's a teacher.

Where do you live?

I like football. Also, I like tennis.

Make the sentences relevant to your learners if possible. After Ss write, encourage them to exchange papers and let other Ss correct their work. Then write the answers on the board.

- C** **Introduce the task** Before Ss write, model sentences to give them some ideas, e.g., *I'm on the bus. The woman next to me is talking on her phone*, etc. Allow Ss plenty of time to think about and discuss what they are going to write.

- As Ss write, circulate and offer any help they need. Spell any words Ss want on the board so everyone can see them.
- If possible, correct Ss' work before the next activity.

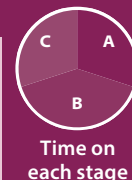
- D** **PAIR WORK** After Ss have read their partner's work, ask volunteers to read their blogs to the class, or you can read them.

HOMEWORK IDEAS

After you have corrected the blogs, ask Ss to record themselves reading their blogs using their smartphones. Encourage them to play back their recordings to listen for pronunciation and share them with their classmates.

LESSON OBJECTIVE

- ask what people are doing these days



Introduce the task Display a photograph of some school children from the past. Ask Ss: *What do you think these people are doing now?* Elicit Ss' ideas. Remind them to use the present continuous.

- Direct Ss to the **Useful phrases** section at the bottom of the page. Remind them that they can use them at the relevant stages of the lesson.

A PREPARE Aim: Ss read and understand the questions.

- CLASS WORK** Model the activity by ranking the topics yourself.
- PAIR WORK** One S reads a question and then the other reads the next. Tell Ss they are reading to understand, not to answer. Monitor for pronunciation, but withhold your feedback until the end.
- CLASS WORK** Ask Ss to share which sentences they didn't understand before you give feedback on pronunciation.
- Preparation for speaking*** Give Ss time to review relevant vocabulary notes or look up words in a dictionary.

C AGREE Aim: Ss discuss what people usually do.

- PAIR WORK** Ss return to their original partners and discuss the topics they talked about. Monitor and make a note of the strong interactions of each group, for example, good use of unit vocabulary, interesting questions, natural-sounding interactions, etc. You can use your notes to give feedback at the end of the lesson.*
- CLASS WORK Review** Ask Ss to share their ideas with the group.
- Feedback for speaking activities*** Use your notes to give feedback. Use elicitation to correct errors. See page xxii for details.

*These tips can help you to create a safe speaking environment. They can also be used with other speaking activities. For more information, see page xxii.

PROGRESS CHECK

Direct students to page 154 to check their progress. Go to page T-152 for Progress check activity suggestions.



TEACHER DEVELOPMENT ACTIVITY 2

Encouraging quieter students to speak

Some students tend to let others in their group do the speaking during groupwork activities. The following activity allows all students to participate more equally in any task.

- Set up the role play. Put Ss into groups.
- Give each S the same number of tokens, e.g., five (counters from a board game, small LEGO® pieces, etc).
- Explain the rules:
- Every time a S speaks (not including short phrases), they must put a token in the middle of the table.
- When a S's tokens are gone, he/she cannot speak again until everyone else has used up their tokens.
- When all the tokens are in the middle, everyone can speak freely.

B ROLE PLAY Do the task Aim: Ss pretend they are at a party.

- INDIVIDUALLY** Give Ss time to think silently about what they are going to say. Set a time limit, say two minutes, and allow them to make notes.*
- PAIR WORK** Ss take their books with them as they circulate to ask and answer the questions with each other. Circulate and monitor for errors.
- CLASS WORK** Provide feedback after the activity.



TEACHER DEVELOPMENT REFLECTION

Answer these questions yourself in a reflection journal or discuss them with your peers.

- How successful were your instructions for setting up the A/B lines task in activity 1? Would you do anything differently next time?
- In what ways did your students improve as they repeated the pairwork task? How do you know?
- Who are the quieter students in your class? Why do you think they speak less than other students? Would you use tokens for a speaking activity again?
- Students sometimes say *What's the point of pairwork?* Or *I prefer to work on my own.* How might you respond to these comments?
- Students can work in pairs and groups on a range of activities – for example, figuring out grammar rules, doing vocabulary matching tasks, discussing problems and solutions, or comparing answers for a reading comprehension exercise. What should teachers be doing while these kinds of activities are taking place?

YOU'RE GOOD!

8



TEACHER DEVELOPMENT INTRODUCTION

Strategy 2: Teaching vocabulary – Practicing vocabulary

Students can't have too much practice! There is much evidence that, without plentiful and regular practice, Ss will forget most of the new vocabulary they encounter in class. In this unit, we look at two activities which can be used for additional or alternative practice of many different kinds of vocabulary.

Who wrote this? (Activity 1): A personalized sentence-writing activity provides both productive and receptive practice. You will have the opportunity to try this in Lesson 8.1.

Test your partner (Activity 2): This is a simple but effective extension activity using words and their definitions. You can try this in Lesson 8.2.

To find out more about ways of practicing vocabulary, read Chapters 10–11 of Ruth Gairns and Stuart Redman, *Working with Words*, pp.144–170. Please go to www.cambridge.org/evolve to download these pages.

INTRODUCE THE THEME OF THE UNIT

Tell Ss about something that you like to do that can also be a skill, using vocabulary from previous units, e.g., *playing soccer or video games, cooking, riding your bike*. If possible, display a picture. Explain that you like to do this, but you are or are not good at doing it. For example, say: *I like cooking*. Then act out that you are tasting it and it tastes good or bad. Repeat with another skill.

UNIT OBJECTIVES

Read the unit objectives aloud. Tell Ss to listen and read along. Explain any new vocabulary Ss may not understand.

START SPEAKING

- A** Ss discuss the questions in pairs before you check their ideas as a class.
- B** Ss work in pairs to answer the questions before checking as a class.
- C** Ss talk about their fun / difficult activities as a class. Elicit some of their many skills and talents.
 - **OPTIONAL ACTIVITY** Ss watch Anderson's video and say what he does. They decide whether they think it's fun, difficult, or both. You may want to explain what a *rock band* is.

REAL STUDENT

Hi. I am Anderson. I play guitar in my rock band.

- talk about your skills and abilities

Introduce the lesson Ask Ss: *What does an artist do?* Elicit *paint* or *draw*. Ss haven't learned these terms yet, so be prepared to help them if they don't know the words. Write *paint* on the board. Then ask: *Is this a skill? Is it difficult?*

- Ask the class about more skills in the same way, e.g., *What does a singer do? What does a chef do?*

1 VOCABULARY: Verbs to describe skills

A  **2.11 Present the vocabulary** Ss read as you play the audio. Pause after each word or phrase and Ss repeat together.

- Play audio again and ask individual Ss to repeat. If necessary, ask them to read the words again in order to monitor for pronunciation.
- Ss share their ideas to the questions with the class.

Answers

Answers may vary.

B Direct Ss to page 147 to complete the vocabulary exercises. Teacher's tips for vocabulary exercises are on page T-141.

EXTRA ACTIVITY

Dictate or write two questions for Ss to discuss:

- 1 *What skills do you have?*
- 2 *What skills don't you have?*
- 3 *What skills do you want?*

Answer the questions yourself as an example, and then ask Ss to discuss in pairs or groups before you elicit their ideas. Monitor as they talk.

2 LANGUAGE IN CONTEXT

A  **2.12 Read the instructions and make sure Ss understand the questions. Play the audio as Ss read along. Play again if necessary. Elicit answers from Ss.**

Answers

They are talking about Mia's mom. They choose to buy some dance lessons for Mia's mom and dad.
Answers may vary.

- Direct Ss to the **Insider English** box and read the examples.

EXTRA ACTIVITY

Ss practice the role play in pairs. Monitor for pronunciation.

B  **2.12 Play the audio again. Ss complete the answers individually before checking with a partner.**

- Elicit corrections from the class by asking Ss to read the complete sentence aloud.

Answers

- 1 Mia's mom can draw, play the guitar, and read music.
- 2 She can't sing or dance.

C **PAIR WORK** **Review** Ss answer the questions in pairs before you elicit some of their ideas.

- **OPTIONAL ACTIVITY** Ss watch Larissa's video and identify the skills she talks about. They say whether they often do the same things.

REAL STUDENT

Hello, my name is Larissa. I like to play the guitar. It's a fun skill. I sing. I speak three languages: Spanish, English, and a little bit French.



TEACHER DEVELOPMENT ACTIVITY 1

Who wrote this?

This simple activity provides both productive and receptive practice, and can be used with all kinds of vocabulary.

- As an example, write four sentences about yourself on the board. Use the expressions *I often ...*, *I never ...*, *I can ...*, *I can't ...* and the skills vocabulary from exercise 1A.
- Ss write true sentences about themselves on a piece of paper, again using the four expressions and skills vocabulary.
- Option 1 (larger classes): Collect the papers, number them, and stick them on the walls. Ss stand up and read the papers, making a note of the numbers and who they think the writers are. Then ask Ss sit to down. Go through the papers one by one, asking Ss to shout out their guesses before the writers reveal themselves.
- Option 2 (smaller classes): Tell Ss to write their names on their papers and collect them. Read the sentences on each paper aloud. Stop after each sentence and ask Ss to guess the writer, but don't comment on whether guesses are correct. At the end of each paper, ask the writer to reveal himself or herself to the class.

3 GRAMMAR: *can* and *can't* for ability; *well*

- A Present the grammar** Before Ss circle the answers, explain that they can refer to the examples in the grammar box.
- Ask volunteers to read the grammar chart aloud. Use concept questions to check that Ss understand. Ask: *Can you drive?* to elicit either *Yes, I can* or *No, I can't*. Ask the class questions from the chart.
 - Read and explain the **Notice** box. Remind Ss that *well* goes at the end of the sentence. Tell Ss what you can do well, e.g., *I can swim well*. Ask Ss: *What can you do well?*

Answers

- 1 Use **can't** to talk about things you don't do well or don't know how to do.
- 2 Use **can** to talk about things you do well.
- 3 With *he, she, and it*, **do not** add -s to the verb after *can* or *can't*.

EXTRA ACTIVITY

Write some scrambled sentences on the board and ask Ss to unscramble them. Make the sentences relevant to your Ss and use some from the *can* and *can't* grammar chart, e.g., *Can you play the guitar?* / *I can't speak Spanish.* / *Does he speak English well?* / *I can dance well.*

- B Ss complete the sentences individually before sharing their answers with their partner.**

Answers

- 1 I swim every day. I **can** swim well.
- 2 Sorry. My dad **can't** fix your car. He's not a mechanic.
- 3 You can draw really well, Tomas. What other things **can** you do?
- 4 She **can't** drive, and she doesn't have a car.
- 5 You **can** skateboard really well! Can you teach me?
- 6 **A** Can you play the guitar, Robbie?
B No, I **can't**.

- C Direct Ss to page 136 to complete the grammar exercise. Teacher's tips for grammar exercises are on page T-129.**

- D Monitor as Ss write their sentences. Offer any spelling help Ss may need and write words they ask for on the board.**

Answers

Answers may vary.

- Direct Ss to the **Accuracy check** box. Ask a volunteer to read the rules. Display or write the following sentences on the board for Ss to correct in pairs before you check as a class.
 - 1 *I can swim well, but I can't to surf.*
 - 2 *Joella can to play the guitar, but she can't to read music.*

Answers

- 1 I can swim well, but I can't ~~to~~ surf.
- 2 Joella can ~~to~~ play the guitar, but she can't ~~to~~ read music.

- Ask Ss to go back and correct their sentences from the first part of this activity.

4 SPEAKING

- A** **GROUP WORK** **Review** Role play the example with a volunteer.

- As Ss talk, circulate and monitor. Listen for any errors you can share with Ss at the end of the activity.
- After Ss have finished working with their partner, they circulate around the room, carrying their questions and asking them to other members of the class. Get involved yourself and share what you can and can't do.

- B** **GROUP WORK** Elicit ideas. What interesting skills do students have?

- say what you can and can't do at work or school

Introduce the lesson Write the word *rules* on the board. Explain that *rules* tell what we can and can't do. Ask Ss: *What rules do we have in class?* Elicit some ideas e.g., *You can't have a snack. You can't talk on your phone.*

- Ask Ss to talk to a partner about rules that they have in their house. Monitor as Ss chat and then ask Ss to tell you rules from their house. Write some of these on the board. Ask: *Are these good or bad rules?*

1 LANGUAGE IN CONTEXT

- A Introduce the task** Ss look at the picture and answer the questions in pairs before they share their ideas.

Possible answer

They're different because they don't just have desks and chairs.

- B Before Ss begin, ask volunteers to read the Glossary. Make sure Ss understand the words.**

- Allow Ss time to read the text individually. They check their answers with a partner and write the items down.
- Write *Happy Office* and *Ordinary Office* on the board. As Ss say their answers, write them under the correct heading.

Answers

You can have a meeting at the same time as running or playing basketball with your coworkers. You can work in a cool room with big chairs and no table. You can take a break in a room with a lot of plants. You can come to work with your dog.

2 VOCABULARY: Work

- A**  **2.13 Present the vocabulary** Ss underline the words in the text. Check that they understand them.

- Play the audio. Pause after each word and ask Ss to repeat together.

- B Do the task** Ss match on their own before checking with a partner and then the class.

Answers

1 office 2 your coworkers 3 company 4 workers
5 work hard 6 take a break 7 think 8 have a meeting



TEACHER DEVELOPMENT ACTIVITY 2

Test your partner

This simple peer-testing activity can be used for practice and memorization whenever Ss are working with a set of vocabulary items and matching definitions.

- After exercise 2B, Ss close their books. Say definitions from the exercise in random order and challenge Ss to remember and shout out the corresponding words or expressions, e.g., *Do a lot of work?* (*work hard!*) If Ss can't remember an item or if they remember it imperfectly, prompt or correct as required.
- Now have Ss test each other in pairs: Student A with book open, Student B with book closed. Student A says definitions while Student B replies with the corresponding word or expression.
- After a minute or so, have Ss reverse roles so Student B now tests Student A.

Tip: If you can, give weaker Ss the role of Student A. This gives them more time to get familiar with the vocabulary and definitions before they are tested by their partner.

- C** Direct Ss to page 148 to complete the vocabulary exercises. Teacher's tips for vocabulary exercises are on page T-141.



- D** **GROUP WORK** **Review** Model the task by giving an example of what you can do in a Happy Office, e.g., *You can play video games.* Ss can use their smartphones to look for information they may need.

- Allow Ss time to discuss the questions with their partner. Elicit answers.

3 GRAMMAR: *can* and *can't* for possibility

A Before Ss circle the answers, explain that they can refer to the examples in the grammar box.

- **Present the grammar** Ask volunteers to read the grammar chart aloud. Monitor pronunciation. Check understanding by asking questions, e.g., *Can I take a break in my lesson? / Can you bring your dog to class?*

Answers

1 possible 2 before

B Do the task Ss unscramble and match the sentences individually before checking their answers with the class.

- Ask Ss to write new answers using their own ideas. Challenge them to use *can* in each one.

Answers

- 1 Where can we have lunch? d
- 2 How can I get to the restaurant? e
- 3 What can we eat? a
- 4 When can we have the meeting? c
- 5 How can I send this message? b

C Direct Ss to page 136 to complete the grammar exercise. Teacher's tips for grammar exercises are on page T-129.

D Model some examples for Ss before they write their questions, e.g., *Where can I have my lunch? How can you get there?*

- As Ss write, circulate and monitor. Offer any spelling help Ss may need.
- Correct sentences individually before the next task.

Answers

Answers may vary.

4 SPEAKING

A **PAIR WORK** Model the sample conversation by reading it with a volunteer. Encourage him or her to finish the response.

- Ss share their questions and answer them with their partners. Make sure they also discuss what they *can't* do.
- As Ss talk, circulate and monitor. Listen for any examples of language usage that you can give feedback on when the activity is over.
- Elicit and compare Ss' ideas.

EXTRA ACTIVITY

Write or display three sentences about the rules in your household on the board, e.g.,

You can't eat in the living room.

You can have a snack.

You can't listen to music.

Explain to Ss that one of them is false and the other two are true. Ss guess the false sentence. Ask Ss to write three sentences about the rules in their household, making one sentence false. They share their sentences with a partner who has to guess the sentence that is not true. Ask a volunteer to share their three sentences with the class.

8.3

ARE YOU THE RIGHT PERSON?

LESSON OBJECTIVE

- say why you're the right person for a job

Introduce the topic Ss copy the grid below. Ask them to make as many words as they can, using the letters in the box only once. All the letters together make one big word. Give Ss a few minutes to make words before you ask each learner to give you a word they found. The nine-letter word is *interview*.

i	e	r
i	n	v
e	t	w

1 FUNCTIONAL LANGUAGE

A Introduce the task Discuss the questions as a class.

Answers

The man is in an office. He's interviewing for a job. / He has a job interview.

B 2.14 Do the task Read the task aloud and ask Ss to circle the three things the man can do well.

- Play the audio as Ss read. Play again if necessary.
- Ss check their answers with a partner before you elicit them.

Answers

He can work well with people on a team. He can communicate well. He can speak two languages.

EXTRA ACTIVITY

Ss role play the conversation. Monitor for pronunciation as they talk.

C Pre-teach the idea of giving and asking for an opinion. Model some sentences to help Ss.

- Ss complete the chart individually before they share with a partner.
- Ss read the sentences aloud as you check answers.

Answers

1 Why 2 so 3 think 4 don't

D 2.15 PAIR WORK Ss complete the sentences with the correct words before they check with a partner.

- Play the audio. Ss listen and check their answers. Pause or repeat the audio if Ss didn't hear.
- As a follow up, ask Ss to role play the conversations in pairs. Monitor for pronunciation.

Answers

1 don't think 2 Why, think 3 don't think so 4 think so

VOCABULARY SUPPORT Remind Ss that the expression is always *good at*. Many Ss find it natural to say *good in*. Correct Ss if you hear this.

- Ss can now ask and answer the questions in exercise 1D in pairs. Monitor for grammar and pronunciation. When finished, ask Ss to share their ideas with the class.

EXTRA ACTIVITY

Review Ss write an opinion survey of five new questions asking opinions. They could write about movies, a local restaurant or shop, their job, or school. If this too difficult, you could write five questions on the board or dictate them. If Ss write their own questions, correct them before the next stage. Ss now circulate around the room asking and answering questions. Monitor as Ss share their ideas. When Ss finish, elicit your class's opinions.

2 REAL-WORLD STRATEGY

- A Introduce the task** Volunteers read the explanation aloud. Check for understanding. Ss read the short excerpts from the dialogues individually. Elicit answers.

Answers

Ideas: A company is a big team. He speaks two languages. He explains an idea: A company is a group of people, and you work with them every day. He gives more information: He speaks English and Spanish.

- B** **2.16** Read questions aloud for Ss. Play the audio. Play again if necessary.

- Ss share their answers in pairs before you check as a class.

Answers

Lori wants to be on a dance team. She has free time in the mornings.

2.16 Audio script

Coach So, Lori, why are you the right person for the dance team?
Lori Because I work really hard. I mean, I dance about two hours a day.
Coach I see. And can you meet in the mornings?
Lori Oh, yes. I'm not busy. I mean, I work in a restaurant at night, but I have free time in the morning.
Coach OK. Great.

- C** **2.16** Play the audio as Ss complete the chart. Play again if necessary. Ss compare their answers before you check.

Answers

1 dance 2 two hours 3 work 4 at night 5 mornings

- D** **PAIR WORK** **Review** Put Ss into pairs and assign each one to be either Student A or Student B. Ask Student As to turn to page 157 and Bs to turn to page 158.
- Write the name of a place your Ss will know. Say: *I think [name] is great. What do you think?* Elicit answers from Ss. Encourage them to use expressions from page 80.
 - Allow Ss time to read through their information. Explain any words they don't understand. Don't start until Ss have read through everything and are certain of their opinions.
 - Circulate and monitor as Ss do the task.
 - Ask volunteers to demonstrate some of the conversations to the rest of the class.

3 PRONUNCIATION: Saying groups of words

- A** **2.17** Focus Ss' attention on the forward slash marks (/) in the sentences. Say that these show pauses between groups of words. Play the audio. Ss compare answers.

- Check answers and have Ss repeat the correct versions of each sentence.

Answers

1 A 2 B

- B** **2.18** Ss work alone before comparing with a partner.

- Play the audio and have Ss check. Then elicit answers from the class.

Answers

1 I'm good on a team / because I can communicate well.
2 I can speak two languages / and I can play the guitar.
3 I work in a restaurant at night, / but I'm free in the mornings.
4 I think that good communication is important, / but I don't think it's the only important thing.

- C** **PAIR WORK** Play the audio again and have Ss repeat.

- Ss practice speaking in pairs. Encourage them to listen for the pauses and give each other feedback.

4 SPEAKING

- A Introduce the task** Ask Ss: *What questions do people ask in job interviews?* Spend some time writing and correcting Ss' questions on the board.

- Add some questions of your own, e.g., *Can you speak Spanish? Can you work hard? Can you use a computer well?* Spending time doing this will give Ss more material to use in the next section of the lesson.
- Ss choose a job from the list or one of their own ideas. They think about the reason why they are right for the job.

- B** **PAIR WORK** Read the example aloud as a model. Encourage Ss to use the questions you have written on the board.

- As they speak, circulate and monitor. Listen for examples of language usage that you can give feedback on when the activity is over.

EXTRA ACTIVITY

To practice job interviews, have a circle discussion (a carousel.) For details on how to run this lesson, see page T-102. Before you start, decide on what job the outer ring is going to interview for, e.g., an officer worker. Make sure it is something that your Ss will be familiar with. Explain that the outside ring of interviewers will have to decide if their candidate gets the job or not. Allow Ss time to think about questions they might ask. Alternatively, dictate or write questions for students. Monitor and listen for language usage that you can give feedback on when the activity is over. Find out which Ss got the job at the end before you give your feedback.

LESSON OBJECTIVE

- write an online comment with your opinion

Introduce the lesson Write or dictate opinion sentences for Ss to discuss together:

Computers can think. Computers understand us.

As Ss discuss, circulate and monitor for pronunciation. Ask Ss to share their thoughts with the class.

1 LISTENING

- A Ss look at the images and discuss what the podcast is about. Elicit key words and write on the board.

Possible answer

Today's podcast is about computers and jobs.

- B  **2.19** Read the directions aloud for Ss. Check that they understand the questions. Remind Ss that listening for details means they are listening for specific information.

- Play the audio. Repeat if necessary.
- Elicit answers.

 2.19 Audio script

Chris Today on *Technology Talks* I'm with Joanna Ramos. She's from ITCI – a computer company. Welcome, Joanna.

Joanna Thank you, Chris.

Chris Joanna ... a big question: Can computers take all our jobs? What do you think?

Joanna Well, first, I think there's another question. What can computers do? Some examples: They can make cars. They can *drive* cars. They can talk ...

Chris They can do *a lot* of things.

Joanna Yes, they can. *But* ... they can't do those things 100%. A computer can't make 100% of a car. Car companies need workers, too. Computers can't drive cars all the time. Only people can do that. And, OK, computers can *talk*, but they can't always *understand* us. My phone hardly ever understands me! And computers can't *think*. I mean, computers can't think *today*.

Chris So *are* computers taking a lot of jobs?

Joanna I don't think so. They are taking *some* of our jobs. But *people* make computers. And people's voices are the computers' voices. So there are a lot of new jobs, too.

Chris A *lot* of new jobs? Is that true? I don't think that ...

Answers

Joanna works at a computer company.
Computers can't make 100% of a car. They can't drive cars all the time. They can't always understand us. They can't think.

- C  **2.19** Ask volunteers to read the lists. Check for understanding and pronunciation.

- Now Ss listen for detail. Play audio. Ss check the boxes.

Answers

Jobs for computers: make cars, drive cars, talk
New jobs for people: make computers, make cars, be a computer's voice

- D Ss discuss the question in pairs or small groups before you check what they think as a class. Encourage them to explain their answer.

Answer

Joanna

2 PRONUNCIATION: Listening for *can* and *can't*

- A  **2.20** Ss predict the missing words. Play the audio and ask Ss to check their ideas.

Answers

1 can 2 can 3 can't

- B  **2.21** Play the audio as Ss circle the words they hear. Remind them to listen for the /t/ sound in *can't* to help distinguish the words. Elicit answers.

Answers

1 can 2 can 3 can't 4 can't

 2.21 Audio script

- 1 They can drive cars.
- 2 They can talk.
- 3 Computers can't drive cars all the time.
- 4 They can't always understand us.

VOCABULARY SUPPORT The words *can* /kæn/ and *can't* /kænt/ have subtle differences in pronunciation, which Ss need to learn to hear. Note that there is also a weak form of pronouncing *can* (/kən/), which can be hard to distinguish.

3 WRITING

- A Do the task** Allow Ss time to read individually. Ask them to share their answers with a partner before you elicit answers as a group. Go over any vocabulary that Ss may not be familiar with.

Answers

Arturo thinks Joanna is correct.
Kaito doesn't think Joanna is correct.

- B Introduce the task** Remind Ss of the main punctuation marks in English: the period, the comma, the question mark, and the apostrophe. Remind them also about the use of capital letters at the start of sentences and for names.

- Introduce quotation marks to Ss by pointing out the first rule. Ask them where they see this punctuation.
- Ss find the capital letters and punctuation marks individually. Elicit answers.
- Ask volunteers to read each rule about quotation marks aloud.
- Read the **Register check** aloud for Ss. Ask: *Who quotes Joanna Ramos?* (Kaito and Arturo) *Which word do these people use to quote?* (says).

Answers

- 1 Joanna says, "People make computers."
- 2 She says, "They are taking some of our jobs."
- 3 She also says, "There are a lot of new jobs, too."

- C Do the task** Direct Ss to exercise 1C on page 82. Ss use these details to write their comments. As Ss write their comments, circulate and monitor, providing vocabulary as necessary. Spell words on the board that Ss ask for so everyone can see them. If possible, correct Ss' work before the next exercise. Allow Ss to listen to the podcast again if needed.

- D GROUP WORK** Put Ss in groups and ask them to share their comments. They can read them to each other or allow individual Ss to read them.

- When Ss finish, bring the class back together and ask for volunteers to read their comments aloud to the class. Do Ss agree or disagree? Did Ss have the same ideas?

HOMEWORK IDEAS

Ask Ss to watch an online video of a brief interview in English. Direct them to write down the name (or URL) of the video to find it later. Ss write comments about the video, including if they agree or disagree with the opinions expressed in it. In the next session, ask Ss to share their videos and comments with a partner or the rest of the class. You might like to show a very small clip of some of the videos.

LESSON OBJECTIVE

- talk about what people in your country are good at



Introduce the task Ask, dictate, or write: *Which country cooks really well? Which country makes good music? Which country makes great films?* Ss discuss the questions in pairs. Do your Ss agree?

- Direct Ss to the **Useful phrases** section at the bottom of the page. Remind them that they can use them at the relevant stages of the lesson.

A **PREPARE** Aim: Ss match pictures with vocabulary.

- **CLASS WORK** Read the list of skills aloud and check that Ss understand them.
- **PAIR WORK** Ss look at the pictures and answer the question in pairs then match skill and pictures. Ask pairs to share their answers with the class. Listen and monitor.

Answers

1 make movies 2 cook 3 surf 4 dance
5 play soccer
Not in the pictures: paint, sing, snowboard

- **CLASS WORK** Ask: *Which skills do you have? When do you do these things?* Elicit answers.

B **DISCUSS** Do the task Aim: Ss discuss which places do things well.

- **Preparation for speaking*** Give Ss time to think silently about what they are going to say.
- **CLASS WORK** Read the instructions aloud and check for understanding. Model an answer if necessary.
- **PAIR WORK** Ss answer together to maximize speaking time.

C **DECIDE** Aim: Ss read and decide what should go in a YouTube™ video.

- **CLASS WORK** Either you or a volunteer read the *Can you help us?* box aloud.
- **PAIR WORK** Suggest that Ss think about sports, food, the arts (like films or music), technology, cars, or anything else. Write these on the board as Ss discuss to give them ideas.
- **Feedback for speaking activities*** When Ss speak, focus on their performance rather than their accuracy. Give them feedback based on how well they completed the task.

D **AGREE** Review Aim: Ss share their ideas.

- **CLASS WORK** Elicit Ss' ideas and write some of them on the board. Do Ss have the same opinions?

EXTRA ACTIVITY

Ask Ss to use their smartphones to make the video in pairs or small groups. If possible, pair Ss who are from different countries in order to maximize use of English. They film each other saying why their country is great and what it does well. As they film, monitor and provide feedback and advice. Ss share their videos with their classmates. Praise Ss for their films and comment on instances of good language use.

*These tips can help you to create a safe speaking environment. They can also be used with other speaking activities. For more information, see page xxii.

PROGRESS CHECK

Direct students to page 154 to check their progress. Go to page T-152 for Progress check activity suggestions.



TEACHER DEVELOPMENT REFLECTION

You can answer these questions in a reflection journal or discuss them with your peers.

- 1 Development Activity 1 asks Ss to write personalized sentences using skills vocabulary. Did Ss need any help with language problems when writing their sentences? If you do this activity again, how could you change your example sentences to make them more helpful to Ss?
- 2 The activity focuses on writing and reading / listening practice with the target vocabulary. How could you extend the activity to provide some speaking practice in pairs or small groups?
- 3 In Development Activity 2, did Ss enjoy being tested by the teacher? Did they like the idea of testing each other? Why or why not?
- 4 How effective was the activity in helping Ss to memorize the vocabulary? Did all the Ss appear confident with the words and definitions by the end?

PLACES TO GO

9



TEACHER DEVELOPMENT INTRODUCTION

Strategy 3: Building learners' confidence to speak – Listening to learner language

An important part of a teacher's job is listening to the language that learners produce during speaking activities. This tells us what students have learned, and it gives us a good idea of what their language needs are. We also need to listen to learner language so we can give students feedback. Remember that you should listen not only to the accuracy of students' language, but also for their ability to speak fluently and communicate ideas. Listening to learner language is an important teaching skill, but it is also a difficult one to do well. In this unit, we look at two different ways of making listening to language easier. For background on students' language output and teacher feedback, you can read pages 10 to 20 of *Teaching Speaking* by Goh and Burns (Cambridge University Press 2012). Please go to www.cambridge.org/evolve to download these pages.

INTRODUCE THE THEME OF THE UNIT

Write *places to go* on the board. Elicit meaning.

- Display pictures or write the names of up to three famous vacation destinations. These could be *the pyramids*, *New York*, *an African safari*, *Machu Picchu*, *The Great Barrier Reef*, or somewhere else. Try to choose destinations that your Ss will know; it would be good if these were popular places in the Ss' own country.
- Dictate or write two questions that Ss discuss with each other:
How do you go there?
What can you do there?
- Ss discuss in pairs as you monitor for language. Check Ss' ideas as a class.

UNIT OBJECTIVES

Read the unit objectives aloud. Tell Ss to listen and read along. Explain any new vocabulary Ss may not understand.

START SPEAKING

- A Ss look at the picture and discuss in pairs. Elicit their answers as a class.
 - B Ss discuss in pairs before you elicit answers.
 - C Ss can use any ideas from the start of this lesson to help them. Ss share their ideas.
- **OPTIONAL ACTIVITY** Ss watch Julieth's video and identify the place she's talking about. They listen for why it's good and then say whether or not they agree it's a good place to go. You may want to explain the meaning of the word *horizon* and that 'cause is a short form of *because*.

REAL STUDENT

Hello, my name's Julieth Moreno. One of the best places to go in Bogotá, Colombia, is Monserrate. Uh, it's a very great place, 'cause you get to see the whole city, you can see all Bogotá from up there so it's, it's pretty, pretty cute and the, all the, the horizon is great.

Introduce the vocabulary Write the following words from this lesson on the board: *city, boat, country farm, zoo, hotel*. Ask Ss to read and check for pronunciation and meaning.

- Ask Ss: *Which places do you like? Why?*
- In pairs, Ss decide. Elicit their answers when they finish. Is there anywhere else they would like to go?

VOCABULARY SUPPORT Remind Ss that countries are nouns and nationalities are adjectives. They can refer to Unit 1 as a reminder.

Mexico – noun
Mexican – adjective

1 LANGUAGE IN CONTEXT

A Introduce the task Read the task aloud for Ss.

- Ss read and answer individually before sharing their answers with a partner.
- Elicit answers. Explain any words Ss may ask the meanings of such as *ticket, plane, and tour* as well as any of the prepositions they may not be familiar with.

Answers

Kaitlin and her friends go to San Diego in California / the United States.

VOCABULARY SUPPORT Prepositions of place are small words that describe positions.

Ss may confuse *near* (close to) and *next to* (alongside and therefore closer). Explain *in front of* as one phrase. Demonstrate with a chair, e.g.,

The chair is in front of me.

By and *in front of* are prepositions of place. They show where people and things are.

With is also a preposition. It can show that people are together.

B Do the task Ask Ss to read again individually. Check the true sentences and correct the false ones. Ss check with a partner. Elicit answers and make sure Ss read the complete sentences.

- If time permits, ask different Ss to read the posts aloud to the class. Monitor for pronunciation.

Answers

- 1 False. Kaitlin takes a plane to San Diego.
- 2 True
- 3 False. Kaitlin is near San Diego on Friday.
- 4 True
- 5 False. Kaitlin and her friends have a fun vacation.

2 VOCABULARY: Travel

A  **2.22** Play the audio as Ss read. Pause after each word and ask them to repeat. Monitor for pronunciation errors. Explain any words Ss don't understand.

- Ss look for the words in pairs before you elicit the answers as a class.

Answers

Places: country, farm, ranch, town

B Direct Ss to page 148 to complete the vocabulary exercises. Teacher's tips for vocabulary exercises are on page T-141.

C **PAIR WORK** **Review** Read the questions aloud. As they discuss, monitor for pronunciation and grammar.

EXTRA ACTIVITY

Play board scrabble with words from this unit. For details on how to play, see page T-217.

3 GRAMMAR: *This* and *These*

A Present the grammar Before Ss circle the answers, explain that they can refer to the examples in the grammar box.

- Explain that *this* is used for singular nouns and *these* for plural. Check Ss' understanding by saying a noun and having them put *this* or *these* before it, e.g.,
boat – this boat
cars – these cars
- Ask Ss to circle the correct answers in pairs before you check as a class.

Answers

1 birds around you 2 before 3 This, These 4 can

B Read the task aloud and make sure Ss understand. Ask them to fill in the gaps individually before checking with the class.

Answers

1 This 2 These 3 this 4 This 5 this 6 These
7 These 8 This

PRONUNCIATION SUPPORT

Model the pronunciation of *this* /ðɪs/ and *these* /ði:z/. Over-emphasise the longer vowel sound on *these* so Ss can hear the difference.

Check that Ss are saying the words correctly by writing words on the board and asking them to say them aloud.

C Direct Ss to pages 136–137 to complete the grammar exercise. Teacher's tips for grammar exercises are on page T-129.

4 SPEAKING



A Ask Ss to spend a few minutes looking through their pictures or drawing them. They choose a picture they are going to share.

- When they have chosen, ask them to spend two minutes planning what they are going to say. They can make notes if they wish. Preparation now will help them do a better job in the next task.

B PAIR WORK Review Model the example sentences so Ss can hear how to complete the task.

- Circulate and monitor as Ss tell each other about their pictures. Listen for language usage that you can give feedback on at the end of the task.
- Ss explain their picture to another partner or group. Finally, Ss share their pictures with the class.
- Give feedback.

Introduce the lesson Ask Ss: *What's your favorite way to travel?* Elicit from Ss different vehicles and write them on the board. They should come up with:

Bike (bicycle), car, bus, train, plane, etc.

- Ss rank their three favorite methods of transportation by writing numbers next to each one, with 1 as the best. Ss share their ideas with each other when they finish. Elicit ideas as a class and ask Ss why.

VOCABULARY SUPPORT In English the verbs *take* and *go by* combine with *car/train/bus/boat* to express how you reach a destination, but there is a difference. *We are going by car/train/bus/plane; We are taking the/a train/bus/plane.* but NOT *We are taking the/a car/boat.* The expression *take + car/boat* can imply use for something more than just reaching a destination.

1 LANGUAGE IN CONTEXT

- A  **2.23** Read and explain the instructions. Play the audio and then ask Ss to work in pairs to answer the questions. Play the audio again if necessary. Elicit answers from Ss.

Answers

She's in San Diego. She's going to San Francisco. She's taking the bus.

- B  **2.23** Ss read and understand the sentences before you play the audio.
- Individually, Ss check the true sentences and correct the false ones, before you check as a class.
 - Replay the audio if necessary.

Answers

1 True 2 True 3 False. Kaitlin is sleeping on the bus.

2 VOCABULARY: Travel arrangements

- A  **2.24** **Present the vocabulary** Ss listen and repeat the sentences. Then ask them to work in pairs to match the sentences to the pictures.
- Elicit answers. Make sure Ss read the whole sentences when you ask them for the answers.

Answers

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

- B Direct Ss to page 149 to complete the vocabulary exercises. Teacher's tips for vocabulary exercises are on page T-141.
- C **PAIR WORK** **Review** If possible, display or draw a simple map of the United States. Ss could find a map on their smartphones. Ask Ss where San Diego is (bottom left corner) and where San Francisco is (a bit further up on the left-hand side). Ss answer the questions in pairs before you elicit their ideas. Make sure you ask them *Why?*

3 GRAMMAR: *like to, want to, need to, have to*

A Introduce the grammar Before Ss circle the answers, explain that they can refer to the examples in the grammar box.

- As you elicit answers, check for meaning and explain.

Answers

1 things you choose to do 2 necessary things 3 verb

- On the board write *We need to learn English*. Now cover the word *to* and explain that without *to* this sentence is incorrect.

EXTRA ACTIVITY

Ask Ss to write one sentence using each of the verbs *like, want, need, and have*. Remind Ss that they need to use *to* after each one. Ss share their answers with each other before you elicit examples from different members of the class. Mark and correct Ss' sentences on the board.

B Ss check with a partner before you elicit answers as a class. Ask Ss to read the complete sentence aloud when you make corrections.

Answers

- 1 I always sit by the window because I **like to** look outside.
- 2 My cell phone isn't old, but I **want to** buy a new one.
- 3 My wife isn't happy because she **has to** work this weekend.
- 4 On Fridays, we **like to** watch TV after dinner.
- 5 He starts work at 6:30, so he **needs to** get up really early.

C Direct Ss to page 137 to complete the grammar exercise. Teacher's tips for grammar exercises are on page T-129.

D  PAIR WORK Do the task Model example sentences for Ss before you begin, e.g., *I need to go to work. / I have to get up before six*. Circulate and monitor as Ss work, offering any help they may need.

- When Ss finish, read the **Accuracy check** as a class. Display or dictate these sentences for Ss to correct in pairs. Correct the sentences.
 - 1 I want buy a new suitcase. I want a big one!
 - 2 My sister needs my help. I need find a cheap hotel for her.
 - 3 I have go to the airport at 6:00 a.m. tomorrow. I have an early flight.

Answers

- 1 I want **to** buy a new suitcase. I want a big one!
- 2 My sister needs my help. I need **to** find a cheap hotel for her.
- 3 I have **to** go to the airport at 6:00 a.m. tomorrow. I have an early flight.

- Ask Ss to check the sentences they wrote. They should look for any mistakes they might have missed.

4 SPEAKING

A Read the instructions aloud. Allow Ss some time to think about or make notes on their answers.

- **OPTIONAL ACTIVITY** Ss watch Larissa's video and say whether they want to travel in the same way.

REAL STUDENT

Hello, my name is Larissa. I want to visit my uncle at Santa Barbara, California, on United States. I have to buy a ticket, I have to prepare my travel bags, I arrive at the airport before the flight and enjoy of the travel.

B  PAIR WORK Review Ask two volunteers to read the model dialogue aloud.

- As Ss discuss, circulate and monitor, offering any suggestions and help you can to Ss. Listen for examples of language usage that you can give feedback on after the task is finished.
- When Ss finish, elicit some of their ideas.
- Give feedback.



TEACHER DEVELOPMENT ACTIVITY 1

Listening for target language

One of the challenges of listening to student language, particularly at lower levels, is that they make quite a few mistakes, so it seems like you need to make a note of everything. This idea aims to take some of this pressure off you.

- When Ss have had enough time to plan their trips, put them in pairs for their conversation.
- Monitor with a pen and paper and note down examples of the way Ss use the four target verbs.
- If a S makes a different kind of mistake, for example, they forget to use an indefinite article, just ignore it.
- Try to listen for examples of different errors with all four verbs, for example, they leave out *to* or they use an *-ing* form after one of the verbs.
- Write some of the errors on the board and elicit corrections.

Introduce the lesson Ask Ss: *What's a popular store in your town?* Write the answer on the board and, if possible, show a picture of the store.

- Write the following words under the name of the store: *open / close / buy / how much*. Ask Ss to make questions using these words, to elicit: *When does it open? / When does it close? / What products can you buy? / How much does ____ cost?* (Choose something you can buy in the store to fill the gap.)
- Ss ask and answer the questions with a partner before you elicit answers as a class.

1 FUNCTIONAL LANGUAGE

A  **2.25** Read the questions and make sure Ss understand. Draw Ss' attention to the **Glossary** below. Read and explain *travel guide*.

- Play audio as Ss read. Ss check their answers with a partner before you elicit answers as a class. Play audio again if necessary.

Answers

Andy wants to buy a travel guide for Mexico City and a travel guide for Guadalajara.
He wants some coffee.
He asks about the men's restroom.

- Ask volunteers to read **Insider English** aloud. Monitor for pronunciation. Check understanding by asking:
 - 1 *What do you say in a hotel?* to elicit *Where's the men's / ladies' restroom?*
 - 2 *What do you say in your friend's house?* to elicit *Where's your bathroom?*

VOCABULARY SUPPORT It's polite to use *excuse me* in English before you ask someone for help.

B Do the task Ss complete the chart individually before they share their answers with a partner. Elicit ideas as a class.

Answers

1 Where are 2 How much is 3 Is it the same price
4 What time does 5 Where is 6 It's 7 They're two for
8 It opens in

- Ask Ss to role play the dialogue with a partner by reading the script in exercise 1A. As they read, monitor and listen for pronunciation.

C  **2.26 Review** Ss complete the sentences individually with the phrases before they check with a partner. Ask Ss to read complete sentences when you elicit answers to practice pronunciation.

- As a follow up, ask Ss to role play the conversations with a partner. Monitor as they talk.

Answers

Conversation 1

A Excuse me. **How much** is this smartwatch?

B It's \$125.49.

A What about this big smartwatch? Is it the **same price**?

B No, it isn't. It's \$149.00.

Conversation 2

A **What time** does Flight 248 arrive?

B It arrives in 30 minutes.

A OK, thanks. Oh, and **where is/where's** the women's restroom?

B It's over there.

EXTRA ACTIVITY

Play bingo with prices. Write a list of many prices on the board, ranging from \$0.50 to \$10. Ss choose eight prices from the list. Remember to test Ss on the similar sounds of 13 and 30, 14 and 40 and 15 and 50. For details of how to play bingo, see page T-216. For a variation, ask a S to be the bingo caller.

2 REAL-WORLD STRATEGY

A Introduce the task Read and model the phrases for repetition. Mumble something to a S and ask him or her to respond using one of the phrases. Practice this with a few Ss.

- Ss answer the question as a class. Elicit the answer.

Answers

The clerk asks, "Sorry, can you say that again?"
He wants to hear it again.

B  **2.27** Ask a volunteer to read the questions aloud. Check for meaning.

- Play the audio. Ss check their answers with a partner.
- Play audio again. Elicit answers as a class.

Answers

She doesn't understand the man at first.
She asks him to repeat information. She asks him, "Sorry, can you repeat that, please?" It's usually \$350, but today it's (just) \$305.50.

2.27 Audio script

A Excuse me. How much is this cell phone?
B It's usually \$350, but today it's just \$305.50.
A Sorry, can you repeat that, please?
B It's usually \$350. Today it's just \$305.50.
A Oh! Good price!

EXTRA ACTIVITY

Ss record their conversations on their smartphones and share with you or with the whole class.

3 PRONUNCIATION: Saying prices

A  **2.28** Play the audio and have Ss repeat the prices. Draw their attention to the word stress.

- Explain that focusing on the stressed syllable will help Ss when they are listening to prices, and it will also make their speaking clearer if they use stress correctly.

B  **2.29** Play the audio. Check answers.

- Ss practice speaking in pairs.

Answers

A I love that picture! How much is it?
B It's \$80.
A \$18! That's cheap!
B No, it's \$80.
A Oh ...

C **PAIR WORK** Demonstrate the activity with a strong student. Use the conversation in 3B as a model.

- Ss speak in pairs. Monitor and help as necessary.

4 SPEAKING



PAIR WORK After reading the instructions aloud, ask volunteers to read the prices while you monitor for pronunciation. Model the sample conversation a few times with more than one volunteer to check understanding.

- As Ss role play, listen for any examples of language usage that you can give feedback on when the activity is over.
- When Ss finish, ask volunteers to perform their role plays for the class.
- Give feedback. Praise Ss.

EXTRA ACTIVITY

Review Give or dictate to Ss a list of shopping items they have already learned, e.g., *a book, a cell phone, earphones*, etc. Try to use items that will be familiar to your Ss. Ask Ss to use their smartphones to find the price of these things online. Encourage them to use American websites. When Ss finish, ask them to work in pairs to ask *How much is ... ?*

Introduce the lesson Write a list of adjectives on one side of the board that Ss could use to describe a place, e.g., *big, small, old, beautiful, cheap, expensive, far, near*. Ask Ss to suggest others.

- On the other side of the board, write places that Ss know and could describe to a partner, e.g., *your house or apartment, Mexico City, a beach, New York*, etc. Model one example, e.g., *My house is small and new*.
- Monitor as Ss describe the places in pairs before you elicit their ideas as a class.

1 READING

A Introduce the task Read the list of text types and make sure Ss understand the meaning of each. Review the Glossary with Ss.

- Tell Ss to read the text as quickly as they can, then write down their answer. Ask them to tell a partner what elements of the text support their answer.
- Remind Ss that when they skim, they read only key words and sentences. If needed, model the method, for example for paragraph 2, sentences 1 and 2: *take boat Puno; go with tour company or get boat*.

Answer

a travel guide

B Ask Ss to read again. They scan to find the numbers listed and determine what they signify. Encourage Ss to underline or highlight sentences or numbers in the text.

- Ss share their answers with each other before you check as a class.

Answers

2,000 = number of people who live on Taquile; three = hours on the boat; 40 = minutes walking to the town; \$20 to \$60 = cost of hotel room; \$9 = cost to stay with a local family

C Do the task Remind Ss of the difference between *can* and *can't*. Write a few sentences on the board to illustrate, e.g.,

I can walk. ✓

I can't drive. ✗

- Ss read the text once more and circle the correct answers individually before they check with a partner.
- Elicit their answers as a class by having them read the sentence.

Answers

1 isn't 2 can 3 can't 4 some 5 are 6 can

- D PAIR WORK Review** As Ss discuss the questions, monitor and listen for pronunciation and grammar. Listen also for any examples of language or information from the text that Ss use.

EXTRA ACTIVITY

Ask Ss to write three things people can do in the place they live and three things they can't. Model the activity for Ss by writing some sentences about where you live on the board.

You can go shopping in [name of place].

You can go to a restaurant in [name of place].

You can't go to the mountains in [name of place].

You can't go to the beach in [name of place].

2 WRITING

Introduce the topic Show or print two travel reviews from a website like Trip Advisor. Choose two places your Ss will know, or ask them to suggest vacation destinations. Show one and ask Ss: *What can you see in the pictures?* Then ask: *How many stars?* Show the second destination and repeat the questions. Encourage Ss to tell each other which destination they like best and why. Elicit ideas from the class.

A Tell Ss to look at the picture. Ask: *What can you see?* Elicit answers.

- Read the **Glossary** to make sure Ss understand *wonderful*.
- Direct Ss to read the text individually before they share their answers with a partner. Then check as a class.
- Review any challenging vocabulary.

Answers

Don't take a tour with a travel company. You don't need to eat at the restaurants in town. Don't forget your camera.

B Introduce the task Write on the board: *Drive to the hotel. Don't forget your camera. Ask Ss to identify the verbs. Now write imperatives as a title above the sentences and explain that imperative sentences give advice.*

- Ask a volunteer to read the explanation of imperatives aloud. Ask another volunteer to read the example sentences.
- Ss underline the sentences in the text individually before sharing with a partner.

Answers

You have to see Taquile Island!

This island is really nice. It's not very big. There is only one town on the island. There are a lot of small homes on hills, and there's a lot of nature. I like to walk, and you have to walk a lot on Taquile. Walk to the top of the island and see the ocean. You can see Peru on one side and Bolivia on the other side. You can even see snow on the mountains in Bolivia. Don't take a tour with a travel company. Take a local boat and stay with a family. The people are very friendly. You don't need to eat at the restaurants in town. The food is OK, but the family gives you a great breakfast, lunch, and dinner. Talk with the family. You can learn a lot about Taquile this way. Don't forget your camera. You can take a lot of pictures of this wonderful place!

- Read the **Register check** with Ss. Direct them to underline the verb forms used to give advice in the travel guide on page 92. Remind Ss that the travel guide is more formal than the website review.

EXTRA ACTIVITY

Ask Ss to think about their school, college, or workplace. Ask them to write three sentences using imperatives describing things to do and things not to do there. Write a few examples on the board, e.g., *Eat in the cafeteria. Don't take the stairs; use the elevator.* Try to make the examples relevant to your Ss. Elicit some examples and write them on the board, correcting any mistakes.

C Spend time discussing places to visit in your area. You may like to show some of these on a travel website like Trip Advisor. Ask: *What can you do here? What can you see here? What advice can you give?* Write good ideas you hear on the board. Spending time thinking about what they will write will give Ss more information and ideas for the next task.

- As Ss write, circulate offering help and support. If possible, correct Ss' work before the next activity.

D PAIR WORK Review Monitor for pronunciation as Ss share their work.

- When finished, ask volunteers to share their work, either privately with you or by reading aloud to the class.

EXTRA ACTIVITY

Post Ss' work around the classroom and ask everyone to circulate and read the descriptions. Conduct a class vote to decide which destination they like best. You may also want to share some of these on your social media page.

TIME TO SPEAK

Vacation plans

LESSON OBJECTIVE

- plan a vacation for someone



Introduce the task Dictate: *What do you like to do on vacation? What does your family like to do on vacation?*

- Ss ask and answer the questions in pairs. Elicit ideas when they finish. Write new words on the board.
- Direct Ss to the **Useful phrases** section at the bottom of the page which they can use at the relevant stages of the lesson.

A DISCUSS Aim: Ss think and talk about the photos.

- INDIVIDUALLY** **Preparation for speaking*** Read the instructions aloud for Ss. Encourage Ss to rehearse what they are going to say in their heads.
- PAIR WORK** Ss share their ideas while you monitor for pronunciation. Give positive feedback when Ss produce accurate and appropriate language.*
- CLASS WORK** When they finish, elicit all suggestions and write them on the board.

B DECIDE Do the task Aim: Ss decide where the people might go on vacation.

- CLASS WORK** Model examples for Ss so they know what to do, e.g., *I think Jim wants to go hiking.*
- INDIVIDUALLY** Ss make their lists. Give Ss time to review relevant vocabulary notes or look up words.*

C PREPARE Aim: Ss make a plan for a vacation.

- CLASS WORK** To model the task, write a simple plan for Jim on the board. Remind Ss that you are using imperatives, e.g., *Take a taxi from the airport.*
- INDIVIDUALLY** Allow Ss time to make their plan. Circulate and make sure they are on track. Offer help and suggest corrections. Elicit ideas as a class.

D AGREE Review Aim: Ss review each other's plans in groups.

- GROUP WORK** Circulate and monitor. Listen and make notes on language usage.
- CLASS WORK** When Ss have finished, elicit ideas from them. Find out what the favorite plan is from each group.
- Feedback for speaking activities*** Give the class positive feedback based on the notes you made earlier in the activity.

- You might like to post the plans on the wall of your classroom or share them on your social media page.

*These tips can help you to create a safe speaking environment. They can be used with other speaking activities. For more information, see page T-xxii.

PROGRESS CHECK

Direct students to page 154 to check their progress. Go to page T-152 for Progress check activity suggestions.



TEACHER DEVELOPMENT ACTIVITY 2

Recording and listening

When Ss present ideas to groups, it can be difficult to listen to each of them individually. The idea below shows how you can hear all your Ss. Before you do this activity, tell Ss what you want to do and why it is helpful. Also let them know that you are the only person who will listen to the recording.

- When Ss are in their groups, ask them to record their own presentation.
- When all the presentations are finished, give Ss an email address so they can send you the audio file.
- Listen to the presentations and note two strengths and two errors for each S.
- Email your feedback to individual Ss.



TEACHER DEVELOPMENT REFLECTION

Either answer these questions yourself in a reflection journal or discuss them with your peers.

- Did you find it easier to listen only for the target language in the first activity? Why or why not?
- Did listening only for target language give you a different impression of students' language? For example, did you realize their accuracy in the target language was quite good, despite other errors?
- What was students' reaction to being recorded in the second activity? Would you do this differently with other groups in the future?
- What kind of things did you think were strengths in the students' speaking?
- What were the most common errors that students produced? Did you do any follow up revision work on these errors?

REVIEW 3 (UNITS 7–9)

Introduce the review Before beginning the review, write *Grammar, Vocabulary, and Functional language* on the board.

- Set a time limit of two minutes. Ss close their books and work in small groups to remember as much as they can about the grammar, vocabulary, and functional language of units 7–9. Groups write words, phrases, and example sentences in each category.
- Check answers as a class.

1 VOCABULARY

A Students close their books. Write the categories on the board *Activities around the house, Transportation / Travel, Skills, Work*. Elicit one word or phrase for each category.

- Ss do the task individually before they share their answers with a partner.
- Elicit answers as a class. Write the words on the board as you go.

Answers

Activates around the house	Transportation / Travel	Skills	Work
clean my room	airport	paint	take a break
do homework	be on the subway	draw	company
brush my hair	take the bus	play the guitar	have a meeting
wash the dishes	check in	dance	office
take a bath	destination	sing	workers

B Ss work individually. They can use their notes, units 7–9 of the SB, or their smartphones to help them.

- Elicit answers as a whole class and add the new words to the list on the board.

Suggested answers

Activates around the house	Transportation / Travel	Skills	Work
have lunch, brush my teeth, make breakfast	plane, arrive, buy tickets online	cook, speak English, drive	work hard, coworkers, find answers to problems

2 GRAMMAR

A Write these scrambled sentences on the board. Ask for volunteers to unscramble them. Write the correct sentences.

learning / I'm / this year / English
(I'm learning English this year.)

video games / not / playing / right now / I'm
(I'm not playing video games right now.)

- Ss do the exercise individually. Then check answers as a class.

Answers

- 1 I'm cleaning my room right now.
- 2 The children aren't doing their homework.
- 3 Is she waiting for a bus?
- 4 My father is working hard these days.
- 5 They're not watching TV right now.
- 6 What book are you reading these days?

B **PAIR WORK** Read the task aloud and model some activities you are doing at the moment using the present continuous. For example, say: *I'm learning to play the guitar. I'm taking yoga classes.*

- Monitor as Ss share their activities.
- When Ss finish, elicit examples of present continuous sentences. Correct them as necessary.

C Ask: *Can you drive a car?* Elicit possible answers from Ss. (*I can/can't drive a car.*)

- Ss complete the exercise individually before checking with a partner. Tell Ss to read the full sentence aloud when you elicit the answers.

Answers

- 1 can't 2 can 3 can 4 can't 5 can 6 can't

D **PAIR WORK** Tell Ss two things you can do (*I can drive a car. I can speak English.*) and two things you can't do (*I can't speak Chinese. I can't ski.*).

- Monitor as Ss work with a partner. Then elicit sentences from the class and write them on the board under the categories *Can* and *Can't*.

3 SPEAKING

- A** **PAIR WORK** Read the task aloud. Allow students to ask clarifying questions, and answer them. Model the example sentences with a S volunteer.
- Allow Ss a few minutes to make notes. They may use Units 7–9 or their smartphones to research any information they might need. If Ss struggle to think of places, write a list for them to choose from on the board, e.g., *on a train, on a bicycle, in bed, in the bath, in a plane*, etc.
 - As Ss describe and make guesses, circulate and monitor for examples of language usage that you can highlight with Ss at the end of the task.
- B** Allow time for Ss to write 3–4 sentences, then help correct them. Ask Ss to share their corrected sentences with the class. Call on volunteers to guess where they are.

4 FUNCTIONAL LANGUAGE

- A** Ask: *How are you doing?* to elicit *I'm fine. / Not bad*. Ask: *What are you doing these days?* Elicit answers from various Ss.
- Ss do the exercise individually before sharing answers with a partner.
 - Elicit answers from the class.
 - Monitor as pairs read the conversation together.

Answers

1 It's 2 doing 3 bad 4 I'm 5 Oh, wow
6 How much 7 I don't think 8 I think 9 I mean
10 Oh. 11 Where

5 SPEAKING

- A** **PAIR WORK** Read each situation aloud. Encourage volunteers to read the example sentences after the descriptions.
- Ss choose one of the three situations and prepare a conversation. They should make notes, but not write the full conversation. For extra support, refer Ss to the functional language lessons from Units 7–9.
 - Monitor as pairs have their conversations. Listen for examples of language usage and provide feedback to Ss.
- B** **PAIR WORK** Pairs change roles and repeat their conversations.
- Choose pairs to perform their conversations for the class. If possible, choose a pair for each of the three situations.

GET READY

10



TEACHER DEVELOPMENT INTRODUCTION

Strategy 1: Classroom Management – Teacher roles

In this unit, we're going to look at some **different roles of teachers** in the classroom. In some teaching situations, teachers tend to explain everything to students and assume they know very little about a topic, vocabulary, or grammar. However, many teachers now support the idea of "Ask, don't tell". In other words, they believe in questioning students and **finding out what students already know**. Another important teacher role involves **giving supportive feedback**. Supportive feedback clearly tells Ss what they did successfully and what they need to work on.

Finding out what students already know (Activity 1): You'll have an opportunity to try this in lesson 10.2.

Giving supportive feedback (Activity 2): You can try this in lesson 10.4.

To find out more, read chapters 4.5, 4.6, 4.7, and 4.10 from *Classroom Management Techniques* by Jim Scrivener. Please go to www.cambridge.org/evolve to download these pages.

INTRODUCE THE THEME OF THE UNIT

Books closed. Write *weekend* on the board. Draw or display three pictures on the board: *mountains, beach, city*. Ask Ss: *Where do you like to go on the weekend?* and *What do you like to do there?*

- Ss discuss with each other while you monitor.
- Elicit answers as a class. Do Ss like to go to the same places?

UNIT OBJECTIVES

Read the unit objectives aloud. Tell Ss to listen and read along. Explain any vocabulary that Ss might not understand.

START SPEAKING

- A** Pre-teach *skydiving, before, and after*. Ss look at the picture and discuss in pairs before you elicit the things they need to do before they go.
 - Write down their suggestions on the board as you elicit answers.
- B** Introduce the idea of *big plans* – life plans that people would like to achieve in the future, e.g., *buy a farm / write a book / go on vacation to New York*.
 - Give Ss a few minutes to think about their ideas. Ask Ss to write down two big plans, then share their big plans with their partner.
 - **OPTIONAL ACTIVITY** Ss watch Larissa's video and say whether their plans are similar or different. You may want to explain that *foreign* means *in a different country*.

REAL STUDENT

Hello, my name is Larissa. I want to save money to study music and English too at the foreign university.

- make outdoor plans for the weekend

Introduce the lesson Write *Friday night, Saturday morning, Saturday evening, Sunday afternoon* on the board. Model an example. Say: *I'm going to go shopping on Friday night.* Explain that *going to* refers to the future. Ask Ss to tell a partner what they are *going to* do at the times you wrote on the board. As Ss talk, monitor. Elicit some ideas. What are the most popular activities with your Ss?

1 LANGUAGE IN CONTEXT

- A **PAIR WORK** **Introduce the task** Ss discuss the question in pairs before you elicit answers.

Suggested answers

It is St. Petersburg at midnight. It's light, but it's midnight.

- B **Do the task** Ask Ss to read individually before sharing their answers with a partner. They read quickly to discover general points.
- Elicit answers. Explain any words Ss may have questions about, such as *during* (at the same time) and *together* (with).

Answers

- 1 Yana is happy because Sofia is going to see St. Petersburg during the White Nights.
- 2 The White Nights are when it's light for about 24 hours in June.
- 3 She wants to talk to Sofia tomorrow / the following day.

2 VOCABULARY: Going out

- A **2.30** **Introduce the vocabulary** Volunteers read the words in the word box. Check understanding.

- Ss underline the words in the email individually before they complete the phrases. Ask Ss to check their answers in pairs. Play the audio.
- Play the audio again, pause after each sentence, and Ss repeat. Monitor pronunciation.

Answers

- 1 look at
- 2 take
- 3 take, eat
- 4 meet
- 5 go
- 6 get together, have

MIXED ABILITY

Put Ss in groups and ask them to brainstorm as many words as they can to go with the vocabulary verbs, e.g., *get together with friends, family, your teacher*, etc. Groups of stronger Ss can write sentences, e.g., *This evening I am going to get together with my friends.* See how many words/sentences the groups can come up with for each verb.

- B Direct Ss to page 149 to complete the vocabulary exercises. Teacher's tips for vocabulary exercises are on page T-141.
- C **GROUP WORK** Ss discuss the question in groups.
- Monitor as Ss talk, listening for examples of language usage that you can give feedback on later.
 - Ask Ss to share any more ideas they might have before you elicit some ideas from the whole class.

3 GRAMMAR: Statements with *be going to*

- A Introduce the grammar** Before Ss circle the answers, explain that they can refer to the examples in the grammar box.

Answers

1 future plans 2 a verb

- Ask volunteers to read the chart. Explain the time expressions using a calendar.

VOCABULARY SUPPORT

Display a calendar to explain the difference between the various future time expressions. Illustrate *this Monday* and *next Monday* by pointing to the days on the calendar as you say the expressions. Ask pairs of Ss to look at the calendars on their phones and say *this [Tuesday]*, *next [Thursday]*, etc.

- B Do the task** Read the task aloud and make sure Ss understand. Ss fill in the gaps individually before checking with a partner.

- When you elicit answers, ask Ss to read the full sentence. Monitor for grammar and pronunciation.

Answers

1 'm/am not going to be
2 aren't/are not going to take
3 are going to go
4 'm/am going to study
5 isn't/is not going to meet

- C PAIR WORK** Ask a volunteer to model the example sentences. Do another example if necessary.

- Ss make the sentences positive or negative.
- After Ss finish, ask for answers from the class.

- D** Direct Ss to pages 137–138 to complete the grammar exercise. Teacher's tips for grammar exercises are on page T-129.

4 SPEAKING

- A PAIR WORK** Model the sample sentences by asking a volunteer to read with you. Generate a few more ideas of what Ss could do in your area.

- Ss think about their city and discuss their ideas together.
- Elicit Ss ideas together as a class. Write these on the board for Ss to use in the next activity.

- B PAIR WORK** Model the example. Tell Ss your plans for the weekend using *going to*, and include some examples of *not going to*.

- Make sure Ss write their plan. Monitor and circulate as Ss do the activity.
- When Ss finish, they can take their plans to other groups and explain what they are going to do. Then ask volunteers to share their plans with the class.
- Give feedback.

LESSON OBJECTIVE

- discuss what clothes to wear for different trips

Introduce the lesson Point to what you are wearing, and ask Ss: *What is this?* Write their response on the board. Then point to other clothing that you or Ss are wearing and elicit the words until Ss have identified several of the lesson vocabulary words. Write the words on the board.

- Write the four seasons on the board. If possible, display or draw a picture of weather common in each one.
- Ask Ss: *What clothes do you have in these seasons?* They share their ideas with a partner before you elicit their ideas. Write a couple of items next to each season, e.g.,
Spring – jeans / shirt
Summer – shorts / dress
Fall – coat / sweater
Winter – hat / boots

TEACHER DEVELOPMENT
ACTIVITY 1

Finding out what students already know

When teachers question students to find out what they already know, Ss actively participate, are engaged, and are less likely to “switch off.” Ss feel motivated when they can recall information, and the teacher knows whether to adapt their lesson or not. In other words, if Ss already seem to know the vocabulary or grammar point, the teacher can shorten the time spent “teaching” it and extend the time for practice.

- Put 11 pictures of clothes on the board, e.g., hat, coat, pants. Number them 1–11.
- In groups, Ss teach each any other words they know for these clothes. Monitor, but do not interrupt.
- Choose a S from each group to suggest two words for pictures 1–11 and write them on the board.
- Groups tell each other any other words for the clothes they are wearing.
- For feedback, nominate Ss to describe others in the class, e.g., *Maria has a blue hat.*

1 VOCABULARY: Clothes; seasons

A **2.31 Present the vocabulary** Play the audio as Ss read and listen.

- Play the audio again, pausing after each item, and ask different Ss to repeat. Check pronunciation.
- Ss now say the different clothes they can see around the room.

Answers

Answers may vary.

GRAMMAR SUPPORT Play board scrabble with the clothes items.

Arrange the words as **anagrams**.

Ask Ss to learn the words for a **spelling test**.

For instructions on how to run these activities, see page T-217.

PRONUNCIATION SUPPORT Many clothing words are pronounced very differently from the way they are written, including the word *clothes* /kloʊz/. Encourage Ss not to *read* the letters, but remember the sounds. There are lots of silent letters:

e in *shoes* /ʃuː/

e in *sweater* /swetər/

a in *coat* /koʊt/

B **2.32 PAIR WORK** Play the audio as Ss read. Play again, pausing after each word so that Ss can repeat.

- Ss work in pairs to ask and answer the questions. Elicit their answers as a class when they have finished.

C Direct Ss to pages 149–150 to complete the vocabulary exercises. Teacher's tips for vocabulary exercises are on page T-141.

2 LANGUAGE IN CONTEXT

A **2.33** Before Ss start, ask: *Which clothes do you take on a summer trip?* Elicit answers. Ask: *Which clothes do you take on a winter trip?*

- Read the task aloud and play the audio as Ss read. Elicit answers.

Answers

Sofia and her friend talk about a coat, a hat, pants, sweaters, shorts, shoes, and boots.

- Read the **Insider English** box with Ss. Concept check by giving examples, e.g.,

It's raining. ... Oh, I know! I'll take boots and a coat.

It's cold. ... Oh, I know! I'll take my sweater.

- Go over any unfamiliar vocabulary Ss may ask about.

- B** **PAIR WORK** **Review** As Ss answer the questions in pairs, monitor for pronunciation and vocabulary. Listen for examples of grammar usage that you can give feedback on when the activity is finished.

- **OPTIONAL ACTIVITY** Ss watch Anderson's video and compare their answers with his. You may want to explain again the meaning of *wear*.

REAL STUDENT

Hi. I am Anderson. It is winter and I usually wear a coat.

3 GRAMMAR: Questions with *be going to*

Introduce the grammar Ask: *What words do questions start with?* Elicit answers *what, where, when, and who* from Ss.

- A** **Present the grammar** Before Ss circle the answers, explain that they can refer to the examples in the grammar box.

Answers

1 *Am, Is or Are* 2 *before*

- Ask volunteers to read the grammar chart. Monitor for pronunciation and stress. Check understanding using questions. Ask individual Ss a range of questions to elicit genuine answers, e.g., *Are you going to see your family today?* / *What are you going to eat tonight?* / *Where are you going to live next year?* Try to make the sentences relevant to your Ss.

- B** **Do the task** Ss order the sentences individually before they check with a partner. Then elicit the answers.

Answers

- 1 What are you going to do this weekend?
- 2 Are you going to study tonight?
- 3 What are you going to have for dinner?
- 4 What are you going to watch on TV?
- 5 Where are you going to go tomorrow?
- 6 Are you going to see your friends next week?

- C** Direct Ss to page 138 to complete the grammar exercise. Teacher's tips for grammar exercises are on page T-129.

- D** **PAIR WORK** Ss read the **Accuracy check** section aloud to their partner. Did they make any of these mistakes?

- Display or dictate the sentences below. Ask Ss to correct the mistakes individually before they check with a partner and then elicit answers as a class.

- 1 A *Are they going to work on Saturday?*
B *Yes, they are going.*
- 2 A *Are you going to fly to Orlando?*
B *No, we're not going.*
- 3 A *Is she going to meet Joe at the airport?*
B *Yes, she's going to.*

Answers

- 1 A *Are they going to work on Saturday?*
B *Yes, they are going.*
- 2 A *Are you going to fly to Orlando?*
B *No, we're not going aren't.*
- 3 A *Is she going to meet Joe at the airport?*
B *Yes, she's going to. is.*

- Model an example sentence by answering one of the questions yourself. As Ss work in pairs monitor for grammar usage, noting any errors you hear that you can share at the end of the task.
- Elicit answers as a class and give feedback.

4 SPEAKING

- A** **Review** Pre-teach the idea of temperature by drawing a thermometer on the board. Mark *very cold / cold / hot / very hot* on it. Point to the direct parts of the thermometer and ask Ss to say the temperature.

- Ss decide which trip they will go on. As they write their list, monitor and offer any spelling help they may need.

- B** **PAIR WORK** Model the sample sentences with a volunteer to show Ss how to do the task. As Ss ask and answer the questions, monitor and listen for examples of grammar usage that you can give feedback on after they finish the task.

- Elicit ideas from class. As a variation, ask pairs of Ss to perform their conversations in front of the class.
- Give feedback.

HOMEWORK IDEAS

Ask Ss to write six sentences about what they would take on the trip. Ask stronger Ss in your class to use *because* to make their sentences more complex. Correct Ss' sentences in the next session, then ask them to share their sentences with a partner.

LESSON OBJECTIVE

- suggest plans for evening activities

Introduce the lesson Scramble the following sentences on the board for Ss to unscramble in pairs.

Why don't we have coffee?

Let's go to a restaurant tonight.

- Underline *Why don't we ...* and *Let's ...*
- Show or draw some pictures to act as prompts such as *coffee / walk / Chinese restaurant / swimming pool*. Ss make suggestions using *Why don't we ...* and *Let's ...* and the prompts.
- Elicit answers when they finish.

1 FUNCTIONAL LANGUAGE

A Introduce the task Read the instructions aloud and make sure Ss understand. Ss discuss in pairs before you elicit their ideas.

Answers

Answers may vary.

B  **2.34** Read the questions aloud with Ss. Play the audio while Ss read the text. Elicit answers from the class.

Answers

They're going to have dinner in a Mexican restaurant.

They're going to meet at the hotel.

They're going to meet at 8:30.

- Play the audio again. Pause after each sentence and ask Ss to repeat. Explain any expressions that Ss may not understand.
- Ask Ss to role play the conversation with a partner. Monitor for pronunciation as Ss work.

C Do the task Pre-teach *accept* and *refuse* by using a checkmark and a cross next to the words. Model an example from the text in exercise 1B.

- Ask Ss to complete the chart individually before they share their answers with a partner. Elicit ideas as a class.

Answers

- 1 Why don't we
- 2 Let's
- 3 sounds
- 4 idea
- 5 sure
- 6 but I can't

- Concept check by asking questions such as *Why don't we have coffee?* to elicit a response that either accepts or refuses. Here are some more you could try:

Why don't we go to the beach? / Let's go to the movies. /

Why don't we go on a trip? / Let's take a walk.

Try to make questions relevant to your Ss.

D  **2.35 Review** Ask Ss to complete the conversations individually with the correct words before they check with a partner. Play the audio and ask Ss to check.

Answers

- 1 A Let's take a break.
B OK, sounds good.
- 2 A Why don't we have lunch?
B I'm sorry, but I can't.
- 3 A Coffee?
B Good idea.

- Ask Ss to role play the conversations. Monitor for pronunciation.



SMARTPHONE ACTIVITY

Ask Ss to record their conversation on their smartphone. They listen to the conversation and check their own pronunciation.



EXTRA ACTIVITY

Ss brainstorm and list things to do in the evenings. Write these on one half of the board. Do the same with refusing suggestions and reasons why they can't do something. Write these on the other side of the board. Ss then have a circle discussion: the inside circle suggests doing something and the outside refuses the suggestion. Ss try to come to an agreement. Elicit compromises from Ss when they finish.

2 REAL-WORLD STRATEGY

- A** **Introduce the task** Explain a situation where you say *I'm sorry, but I can't*, e.g.,

Why don't we go out tonight?

I'm sorry, but I can't. I have to work.

Read the sample dialogue aloud with a volunteer.
Then elicit the answers to the question with the class.

Answers

He can't meet at 8 o'clock because he has to go home first.

- B** **2.36** **Play the audio. Ss check their answers with a partner. Elicit answers as a class.**

Answers

They're going to have a meeting on Tuesday.

2.36 Audio script

A Why don't we have a meeting on Monday?

B I'm sorry, but I can't. I have to help my parents on Monday.
How about Tuesday?

A OK. Let's meet on Tuesday.

- C** **2.36** **Play audio again. Ss note the answer and share with a partner before you check as a class.**

Answers

Because she has to help her parents on Monday.

- D** **PAIR WORK** **Review** Put Ss into pairs and assign each one to be either Student A or Student B. Ask Student As to turn to page 158 and Bs to turn to page 160.

- Write an activity on the board e.g., *go to the cinema*. Ask Ss to use the expressions from page 102 to refuse and give a reason. Try other activities that you think will be relevant to your Ss.
- Read through the instructions aloud. Ask volunteers to read the model dialogue aloud. Allow Ss time to read through all their sentences and check understanding.
- Circulate and monitor as Ss complete the task.

3 PRONUNCIATION: Saying the letter s

- A** **2.37** **Play the audio and have Ss repeat the words.**
- Elicit the two different pronunciations of the letter s.

Answers

sorry: "s" is pronounced /s/

busy: "s" is pronounced /z/

- B** **2.38** Ss work in pairs to say the words aloud and predict how the letter s sounds.

- Play the audio. Elicit the answers, then have Ss repeat each word as a whole class.

Answers

1 /s/ and /s/ 2 /z/ 3 /s/ 4 /z/ 5 /s/ 6 /s/ and /z/
7 /z/ 8 /s/

- C** **2.39** **PAIR WORK** **Play the audio. Ss repeat each sentence or question as a whole class.**

- Ss work in pairs to practice the sentences. Monitor and help as necessary.

4 SPEAKING

PAIR WORK **Review** Read the instructions with Ss and make sure they understand. If Ss are all from the same city, you might like to give them other well-known cities they can use, e.g., *Paris, Rome, Santiago, Mexico City, New York, Seoul*, etc. Ask Ss to write down a list of some of things that they can do at night in that city.

- Model the sample sentences with a volunteer before Ss begin.
- As Ss role play the conversation, monitor and listen for examples of grammar usage that you can give feedback on at the end of the activity.
- When Ss finish, volunteers perform their conversations for the class.
- Give any feedback you have.

EXTRA ACTIVITY

Ask Ss to write down their dialogues in pairs, checking for mistakes as they go. Monitor and circulate as Ss write, offering any help they might need. Write words they need to spell on the board so all Ss can see and use them. Check the writing for errors, and then ask volunteers to perform their dialogues for the class.

SMARTPHONE ACTIVITY

Ss record or take a video of their conversations on their smartphone. They can play it back later to listen for pronunciation and grammar.

Introduce the lesson Write or dictate: *Are you watching a movie tonight?* Write the answers *Yes, I am.* / *No, I'm not.*

- Direct Ss to ask and answer questions with a partner using *Are you going to ...?* and these prompts: *go swimming / eat lunch / go to a club / practice English.*

1 LISTENING

- A **PAIR WORK** Monitor as students discuss the picture. Help with vocabulary. Elicit ideas from Ss as a class.

Answers

Answers may vary.

- B **2.40** Before you play the audio, direct students to write two headings: *Cities* and *Neighborhoods*. Encourage them to take notes as they listen.

- Play the audio. Play again if necessary.

Answers

Cities: New York, Montevideo
Neighborhoods: Pocitos, Old City

2.40 Audio script

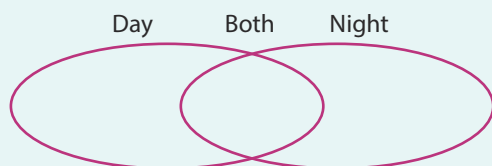
This week on *Let's Take a Tour*, I'm in a city that never sleeps. No, this isn't New York. I'm in Montevideo – the capital city of Uruguay. And this *really* is a day-and-night city. Now, we're not far from the Pocitos neighborhood. Pocitos is a *great* place to go out at night in Montevideo. It has restaurants, cafés, places to go dancing ... but I'm not going to go dancing now. Let's wait for tonight! First, we're going to walk in Old City. *Old City* is ... an *old* neighborhood, of course. It has some beautiful buildings and some really interesting museums. So come on! Let's take a tour ... in Montevideo.

- C **2.40** Ss read the places aloud to make sure they understand. Ask them to raise hands if they remember hearing the place mentioned as it is read aloud.

Answers

Checked: restaurants, ocean, places to go dancing, museums

- D **PAIR WORK** Draw a Venn diagram on the board like the one below and ask Ss to copy it. As Ss discuss the questions, ask them to fill in their diagrams. Elicit answers and add them to the diagram on the board. Discuss as a class if the words are in the correct place.



Answers

in the day: restaurants, the ocean, museums
at night: restaurants, places to go dancing
both: restaurants

2 PRONUNCIATION: Listening for going to

- A **2.41** Play the audio. Have Ss compare answers with a partner, then elicit whole class feedback.

Answers

1 gonna 2 going to

- B **2.42** Play the audio. Put Ss into pairs to compare ideas.

Answers

1 gonna 2 going to 3 gonna 4 going to

2.42 Audio script

- 1 We're gonna visit some museums.
- 2 We're not going to a restaurant. We're going to a café.
- 3 We're gonna walk around the Old City.
- 4 We're going to go out in the Pocitos neighborhood.

- C Explain to Ss that they don't need to use *gonna* in their speaking, but knowing the form will help them to understand people.

Answer

talking to friends

EXTRA ACTIVITY

Ask Ss to finish these sentences with their own information. Ask volunteers to share their sentences and write some on the board.

Tomorrow, I'm not going to ...

On the weekend, I'm going to ...

Next month, I'm not going to ...

3 WRITING

A Introduce the task Pre-teach the **Glossary** terms *sunrise* and *surprise*. Read the instructions aloud and explain the questions.

- Give Ss time to read and answer the questions individually.
- Ss then share their answers with a partner before you elicit their ideas.

Answers

His friends can wear shorts and a T-shirt, and a sweater for the early morning.
Saturday night is a surprise.

B Ss underline the contractions individually before you elicit them as a class. Monitor as Ss work together. Circulate to make sure Ss are on track.

- Read the **Register check** box aloud with the class. Ask Ss for examples of formal and informal writing.
informal = *text message, personal letter*
formal = *letter, report*
- Ss expand the contractions in the reading text in pairs. Ask Ss to read the full sentence when you elicit answers.

Answers

This is a city that never sleeps. You're not going to sleep, either! Meet me at the front door of the hotel. Don't be late! And don't eat dinner first because we're going to eat at a nice restaurant in the Pocitos neighborhood. Then we're going to go dancing – all night! Early in the morning, about 5:00 a.m., we're going to watch the sunrise at the beach and then go for a morning walk by the ocean. It's a great place for a picnic – a breakfast picnic. And then, why don't we play soccer on the beach? A lot of people play soccer on the beach in the summer. You can wear shorts and a T-shirt, but a sweater is good for the early morning. On Saturday night, we're going to . . . well, it's a surprise! See you Friday night!

Full forms:

You're = You are
Don't = Do not
We're = We are
It's = It is

- As Ss write their invitations, circulate to offer ideas and help with spelling. Write challenging words on the board for everyone to see. If possible, correct Ss' work before the next activity.



FAST FINISHERS

Ask Ss to review their invitations for mistakes. They can use their smartphones or a print dictionary to look up how to spell words they are not sure of.



TEACHER DEVELOPMENT ACTIVITY 2

Giving supportive feedback

Giving praise to adult learners like *Well done!* or *Good job!* is less effective than giving supportive feedback. Teachers play a more helpful role when they are specific about what a student has done successfully and what exactly they could improve.

Many teachers also like to use the “sandwich approach” when giving supportive feedback. This means they begin by telling a student what they have done well, move on to things that didn't go so well, and finish by returning to positive comments.

- Ss write their online invitations.
- Provide oral or written feedback using the “sandwich” approach, e.g., *I like the way you [used going to with three different verbs / remembered to use contractions]. You can improve your invitation by [using more informal language / adding linking words like but or then]. You made your invitation sound more exciting when you [used this adjective/included that phrase].*

D GROUP WORK Review Put Ss into groups and ask them to share their invitations. Listen for pronunciation and language usage and offer feedback later.

- Ask Ss to vote on the invitations they liked best. Ask volunteers to read the best invitations aloud to the class or do it yourself.



C Introduce the task Tell Ss about an exciting day or night out you have had. Share photos, if available.

- Ask Ss: *What is an exciting day or night out for you?* Allow Ss time to think and/or search online for ideas. Elicit ideas and write them on the board.
- Read the task aloud and underline some of the key words that explain the task. *Describe where you are going to go and what you are going to do.*

LESSON OBJECTIVE

- plan and present a fun weekend in your city



Introduce the task Tell Ss about a city you know well, like the city that you come from. Explain what you can do there on the weekend using the expressions from the **Useful phrases** box. Show pictures of the city from your smartphone or the internet. Encourage Ss to ask questions.

- Direct Ss to the **Useful phrases** section at the bottom of the page. Remind them that they can use them at the relevant stages of the lesson.

A PREPARE Aim: Ss look at and talk about the photos.

- INDIVIDUALLY** Allow Ss time to look at and think about the photos. Give Ss time to think silently about what they are going to say.*
- PAIR WORK** Monitor as Ss share their ideas.
- CLASS WORK** Elicit ideas from Ss. Write any new vocab on the board for Ss to refer to later in the lesson.

B RESEARCH Do the task Aim: Ss make a list of seasonal activities.

- CLASS WORK** Model the task by talking about a season or a month in your country. Explain what people do during that time. Demonstrate with photos, if available.
- PAIR WORK** Ss work together to generate ideas. Explain that they do not have to use their current city if they feel they know more about another city.

C AGREE Aim: Ss make plans about fun things to do.

- PAIR WORK** Circulate and monitor Ss as they make their plans. Offer suggestions if Ss need help, but otherwise let them work. *Monitor and make a note of the strong points of each group, for example, good use of unit vocabulary, interesting questions, natural-sounding interactions, etc. You can use your notes to give feedback at the end of the lesson.

D DISCUSS Aim: Pairs compare their lists.

- PAIR WORK** As Ss work in groups, circulate and monitor. Listen for language usage and provide feedback to Ss when the task is over.*
- CLASS WORK** Elicit ideas from Ss and find out the favorite plan from each group.

E PRESENT Review Aim: Ss present their ideas to the class.

- INDIVIDUALLY** Give Ss time to prepare their presentations.
- CLASS WORK** Give pairs a time limit, say two minutes, to present their plan to the class. This will help Ss not go on too long nor finish too quickly. When each pair finishes, ask some questions yourself, e.g., *Which activities are cheap? Why is that place good?* Encourage Ss to ask questions.
- Feedback for speaking activities*** Give the class positive feedback based on the notes you made earlier in the activity.

*These tips can help you to create a safe speaking environment. They can also be used with other speaking activities. For more information, see page T-xxii.

PROGRESS CHECK

Direct students to page 155 to check their progress. Go to page T-152 for Progress check activity suggestions.



TEACHER DEVELOPMENT REFLECTION

Answer these questions yourself in a reflection journal or discuss them with your peers.

- How much vocabulary in Activity 1 did students know already? Which students knew the most? What did you find surprising, and what predictable?
- Did you adapt your plan for 10.2 because of what you found out? Why or why not?
- Teachers often use eliciting questions to find out what students already know, e.g., *What do I wear on my feet? (Boots)*, or *We can talk about our future plans in different ways. For example, (writing on board) Next week, I'm book my ticket. (Going to)* What advice would you give colleagues about planning and asking eliciting questions?
- After teachers elicit language, they should ask checking questions. Why is *Do you understand?* an ineffective question? What questions might you ask to check the meaning of *boots* and *going to*?
- In Activity 2, how did students respond to your feedback? For written work, what other things can you sometimes comment on?

COLORFUL MEMORIES

11



TEACHER DEVELOPMENT INTRODUCTION

Strategy 2: Teaching vocabulary – Language awareness

In this unit, we explore some basic techniques for guiding Ss to a deeper understanding of the meaning, use, and form of the vocabulary they learn.

Guiding questions (Activity 1): Use simple questions to focus on meaning and use and help Ss make links between words. You will have the opportunity to try this in Lesson 11.1.

Scrambled sentences (Activity 2): This is a versatile activity for highlighting form, in particular, for helping Ss to use vocabulary accurately in sentences. You can try this in Lesson 11.2.

To find out more about different aspects of word knowledge, read Chapters 2–3 of Ruth Gairns and Stuart Redman, *Working with Words*, pp.13–53. Please go to www.cambridge.org/evolve to download these pages.

INTRODUCE THE THEME OF THE UNIT

Draw or display a current calendar. Write *the past* on the board. Elicit the meaning from Ss. Ask: *Is today in the past?*

- Write or dictate:
yesterday
three days ago
a month ago
ten years ago
- Explain that *ago* means in the past. Point to *today* on the calendar, then point to *yesterday* and say: *Yesterday is in the past*. Repeat with the other terms on the board.
- Ask Ss to remember a place for each time period and write it next to the phrases. For example, for a month ago they might remember *beach*. Give Ss a few minutes to brainstorm their ideas before they share their places with each other.
- Ask Ss to share their ideas with the class.

UNIT OBJECTIVES

Read the unit objectives aloud. Tell Ss to listen and read along. Explain any vocabulary that Ss might not understand. Explain the idea of *childhood*.

START SPEAKING

- A** Ss look at the picture and discuss in pairs. Elicit their ideas as a class.
- B** Ss discuss the question in pairs before you elicit answers.
- C** Ss can use ideas from the start of this lesson to help them. Ask Ss to share their happy time in their life with a partner.
 - Share memories as a whole class.
 - **OPTIONAL ACTIVITY** Ss watch Felipe's video and identify the time of his life that he is talking about. Then they discuss whether they remember the same time in their own lives.

REAL STUDENT

Hi, my name is Felipe. I remember my first day at college. It was in October, 2017. I was happy, very happy.

LESSON OBJECTIVE

- describe people, places, and things in the past

Introduce the lesson Draw or display a picture of an item that may have come from your childhood. This could be a teddy bear, truck, doll, book, or anything else. Use some of the adjectives on this page to describe the items. Say: *This was my [doll]. My [father] bought it for me. It was [beautiful].*

1 LANGUAGE IN CONTEXT

A Do the task First ask Ss to read the words in the box.

- Ss read the text individually, then circle the correct phrases. They share their ideas with a partner. Elicit answers as a class.

Answers

Mason talks about the season, his family, and a toy.

- Explain any of the adjectives in bold or any other vocabulary Ss ask for. Explain *go-kart*. Check the **Glossary**.

B Review Ss read again. They check the true sentences, then correct the false ones individually before exchanging ideas with a partner.

- As Ss give you the answers, write the full sentence on the board so that Ss can see the corrections. Alternatively, volunteers can write their sentences on the board and the other members of the class can check them.

Answers

- ✓
- The yard is at Mason's **grandparents'** house.
- Bethany is Mason's **sister**.
- ✓

2 VOCABULARY: Describing people, places, and things

A  **2.43 Present the vocabulary** Ss match the words and the definitions in pairs.

- Play the audio, pausing after each sentence so Ss can check their answers. Play again, pausing this time so individual Ss can repeat.

Answers

people: cute, noisy
places: exciting, beautiful, wonderful, quiet
things: new, slow, fast, awful



TEACHER DEVELOPMENT ACTIVITY 1

Guiding questions

After you've used exercise 2A to establish basic meanings, use questions like those below to develop Ss' understanding of the words. Use English as much as possible, but allow Ss to use their native language when necessary. Decide in advance which words you want to ask about, and which questions you want to use.

Aspect of meaning	Example questions
Associations	What things can be <i>fast</i> ? <i>Fast car, fast ... ?</i> (runner, speech, food) What about <i>cute</i> ? (dog, cat, baby)
Connotation	<i>Wonderful</i> – Is it a positive word or negative? (positive) What about <i>cute</i> ? (positive too)
Objectivity	<i>Awful</i> – Is that a fact or an opinion? (opinion) What about <i>new</i> ? (fact) <i>Noisy</i> ? (Could be either!)
Style	<i>Cute</i> – Is it formal or informal? (Informal) Could you use it in conversation with friends? (yes) A business letter? (no)
Synonyms	What's another word for <i>wonderful</i> ? (<i>great, fantastic</i>) How else could we say <i>awful</i> ? (<i>really bad, terrible</i>)
Antonyms	What's the opposite of <i>fast</i> ? (<i>slow</i>) What about <i>exciting</i> ? (<i>boring</i>)

B Direct Ss to page 150 to complete the vocabulary exercises. Teacher's tips for vocabulary exercises are on page T-141.

C **GROUP WORK** **Review** Model a sample answer by describing something from your past, just as you did at the beginning of the lesson.

- Allow Ss time to think and write down their item and some of their ideas before they talk.
- **OPTIONAL ACTIVITY** Ss watch Anderson's video and say whether his memory is a happy one or not. They then compare their memory to his. You may want to explain that *sweet* has a similar meaning to *nice* or *cute*.

REAL STUDENT

Hi. I am Anderson. I remember my first girlfriend. She was beautiful and sweet.

3 GRAMMAR: Statements with *was* and *were*

- A Present the grammar** Before Ss circle the answers, explain that they can refer to the examples in the grammar box. Explain that *was* is singular and *were* is plural.

Answers

- 1 Use *was* and *were* to talk about people, places, or things in the **past**.
- 2 *Was* and *were* are the simple past forms of *be*.
- 3 *Was* and *were* are **affirmative**.
- 4 *Wasn't* and *weren't* are **negative**.

GRAMMAR SUPPORT To check understanding, write gapped sentences on the board and ask Ss to complete them, e.g., *The kitchen ____ big. [was or wasn't] I ____ happy. [was or wasn't] We ____ young. [were or weren't]*

- B If necessary, complete the first gap with Ss to model the task.**

- Ss work individually to fill in the gaps before they check with a partner.
- Ask individual Ss to read a sentence aloud as you elicit the answers.

Answers

I remember a visit to my uncle's farm in August 1998. It **wasn't** a big farm – just a nice, small one. There **weren't** a lot of animals, only ten or fifteen. They **were** farm animals, not pets, so they **weren't** friendly, but my uncle's dog **was** really nice. He **was** only two or three, so he **wasn't** very old, but he **was** smart. His real name **was** Jake, but *my* name for him **was** "Fluffy Duffy." It's an awful name, but I **was** seven at the time, and to me, Fluffy Duffy **was** a beautiful name! We **were** great friends.

- C Direct Ss to page 138 to complete the grammar exercise. Teacher's tips for grammar exercises are on page T-129.**

- D PAIR WORK Review** Read the stem sentences and make sure Ss understand the words. Model and complete the first sentences so Ss know what to do.

- Allow Ss time to think about their ideas and complete the sentences. Ss share their ideas with a partner or a small group. Ask volunteers to say their sentences when you check for ideas as a class.

- Read the **Accuracy check**. Ask Ss to add *was*, *wasn't*, *were*, or *weren't* to these sentences.

- 1 *I like our new apartment. It's quiet. Our old apartment noisy.*
- 2 *Thanks for your help yesterday. You wonderful.*
- 3 *Yuck! That movie good.*

Answers

- 1 I like our new apartment. It's quiet. Our old apartment **was** noisy.
- 2 Thanks for your help yesterday. You **were** wonderful.
- 3 Yuck! That movie **wasn't** good.

- Ask Ss to check the sentences they wrote again.

4 SPEAKING

- A Introduce the task** Present one of your own memories for Ss. Use any pictures you may have. Make sure you model the same language used in exercise 4B.

- Read the words aloud for Ss and give them time to think about their memories. Give them the option of using one of their memories from exercise 2C or a new memory.

- B PAIR WORK** As Ss share their memories in pairs, circulate and monitor. Listen for language usage that you can give feedback on when they finish the activity.

- Ask a few volunteers to share their memories with the whole class.
- Give feedback.

HOMEWORK IDEAS

Ask Ss to write their memories in sentences. They could then share them on a blog or could record them as they read aloud on their smartphone.

Introduce the lesson Books closed. Get Ss thinking about colors and review past simple statements by talking about your clothes. Say: *Today, my shirt is [red]. Yesterday, my shirt was* Either elicit the answer by asking, *Can you remember?* or complete the sentence yourself. Write the two sentences on the board, and then have Ss come up with their own sentences.

- Elicit some example sentences and write on the board.

1 LANGUAGE IN CONTEXT

A **PAIR WORK** Ss describe the picture with their partner. Elicit answers when they finish.

B **2.44** Read and explain the instructions. Play the audio, and then ask Ss to work in pairs to answer the questions. Play the audio again if necessary. Elicit answers from Ss.

Answers

Emilio was at his grandparents' house, in the kitchen.
Paula remembers the living room and her bedroom.

- Ask volunteer Ss to read the **Insider English** box. Model another sample sentence which is also informal, e.g., *Where's my bag? Oh yeah, it's on the chair!*

VOCABULARY SUPPORT *Cute, yeah, and hey* are all informal expressions. They are fine to use in spoken language, but Ss should avoid using them in formal, written English.

C **2.44** Ss read and understand the questions before you play the audio.

- Ss answer the questions individually before they check with a partner. Elicit their answers as a class. Replay the audio if necessary.

Answers

1 two 2 the couch

2 VOCABULARY: Colors

A **2.45** **PAIR WORK** **Present the vocabulary** Play the audio as Ss listen. Pause after each word for Ss to repeat together. Monitor for pronunciation. Play audio again. Pause after each word and ask individual Ss to repeat the word.

- **Do the task** Ss look at the conversation and find the words. Elicit answers as a class.

Answers

black, green, white, brown, orange, pink
Favorite colors will vary.



TEACHER DEVELOPMENT ACTIVITY 2

Scrambled sentences

In order to use vocabulary items accurately, Ss need to know how they fit into sentences: what kind of words come before and after them? This activity uses jumbled sentences and then questions to help Ss notice the important patterns.

- Have Ss close their books. On the board, write a couple of sentences to show patterns with color words, but with the words jumbled:
 - 1 *grandparents' / green / in / kitchen. / my / phone / The / was*
 - 2 *in / living / orange. / room / The / the / walls / were*
- Ss work in pairs to put the words in the right order. When they have finished, write them on the board:
 - 1 *The green phone was in my grandparents' kitchen.*
 - 2 *The walls in the living room were orange.*
- Circle the color words and ask questions to establish what kind of word *green* and *orange* are (adjectives) and where they fit in sentences (either before a noun, as in *The green phone*, or after the verb *be*, as in *were orange*).

B Direct Ss to page 150 to complete the vocabulary exercises. Teacher's tips for vocabulary exercises are on page T-141.

C **PAIR WORK** Ask Ss to write down the two things and colors their partner says. When you elicit feedback, ask the other Ss to explain their partner's objects and colors.

- Ss answer the question in pairs before you elicit ideas.



EXTRA ACTIVITY

Ask, write, or dictate simple color questions for Ss to answer, e.g.,

What color is grass?

What color are your shoes?

What color is your dog?

Try to make questions relevant to your Ss, e.g.,

What color are the shirts of your country's soccer team?

Play I can see with colors. Ss say the first letter of something in the classroom (or, in this case, the color of something). One S says, *I can see something beginning with P*. Other Ss have to guess the word:

Is it purple? No, it isn't.

Is it pink? Yes, it is!

3 GRAMMAR: Questions with *was* and *were*

- A Before Ss circle the answers, explain that they can refer to the examples in the grammar box.

Answers

1 beginning 2 after

- Ask volunteer Ss to read the chart. Monitor pronunciation. Check understanding by asking different questions, e.g., *What color was your first car? Were you in school yesterday? Why were you happy yesterday? Where was your last vacation?*

- B **PAIR WORK** **Do the task** Do the first sentence as a class to make sure Ss understand. Ask Ss to arrange the sentences with a partner. Elicit answers and write these on the board. Alternatively, ask Ss to write their sentences on the board and ask the class to correct them.

Answers

- 1 What color was your old phone?
- 2 Where was the phone?
- 3 Was the refrigerator in the kitchen?
- 4 What color were the walls in the kitchen?
- 5 Were the bedrooms big?
- 6 Was your home nice?

- Ss ask and answer the questions with their partner. Listen for any errors in pronunciation or grammar to share when the task is over.

- C Direct Ss to page 139 to complete the grammar exercise. Teacher's tips for grammar exercises are on page T-129.

4 SPEAKING

- A Model a sample answer by drawing a room from your childhood. Draw a top-down map to keep it simple.
- Label the names of the furniture and write some colors on them. Explain as you draw, e.g., *This was my room. The bed was brown ...*
 - Allow Ss time to draw their room.
- B **PAIR WORK** Model the sample dialogue with a volunteer. As Ss share their pictures, circulate and monitor. Listen for language usage that you can give feedback on at the end of the task. Which words were challenging to pronounce? Was their grammar correct?

HOMEWORK IDEAS

Ask Ss to write six sentences about their old room for the next session. Correct the sentences and then share them with the class.

Introduce the lesson Ask: *Ss Do you like movies? What's your favorite movie in English?* Ask Ss to write down their favorite movie in English on a small piece of paper. Collect the papers and write some of the movies down on the board.

- Model some simple questions about the movies and write them on the board, e.g.,
Who is an actor in this movie?
Is it good or bad?
What's it about?
- Model the task by choosing one of the movies and answering the questions above.
- In pairs, Ss each choose a movie they know and then answer the questions about it. Monitor and listen as they talk. Ask volunteers to share their answers with the class when most Ss have finished.

1 FUNCTIONAL LANGUAGE

- A Introduce the task** Ss answer the questions in pairs before you elicit some of their ideas.

Answers

Answers may vary.

- B**  **2.46** Read the questions and make sure Ss understand. Draw Ss attention to the **Glossary** below, read and explain **actor** – explain that Leonardo DiCaprio is an actor.

- Play the audio as Ss read. Ss check their answers with a partner before you elicit them as a class. Play the audio again if necessary.

Answers

He wants to remember an actor's name.
 He doesn't remember the name. (He finds it online.)

VOCABULARY SUPPORT Ask Ss to look at the expressions in bold and explain they all mean *I don't know*, but with different levels of uncertainty.

- C** Read the heading of the chart and make sure Ss understand **uncertainty** – the idea of not being sure.

- Ss complete the chart individually before they share their answers with a partner. Elicit ideas as a class.

Answers

- 1 no idea
- 2 not sure
- 3 think
- 4 Maybe

- D**  **2.47 Review** Ss complete the sentences individually with the phrases before they check with a partner.

- Play the audio as Ss read and check their answers. Don't be afraid to pause or repeat the audio if Ss are struggling.
- Ss role play the dialogues with a partner. As they read, monitor and listen for pronunciation.

Answers

- 1 don't, Maybe 2 no 3 think 4 not

EXTRA ACTIVITY

Search *[current year]* movies online to bring up a list of current movies. Ask Ss to work in pairs. They choose one of the movies and make a dialogue similar to the one in exercise 1B about one of the actors. Monitor and listen to Ss as they interact. Alternatively, Ss can base their dialogue around a movie they saw recently. Ask volunteers to repeat their dialogue for the class.

2 REAL-WORLD STRATEGY

- A **Introduce the task** Ask volunteer Ss to read the information in the box and the example sentences. Ss answer the question as a class.

Answers

Um, and Let me think.

- B  **2.48** Play the audio. Ss check their answers with a partner. Elicit answers as a class.

Answers

He's sure about his favorite concert. He's not sure about the year.

2.48 Audio script

A What was your favorite concert?

B Let me think ... it was the Red Hot Chili Peppers. It was very exciting!

A What year was it?

B Uh, 2001, I think.

- C  **2.48** Play audio again. Ss note down the answers and share with a partner before you check as a class.

Answers

Let me think and Uh,

- D **PAIR WORK** **Review** Put Ss into pairs and assign each one to be either Student A or Student B. Ask Student As to turn to page 158 and Bs to turn to page 160.
- Ask Ss a question that they probably don't know the answer to, e.g., *Where was soccer invented? (China)* Encourage Ss to answer using the expressions on page 112.
 - Read the instructions aloud for Ss and ask volunteers to read the model dialogues. Allow Ss time to read through and understand their sentences.
 - Circulate and monitor as Ss do the task.

EXTRA ACTIVITY

Find pictures of odd objects that are difficult to identify. For example, you could show a picture of a cup seen from above.

You can either draw these on the board or find them on the internet. Display to the class or distribute to pairs. Ask Ss to use the functional language while trying to figure out what the images are. Monitor as Ss talk.

3 PRONUNCIATION: /oʊ/ and /ɑː/ vowel sounds

- A  **2.49** Play the audio and have Ss repeat the words, paying attention to the different vowel sounds.

- B  **2.50** Put Ss into pairs. Ask them to guess if the words sound like A or B. Encourage Ss to say the words aloud.

- Play the audio. Elicit answers from the class.
- Have Ss repeat the words. Encourage them to make a more rounded shape with their mouth for /oʊ/ words.

Answers

1 A 2 B 3 A 4 A 5 A 6 B

- C  **2.51** **PAIR WORK** Play the audio and have Ss repeat each line.

- Ss practice the conversations in pairs. Monitor and help as needed.

4 SPEAKING

GROUP WORK If possible, you might like to get Ss to watch a short trailer from the movie *Avatar* on YouTube™. Model the sample conversation with a volunteer. Ss could use the same movie they talked about in the introduction activity.

- When Ss finish, ask volunteer pairs to demonstrate their conversation to the class.

HOMEWORK IDEAS

Ss watch three movie trailers on their home computers or smartphones. The movies must be in English. Ss write down the names of all three and write three new words they heard in each trailer. In the next class, Ss share their movies with a partner and say which one they would like to see. Did any Ss choose the same movie?

LESSON OBJECTIVE

- write an email about things you keep from your past

Introduce the lesson Ss close their books. Show a photo or draw a picture of an item from your own childhood that you still have. Explain what it is and why it is important to you.

- Ask: *Think about your childhood. What were your favorite things?*
- Ask Ss to work with a partner and tell them about an important item from their youth. Monitor and listen as Ss talk. Ask volunteers to talk about their items with the class.

1 READING

- A Introduce the task** Ask Ss to discuss the questions in pairs. Elicit answers when they finish.

Suggested answers

The cars and the shoes are old. The comic book is new.
Answers may vary.

- B Set a time limit for Ss to read the article, say three minutes. Remind them to focus on the main idea.**

- When time is up, volunteers share their answers with the class.

Answers

It is about the things people keep: from childhood (toy cars, stuffed animals, games), their children's things (baby shoes, a child's first dress or hat), books, comic books, and photos.

- C Do the task** Ask Ss to read again more closely. Answer any questions they have about vocabulary they don't understand, e.g.,

Similar (adj.) = nearly the same as something else

- Ss circle the answers individually before checking with a partner. Elicit answers as a class.

Answers

1 c 2 a 3 c 4 b

- D PAIR WORK Review** As Ss discuss the questions, monitor and listen for pronunciation and grammar. Listen for language usage and provide feedback to Ss when the activity is finished.

- Ask volunteers to explain what things they keep and why. Do Ss keep similar things?
- Provide feedback on Ss' conversations to the whole class.

 HOMEWORK IDEAS

Show and tell. Ask Ss to bring an item that is important to them to the next class. This could be the actual item or a picture or drawing of it. Explain that they will have time in the next class to tell other Ss about the item, just like you did at the start of this lesson. Ask Ss to answer these questions in their show and tell session.

When and where did you get the thing?

What do you use it for?

Why is it important to you?

Ss can write down any notes they want to refer to. In the next class session, allow Ss two minutes to talk about their item. If time permits, ask questions.

2 WRITING

- A Introduce the task** Ask Ss to read the email quickly to look for the items. They share the items with a partner before you elicit answers.

Answers

She finds a postcard (from her grandfather), (her) old homework/math homework, and an old soccer ball (her brother's).

- Be ready to explain any vocabulary items that Ss are not familiar with, e.g., *postcard*, *desert*. Alternatively, ask Ss to check a dictionary or ask a partner for a definition.
- Ask a volunteer to read the **Register check** aloud. Check Ss' understanding of some very basic emojis by drawing and writing 😊 *happy* and 😞 *sad*. Establish that emojis are always informal.

- B PAIR WORK** Ss work in pairs to discuss the reason for the three-paragraph structure. Elicit answers as a class.

Answers

Because Angie talks about three (different) things/topics.

- C** Ss underline the topic sentences before you elicit answers as a class.

Answers

Paragraph 1: Do you remember this postcard?

Paragraph 2: There was also a lot of homework from my school days in the box.

Paragraph 3: Your old soccer ball was in the box, too.

VOCABULARY SUPPORT Paragraphs organize a text, making it easier to read. They focus on one topic and start with a *topic sentence*, which explains what the paragraph is about.

- D Do the task** Allow Ss time to think about the items they might have. Elicit ideas by asking them about things they had as children. Write these things on the board, e.g., *toys*, *toy animals*, *games*, *guitar*, *photograph*, *clothes*, etc.

- As Ss write, circulate and monitor and make sure that they stay on task. Offer any help with corrections or spellings. Write challenging words on the board.
- If possible, correct Ss' emails before they do the next activity.

- E PAIR WORK Review** Monitor as Ss share their emails. Ask volunteers to read their emails to the class. Check for pronunciation.

FOLLOW UP ACTIVITY

Display Ss' emails around the classroom and ask them to circulate around the room reading them. Hold a class vote to decide which email described the most interesting items.

LESSON OBJECTIVE

- talk about TV shows from your childhood



Introduce the task Choose an old TV show your Ss would like. Display a picture or show a short video clip online. Write *characters' names, ages, personalities, and places* on the board. Write the information from the TV show next to the relevant categories as you explain about the show and follow the plan in D on page 116.

VOCABULARY SUPPORT *Character* = a person in a film, book, or TV show.

Personality = the way you behave

- Direct Ss to the **Useful phrases** section at the bottom of the page. Remind them that they can use them at the relevant stages of the lesson.

A PREPARE **Aim:** Ss talk about TV shows they remember.

- Consider giving other options for Ss who might not have watched TV, don't have smartphones, and/or don't remember a TV show. Suggest they do the task with memorable movies or books.
- **PAIR WORK** Ss make a list of the shows they remember.

B AGREE **Do the task** **Aim:** Ss share their ideas.

- **CLASS WORK** Ask Ss to circulate and talk to classmates, carrying their lists from Activity A to remember which TV shows to talk about. Monitor.

C DISCUSS **Aim:** Ss discuss the TV shows in detail.

- **PAIR WORK** Ask Ss to work with their original partner again. They choose one of the shows and discuss the questions together. Circulate and monitor.

D PREPARE **Aim:** Ss prepare their presentation.

- **CLASS WORK** Go through the instructions carefully and refer Ss to the presentation you gave at the start of the class.
- **INDIVIDUALLY** Ss prepare to present their favorite childhood TV show.
- **Preparation for speaking*** Encourage Ss to rehearse what they are going to say in their heads. Ss could record themselves speaking, listen to the recording, and make a note of how to improve.

E PRESENT **Review** **Aim:** Ss give their presentations to the class.

- **CLASS WORK** Set a time limit, say two minutes, for Ss to present their memories to the class. If Ss don't want to speak to the whole class, allow them to do their presentations in small groups. As Ss speak, take notes on language usage so you can give feedback later.*
- **Feedback for speaking activities*** Give the class positive feedback based on the notes you made earlier in the activity.

*These tips can help you to create a safe speaking environment. They can also be used with other speaking activities. For more information, see page T-xxii.

PROGRESS CHECK

Direct students to page 156 to check their progress.

Go to page T-152 for Progress check activity suggestions.



TEACHER DEVELOPMENT REFLECTION

You can answer these questions in a reflection journal or discuss them with your peers.

- 1 In planning Development Activity 1, which adjectives and which aspects of meaning did you choose to focus on? Why? Will you change your choices if you use this material again?
- 2 Were the questions clear to Ss? What about the answers? Were there any areas of confusion? How could these have been avoided?
- 3 Development Activity 2 highlights how color words, and adjectives in English generally, can be placed in sentences. What questions or techniques did you use to make the patterns clear to your Ss?
- 4 List three or four other kinds of vocabulary for which this activity would be useful. (It is particularly suited to focusing on things like word order, dependent prepositions, and grammar patterns associated with words.)

STOP, EAT, GO

12



TEACHER DEVELOPMENT INTRODUCTION

Strategy 3: Building learners' confidence to speak – Providing feedback on spoken language

In Unit 9, we looked at ways of listening to the spoken language that students produce. When you hear incorrect language, you need to decide how you'll correct it. There are two possibilities: you can correct the language as students are talking, or you can make a note of the error and give feedback to the class as a whole. Correcting immediately means students get instant feedback, which they often find useful. However, it can interrupt the flow and fluency of their speaking. Giving feedback after the activity to the whole class means that all students get the benefit of the feedback. It's important not to say who made the mistake because this can cause embarrassment. Pages 94 to 96 of Penny Ur's *A Course in English Language Teaching, Second Edition* (Cambridge University Press 2012) describes different ways of correcting students. Please go to www.cambridge.org/evolve to download these pages.

INTRODUCE THE THEME OF THE UNIT

Books closed. Write three meals on the board: *breakfast, lunch, and dinner*. Ask Ss: *What time do you eat dinner?* Elicit answers.

- Display or dictate: *What did you eat yesterday for breakfast, lunch, and dinner?* Ss work in pairs and tell each other the information. They can use their smartphones to show pictures, if needed. Elicit answers when they finish.

UNIT OBJECTIVES

Read the unit objectives aloud. Tell Ss to listen and read along. Explain any vocabulary that Ss might not understand.

START SPEAKING

- A** Ss look at the picture and discuss in pairs. Elicit answers as a class.
- B** Ss discuss in pairs before you elicit answers.
- C** Ss can use any of the ideas from the start of this lesson to help them. Ask Ss to share their ideas.

12.1

BACKPACKING AND SNACKING

LESSON OBJECTIVE

- talk about snacks and small meals

Introduce the lesson Elicit from Ss the three main meals – *breakfast, lunch, and dinner* – and write them on the board. Then write, dictate, or display: *What's your favorite meal?*

- In pairs, Ss discuss what foods they eat for their favorite meal. Elicit responses from the class.
- Write *snack* on the board. Explain that a snack is a small amount of food people eat between meals. Ask Ss: *Do you eat snacks? When do you eat them?* Elicit responses.

1 VOCABULARY: Snacks and small meals

A  **2.52 Present the vocabulary** Play the audio. Pause after each word for Ss to repeat together. Check for pronunciation. Ss share what they want to eat now with the class.

- Ask Ss to read the **Notice** box aloud.

VOCABULARY SUPPORT Plurals are usually made by adding an *s* to the noun, but there are spelling variations. After a vowel *o*, *ch*, and *sh*, add *-es*.

This vocabulary set is an opportunity to review non-count nouns (*beef, bread, butter, cheese, chicken, lamb, soup*).

EXTRA ACTIVITY

Ask Ss to complete a class survey by circulating and asking the following question to their classmates: *What is your favorite snack?*

- Ss can use their smartphone to find and show pictures of unknown words. They should make a list of what other Ss like.

Find out what the most popular snack is from your class. Write new vocabulary for food on the board for Ss to copy and remember.

B Direct Ss to page 151 to complete the vocabulary exercises. Teacher's tips for vocabulary exercises are on page T-141.

C **PAIR WORK** **Do the task** Ask volunteers to read the categories aloud. Check for meaning by eliciting one example from each category.

- Ss complete the task in pairs before you elicit their answers as a group.

Answers

Fruit and Vegetables: coconut, pineapple, apple, banana, orange, tomato, potato
 Meat: chicken, beef, lamb
 Dairy products: butter, cheese
 Grain products: bread, crackers
 Small meals: soup, sandwich

2 LANGUAGE IN CONTEXT

A Read the questions as a class. Set a time limit for Ss to read the blog, say three minutes. They should focus on answering the questions and not worry about words they don't understand. Ss check their answers with a partner before you ask for the correct answers.

Answers

Yesterday he was in Aracaju. Last week he was in Quito, Ecuador.

VOCABULARY SUPPORT *Yuck* means food or drink is horrible. *Mmmm* means food or drink is delicious.

B Ask Ss to read again quietly and decide if the sentences are true or false. Ss check their answers with a partner.

- Ask Ss to read the full sentences as you elicit answers. Write the corrected sentences on the board so Ss can copy them down.

Answers

- 1 False. Tyler's breakfast and lunch were small.
- 2 True.
- 3 False. There weren't dairy products in Tyler's lunch.
- 4 False. There are dairy products and vegetables in *locro*.

EXTRA ACTIVITY

Play board scrabble with the words from this unit. For details on how to play, see page T-217.

3 GRAMMAR: Simple past statements

- A **Present the grammar** Before Ss circle the answers, explain that they can refer to the examples in the grammar box.

Answers

1 finished events 2 the same 3 -d or -ed 4 didn't

GRAMMAR SUPPORT You can concept check negative and affirmative forms by saying positive sentences to Ss and having them make the sentences negative. e.g.,

I went to a restaurant. – I didn't go to a restaurant.

She had a banana. – She didn't have a banana.

Ss quickly pick up the addition of *didn't* to make past tense sentences negative. Remind Ss not to make the verb after *didn't* past tense as well.

I didn't went to work. = incorrect

I didn't go to work. = correct

EXTRA ACTIVITY

Explain to Ss that a good way to learn vocabulary and spelling is to *look, say, cover, write, check*. Ss look at the word and say it, they then cover the word, and write it again. Then they check it. Writing words three or four times will help Ss remember.

- B **Do the task** Have ss read the Notice box first, then ask Ss to circle the correct word individually before they share their answers with a partner. Check as a class.

Answers

- 1 It was a really big sandwich, but I ate it all.
- 2 We had fish for dinner last night.
- 3 She didn't buy any food at the supermarket.
- 4 I was hungry and really needed some food.
- 5 We arrived at the restaurant at 5:30, but it wasn't open.
- 6 Was the cheese good? I didn't try it.

- C **Direct Ss to page 139 to complete the grammar exercise. Teacher's tips for grammar exercises are on page T-129.**
- D **PAIR WORK Review** Explain that Ss can use the pictures of food on the previous page to help them. If necessary, model the first sentence as an example.
- Monitor for examples of language used in the lesson. When Ss finish, ask them to read some of their sentences.

4 SPEAKING

- A **PAIR WORK** As Ss discuss the food, circulate and monitor, listening for language usage that you can give feedback on at the end of the session.

- **OPTIONAL ACTIVITY** Ss watch June's video and identify the things she likes and doesn't like. They say whether they like / don't like the same things. You may want to explain the meaning of the words *hate* and *ginger*.

REAL STUDENT

Hello, I'm June. I like coffee. Uh ... I make my own cup of coffee every morning. The food that I really hate is ginger.

- B **PAIR WORK** Model the example dialogue with a volunteer. As Ss discuss their meals and snacks, circulate and monitor.

- Ask Ss to share with the class what food they ate last week. Find out if Ss like to eat the same food.

EXTRA ACTIVITY

Ss do a class survey of the food they ate over the last week.

HOMEWORK IDEAS

After exercise 3C, tell Ss they are going to have a spelling test on irregular verbs in the next class.



TEACHER DEVELOPMENT ACTIVITY 1

Providing immediate feedback

Often with speaking activities, you can predict the kinds of errors that Ss will make. With this activity, it is likely they will have problems using the correct past form and say *Yesterday I eat a sandwich for lunch*. The suggestion below shows how you can give immediate feedback while keeping teacher talk to a minimum.

- Before the lesson, prepare a card with *past?* written on it.
- Write an incorrect sentence on the board, e.g., *Last Tuesday I have four cups of coffee*. Elicit from Ss that it is incorrect and hold up your *past?* card and elicit the correct form.
- Tell Ss you will use this card when you listen to them talk.
- As Ss talk together in pairs, monitor and listen. When you hear an incorrect past form, hold up the *past?* card and get the S to self-correct.

Introduce the lesson Tell Ss about the last restaurant you visited. Explain where it was and what you ate. Display or draw a picture of the food and the restaurant if possible. Write the following questions on the board and answer them:

What did you eat? / What did you drink? / How was the food?

Encourage Ss to ask questions about the restaurant.

1 VOCABULARY: Food, drinks, and desserts

A  **2.53 Present the vocabulary** Play the audio, pausing after each word or phrase. Ask Ss to repeat the words aloud together. Check for pronunciation.

B **PAIR WORK** **Do the task** Ss work in pairs to answer the questions before you elicit and write the answers on the board.

Answers

Juice, soda, and water are drinks.
Chocolate cake and ice cream are desserts.
Answers may vary for likes and dislikes.

C Direct Ss to page 151 to complete the vocabulary exercises. Teacher's tips for vocabulary exercises are on page T-141.

D **GROUP WORK** Before they begin the activity, tell Ss the food that you usually eat. They can use your language as a model. Ss answer the questions in pairs before you elicit their ideas.

- **OPTIONAL ACTIVITY** Ss watch Anderson's video and listen for the three meals that he mentions. They say whether their food routine is similar or different. You may want to explain that *something light* means a *small meal*.

REAL STUDENT

Hi. I am Anderson. At breakfast, I drink coffee.
At lunch, I eat Japanese food, and at dinner I eat something light.

2 LANGUAGE IN CONTEXT

A  **2.54 Do the task** Read and explain the instructions. Play the audio as Ss count the questions they answer. Play the audio again if necessary. Elicit answers from Ss.

Answers

They liked their meal, but Jackie didn't like the potatoes and Yoo-ri's soda was warm.

B  **2.54 Review** Ss read and understand the sentences before you play the audio, and then answer the questions. Ss share their answers before you check as a class. Play audio again if necessary.

- Ask volunteers to read the **Insider English** section aloud.
- If time, ask Ss to read and role play the conversation with a partner. Monitor for pronunciation and stress as Ss read. Give feedback on the pronunciation or stress you heard when Ss have finished.

Answers

Jackie had steak, potatoes, and green beans. Yoo-ri had fish, rice, and black beans. They both had chocolate cake and ice cream.
Jackie drank water and Yoo-ri had a soda.

EXTRA ACTIVITY

Make food flashcards. Collect pictures from the internet or magazines, or draw common pictures of food and drink. Making flashcards can take time, but over many uses, they are worth it. Show Ss the flashcards and ask them to repeat together or individually. Use them for spelling tests. Flashcards are especially useful for lower-level learners.

3 GRAMMAR: Simple past questions; any

- A Introduce the grammar** Before Ss circle the answers, explain that they can refer to the examples in the grammar box.

Answers

1 *Did* 2 before 3 *yes/no*

- Ask volunteers to read the chart. Point out that *any* can be used with count or non-count nouns. Examples of both are in the chart on page T-141 at the back of the book. Check *yes/no* questions by asking Ss questions. Ask all the Ss a question if possible, e.g., *Did you drink coffee yesterday?* to elicit *Yes, I did.* or *No, I didn't.*
- Then, ask simple information questions, e.g.,
What did you have for breakfast?
Try to make questions relevant to your Ss.

EXTRA ACTIVITY

Ask Ss to write one or two questions in the past tense to ask you. The questions must be about food or restaurants. Check that Ss' sentences are correct before you allow them to ask their questions. Alternatively, Ss use their questions to have a circle discussion about food and restaurants.

- B PAIR WORK** Ss check their sentences with a partner before you elicit answers as a class. Ask Ss to read the complete sentence aloud when you make corrections.
- Monitor as Ss ask and answer the questions with their partners.

Answers

- 1 A *Did, eat*
B *did*
- 2 A *did, have*
B *had*
- 3 A *Did, go out*
B *didn't*
- 4 A *did, buy*
B *bought, didn't buy*
- 5 A *Did, give*
B *didn't*

- C** Direct Ss to page 140 to complete the grammar exercise. Teacher's tips for grammar exercises are on page T-129.

- D PAIR WORK Review** Allow Ss time to write their sentences. Circulate and correct their work as they write.

- When Ss finish, elicit some questions and write these on the board.

Suggested answers

What did you do (yesterday morning / in the afternoon / last Tuesday / in April)?

Did you have (a banana for breakfast / pizza for lunch / Mexican food for dinner) yesterday?

Where did you go (last night / on Thursday / last summer)?

Answers to the questions may vary.

- As Ss talk to each other, circulate and take note of language usage that you can give feedback on when the task is over. Elicit answers as a class.

4 SPEAKING

- A PAIR WORK** Ask volunteer Ss to read the questions aloud. Check pronunciation and understanding. Allow Ss time to write two more questions; circulate and help Ss as they write. Correct sentences as you go.

- B PAIR WORK** Model the sample sentences by reading them aloud with a volunteer. Monitor as Ss talk to each other. Take note of language usage that you can give feedback on when the task is over.

- When Ss finish, ask volunteers to perform their conversations for the class.
- Elicit ideas and then give feedback.

Introduce the lesson Scramble the following sentences on the board and ask Ss to unscramble them with a partner.

What would you like to eat?

Can I have a banana please?

Make sure Ss understand the language.

- Ask them to go back to page 118 and look at the food pictures in 12.1. They take turns asking polite questions. Model an example, e.g.,
A *What would you like to eat?*
B *Can I have some bread, please?*
- Remind Ss to use *some* with the non-count nouns and *a / an* with the count nouns.

1 FUNCTIONAL LANGUAGE

- A  **2.55** Ask volunteers to read the questions aloud. Check understanding and pronunciation. Play the audio while Ss listen and answer the questions.

- They share their answers with each other before you elicit corrections.

Answers

Conversation 1: Elisa wants (more) fish, bread, and butter. She doesn't want potatoes.

Conversation 2: Elisa wants chicken and rice and iced tea.

- Ask Ss to read the scripts in pairs, alternating roles. Monitor as they read.

- B **Do the task** Read the headings and make sure Ss understand the words *offer*, *request*, and *respond*. Ss complete the chart individually with the words in bold from the text. They check their answers with a partner before you go through them as a class.

Answers

- 1 Do you want
- 2 Would you like
- 3 What would you like
- 4 Can I have
- 5 Please pass
- 6 I'd like
- 7 Do you have
- 8 course
- 9 you are
- 10 right
- 11 We have

- Ask volunteers to read the **Accuracy check** box. Check Ss' understanding by displaying or writing the following sentences, asking Ss to choose the correct alternative.

- 1 *Would you like any / some butter?*
- 2 *Can I have any / some more dessert?*
- 3 *Do you have any / some chocolate cake?*

Answers

- 1 some
- 2 some
- 3 any

- C  **2.56** **PAIR WORK** **Review** Ss work in pairs to order the conversations. Ss share their answers with a partner before you play the audio and they check.

Answers

Conversation 1

- 1 Would you like some more chicken?
- 2 Yes, please. It's good!
- 3 OK. Here you are.
- 4 And please pass the potatoes.

Conversation 2

- 1 What would you like for dessert?
- 2 Let me think. Do you have any chocolate cake?
- 3 No, sorry.
- 4 I see. OK, I'd like ice cream and coffee, please.

- Ask Ss to role play the conversations together. As Ss talk, monitor for pronunciation and stress.

EXTRA ACTIVITY

Ask Ss to brainstorm as many drinks as they can. Write these on the board, e.g., *coffee*, *tea*, *water*, etc. In pairs, ask Ss circulate around the class and ask: *What would you like to drink?* They make note of what other Ss want. Monitor as Ss talk. When Ss finish, bring them back together as a class and find out what drinks Ss like.

2 REAL-WORLD STRATEGY

- A Introduce the task** Books closed. Write the following sentences on the board.

I like fish.

The food is good.

- Write *really* before *like* and *so* before *good*. Ask Ss if the words *really* and *so* change the meaning, to elicit that they make both sentences stronger. Open books, and ask volunteers to read the box at the top of the page.
- Ss answer the questions as a class.

Answers

She uses the adjectives *good* (so good) and *hot* (so hot).
She uses the verb *like* (really like).

EXTRA ACTIVITY

Say sentences to Ss and ask them to repeat them back to you putting *really* or *so* into the right place, e.g.,

It's cold today. – *It's so cold today.*

She doesn't like meat. – *She really doesn't like meat.*

He's hungry – *He's so hungry.*

The food is good – *The food is really good.*

Try to make your sentences relevant and interesting to Ss.

- B**  **2.57 Do the task** Ask a volunteer to read the question aloud. Check for pronunciation and meaning. Play the audio. Ss check their answers with a partner. Elicit answers as a class.

Answers

He asks for more bread.

2.57 Audio script

A I really like this bread. It's so good.

B That's true.

A Let's ask for more.

B Are you sure? You have steak and potatoes and ...

A But this bread is great, Mandy. It's so warm. Excuse me!
Can we have more bread, please?

- C**  **2.57 Play audio again.** Ss write down the answers and share with a partner before you check as a class.

Answers

After *so*, he uses *good* (so good) and *warm* (so warm). After *really*, he uses *like* (really like).

3 PRONUNCIATION: Saying /h/ and /r/ sounds

- A**  **2.58** Ss repeat the words, paying attention to the pronunciation of /h/ and /r/. Ask Ss to work in pairs. Are their /h/ and /r/ sounds the same as the speaker's?

- B**  **2.59** Ss work in pairs to predict the missing letters.

- Play the audio. Ss check in pairs, then review answers as a whole class. Repeat the words again chorally.

Answers

1 h 2 h 3 r 4 h 5 h 6 r 7 h 8 r

- C**  **2.60 PAIR WORK** Ss practice the conversations in pairs. Monitor and help as needed.

4 SPEAKING

- A** **PAIR WORK** Ask volunteers to read the situations and make sure Ss understand the tasks. Model the sample dialogue with volunteers.

- B** **GROUP WORK** Set this up so that pairs work together to complete the task.

- Ask Ss to work with another group.
- When Ss complete the task, bring the class back together and elicit the food and drinks they mentioned.

SMARTPHONE ACTIVITY

In pairs, ask Ss to use the record function on their smartphone to record their conversation. They can share this with you via email or social media. As a class, listen to a few of the recordings and comment on the English you hear – praising the results rather than criticizing.



TEACHER DEVELOPMENT ACTIVITY 2

Delayed feedback

It's often useful to focus on examples of both correct and incorrect language when giving feedback after an activity. You can turn this into a game.

- Ss work on both activities A and B in class.
- As they do this, listen and note examples of correct and incorrect language, but don't correct it immediately.
- After the activity, write up on the board eight to twelve examples of language you heard – a mixture of both correct and incorrect language.
- In small groups, Ss decide which examples are correct and correct the sentences that are wrong.
- The group(s) with the most correct examples at the end of the activity wins the game.

Introduce the lesson Write the name of a local restaurant and rate it by drawing one to five stars below the name. Explain the idea of a *review*.

- Write the names of three restaurants on the board that your Ss will know. Then write these categories: *servers, time, food, price*
- Ss rate the restaurants using 1–5 stars for each category, where one star means bad and five stars means good. Explain that *time* means how long it takes to get your food. Ss work individually to complete the chart before discussing with a partner.

1 LISTENING

- A Introduce the task** Ss look at the pictures and discuss the questions in pairs. Elicit their answers as a class.

Suggested answers

They are looking at their phone. They want to find a restaurant.

- B**  **2.61 Do the task** Play the audio for Ss. Remind them to listen closely to Mara's lines. Ss check their answer with a partner before you check as a class.

Answer

Mara wants to eat Mexican food.

2.61 Audio script

Mara So, Eric, where do you want to eat?
Eric Why don't we go to Fish Around? I'm hungry, and it's near here.
Mara No. I mean, I love their food, but I ate there last week. How about Kayla B's Kitchen?
Eric Ugh, no. I went there with Freddy in November. My steak was awful, and the servers were really slow.
Mara OK. Well, we can try a new place. What else is near here? Let's look on the app.
Eric Good idea. OK, there are a lot of places near here. Do you want Chinese, Mexican, or Italian food?
Mara Uh ... Mexican, I think.
Eric We can try Tio's Tacos. It's not very expensive, and it has good reviews.
Mara How many stars does it have?
Eric Four.
Mara That's good! What do the reviewers say?
Eric Let's see ... One man says, "My meal was great, and the servers were really friendly." And a woman says, "The food is really good. I didn't get any dessert, but the chocolate cake looked wonderful. And the fruit juices ..."
Mara OK, OK. You don't need to read more. Let's go!

- C**  **2.61 Review** Play the audio again. Ask Ss to check their answers with a partner before you elicit them as a class. Encourage Ss to read full sentences.

Answers

1 c 2 b 3 a, b 4 a

2 PRONUNCIATION: Listening for *Do you want to ... ?*

- A**  **2.62** Play the audio and have Ss repeat. Explain that the speaker is using shorter forms of the written words. This is common in spoken English.

Answers

1 /dʒu/ wanna 2 /dʒu/ want

- B**  **2.63** Before you play the audio, guide Ss through pronouncing the options to preview what they will listen for. Then play the audio. Ss compare answers with a partner.

Answers

wanna: 2
 /dʒu:/ want: 1
 /dʒu:/ wanna: 3

2.63 Audio script

1 /dʒu/ want some dessert?
 2 I don't wanna go to class today.
 3 /dʒu/ wanna go to Fish Around?

EXTRA ACTIVITY

Write, dictate, or display sentences for Ss to practice saying, e.g.,

Do you want a coffee?

What do you want to do today?

Ask Ss to practice saying the sentences in pairs. Monitor for pronunciation.

2 WRITING

A Introduce the task Read the instructions aloud with Ss. Allow them time to read the reviews on their own. Elicit answers from the class.

- Ask Ss to read the reviews again. They can ask a partner or check a dictionary for questions about any challenging words or expressions.

Answers

Frank ate vegetable soup, fish, rice, and ice cream. Julieta ate fish, potatoes, pineapple cake, and coconut ice cream. Frank liked the fish best. Julieta liked the pineapple cake and coconut ice cream best.

VOCABULARY SUPPORT Frank probably uses quotation marks around the word *forest* to show that there weren't a lot of plants in the restaurant.

B PAIR WORK While Ss discuss, circulate and monitor. If your class is less confident, you may want to do this activity as a whole group.

Suggested answers

Frank liked his meal. He thinks the restaurant is nice. He loves fish, and their fish was great. The servers were so friendly. The meal wasn't expensive. He gave the restaurant four stars.

Julieta didn't really like her meal, but the potatoes were OK and she loved the dessert. She didn't choose the restaurant. She went because her friends wanted to go there. She doesn't like fish. She likes meat, but there wasn't any on the menu. She gave the restaurant three stars, but only because the dessert was so great.

C Ss underline items in pairs before you elicit answers. Ask Ss to underline more food items in the reviews themselves.

Answers

My brother had fish and vegetables.

I had vegetable soup, fish, and rice.

In the reviews: dessert, cake, ice cream, potatoes, pineapple cake, coconut ice cream.

D Read the rules aloud with Ss. Give examples for each one, e.g., *We bought chips and candy. She ate fruit, eggs, and bread for breakfast.*

- Ss underline the words in the reviews individually before you check as a class.

Answers

1 Don't 2 before

Frank B.

This is a nice restaurant. It's big, and has a lot of windows, so it's very light. There are some tall plants in the main dining room, but it isn't a "forest." I had vegetable soup, fish, and rice. The soup was good. I love fish, and the fish was great! My brother had fish and vegetables, and he liked his meal, too. We both had dessert. He had cake and I had ice cream. The servers were so friendly. We were really happy with our meal, and it wasn't expensive.

Julieta F.

I think this is a good restaurant, but I didn't choose it. My friends like fish, so they wanted to eat here. I like meat, but there wasn't any meat on the menu. Was the food good? Well, my friends liked it. They had fish, vegetables, rice, and dessert. I had fish and potatoes. The potatoes were OK. The fish was ... well, it was fish! For dessert, I had pineapple cake and coconut ice cream. Wow! It was so good! I'm giving this restaurant three stars because the dessert was so great. The servers were nice. The price was OK – not cheap, but not expensive.

- Read the **Register check** as a class. Ask students to write a question that they can answer themselves and then write the answer, e.g., *Did I like the food? Yes, I did!*

E Introduce the task After you read the instructions as a class, ask Ss to spend a few minutes thinking about the information they will put in their review. Suggest that Ss create a chart like the one you completed on the board to introduce the lesson. Allow them to use those categories or other features of the restaurant, like its appearance. If necessary, offer help with adjectives, e.g.,

the servers [friendly, unfriendly, helpful]

the time [fast, slow, average]

the food [nice, horrible, delicious, awful]

the price [expensive, cheap, ok]

This should give Ss lots of ideas and language they can use when they write their review.

- Do the task** As Ss write, circulate and monitor. Remind Ss to use the reviews in exercise 3A to help them.
- Help Ss with challenging words by writing them on the board.

F GROUP WORK Review Put Ss in groups of four. Ask them to read each other's reviews. Ss decide which restaurants they would like to eat at. Encourage Ss to explain why.

FOLLOW UP ACTIVITY

Display the restaurant reviews around the classroom and ask Ss to circulate and read each other's. Have a class vote on which restaurant Ss find most appealing. Read this review aloud to Ss.

TIME TO SPEAK

Recipe for a great restaurant

LESSON OBJECTIVE

- create a menu for a restaurant



Introduce the lesson Write *Takeout menu* on the board. Elicit the kinds of food that takeout restaurants serve, like pizza, fries, and hamburgers. Write these on the board and a price next to each one, e.g.,

Takeout menu

Hamburger \$6.50

Pizza \$8.00

Fries \$3.00

Ask Ss: *What would you like?* to elicit *I'd like [a hamburger], please*. Ask Ss to order from your takeout menu in pairs. Monitor for pronunciation as they talk.

- Direct Ss to the **Useful phrases** box at the bottom of the page. Remind them that they can use them at the relevant stages of the lesson.

A **DISCUSS** **Aim:** Ss discuss a restaurant they like.

- **PAIR WORK** Allow time for Ss to discuss the topics together. Monitor and listen for language usage.
- **Preparation for speaking*** Give Ss time to review relevant vocabulary notes or look up words in a dictionary or on their smartphone.
- **CLASS WORK** Elicit ideas from the class.

B **PREPARE** **Aim:** Ss talk about what makes a great restaurant.

- **CLASS WORK** Read the headings and elicit some ideas from Ss for each one.
- **PAIR WORK** Circulate and monitor as Ss discuss.
- **CLASS WORK** Elicit ideas.

C **DECIDE** **Do the task** **Aim:** Ss create a new restaurant.

- **CLASS WORK** Elicit from Ss different types of restaurants and write them on the board, e.g., *Japanese, Mexican, pizza place, sandwich shop*, etc. Direct Ss to write the headings from Activity B and brainstorm ideas for their restaurant. Encourage Ss to use the **Decide** phrases from the **Useful phrases** box.
- **PAIR WORK** Ss create their menu. Circulate and monitor, offering suggestions and ideas.

D **ROLE PLAY** **Aim:** Pairs share their restaurant with others.

- **CLASS WORK** Work with a pair of volunteers and model a role play using examples from the **Useful phrases** box. As Ss talk, take notes on language usage.

E **PRESENT** **Review** **Aim:** Ss talk about the restaurants they visited.

- **CLASS WORK** Post the menus to the walls of the classroom. Ask Ss to circulate and read each one. Have a class vote on which one is the best. Elicit Ss' opinions on the restaurants they visited.
- **Feedback for speaking activities*** Give the class positive feedback based on the notes you made earlier in the activity.

*These tips can help you to create a safe speaking environment. They can also be used with other speaking activities. For more information, see page T-xxii.

PROGRESS CHECK

Direct students to page 155 to check their progress.

Go to page T-153 for Progress check activity suggestions.



TEACHER DEVELOPMENT REFLECTION

Either answer these questions yourself in a reflection journal or discuss them with your peers.

- 1 How easy do you find it to give Ss immediate feedback on errors? What do you need to be sensitive to when interrupting them to correct?
- 2 Some Ss want all their mistakes to be corrected immediately. Do you think it is possible to do this? Why or why not?
- 3 Which of Penny Ur's suggestions on page 95 did you try? Which worked best with most of your Ss? Why?
- 4 Penny Ur suggests that teachers should use "their professional judgement" when deciding whether to correct immediately or delay feedback. What's your opinion on this?
- 5 How easy was it for Ss to recognize correct examples of language in the second activity? Why do you think this is the case?

REVIEW 4 (UNITS 10–12)

Introduce the review Before beginning the review, write *Grammar, Vocabulary, and Functional language* on the board.

- Set a time limit of two minutes. Ss close their books and work in small groups to remember as much as they can about the grammar, vocabulary, and functional language of Units 10–12. Groups write words, phrases, and example sentences in each category.
- Check answers as a class.

1 VOCABULARY

A Students close their books. Write the following words on the board: *morning, light, night, yesterday*. Ask: *Which one does not belong? (light – because the others are times).*

- Ask Ss to do the task individually before they share with a partner.
- Elicit answers as a class.

Answers

1 coat, c. food 2 white, d. seasons 3 fall, a. colors
4 rice, b. clothes 5 shorts, a. colors 6 pink, c. food

B Ss work individually. They can use their notes, units 10–12 of the SB, or their smartphones to help them.

- Ss share their answers with a partner before you elicit and write ideas for additional words on the board.

Answers

1 coat = b. clothes, *suggested:* jacket, tie
2 white = a. colors, *suggested:* orange
3 fall = d. seasons, *suggested:* spring
4 rice = c. food, *suggested:* bread, onion
5 shorts = b. clothes, *suggested:* shoes, hat
6 pink = a. colors, *suggested:* orange

2 GRAMMAR

A Write this sentence on the board. *Where _____ you _____ last night? I _____ to the movies.* Ask volunteers to say aloud words that would complete the sentences. (*did, go, went*)

- Ss do the exercise individually before checking their answers with a partner.
- Elicit answers from the class. Direct Ss to read aloud the whole sentences.
- Ss practice the dialogues in pairs.

Answers

1 Did, have, was 2 did, eat, tried 3 were, was
4 did, watch 5 Did, go, didn't buy 6 Were, worked

B **PAIR WORK** Read the task aloud. Ask Ss: *What did you do yesterday?* to elicit answers such as: *I went to work. I cooked dinner, etc.*

- Monitor as Ss share what they did.
- When Ss finish, elicit examples of interesting activities that you heard when monitoring the class.

C Write on the board: *I _____ in a hotel. and We _____ a new car.* Elicit words that could complete the sentences. (*stayed, bought*)

- Ss complete the exercise individually, then check with a partner. Direct Ss to read the full sentences aloud when you elicit the answers.

Answers

1 went 2 bought 3 drank 4 took 5 ate 6 had

D Tell Ss about a delicious meal you had this month. Use the past simple.

- Allow students time to write their descriptions. Ask volunteers to share their paragraphs. Take a class vote: Who had the best meal?

3 SPEAKING

A **PAIR WORK** Read the task aloud and model the example sentences with a confident volunteer. Tell Ss about a trip you went on to provide an example of the language.

- Allow Ss a few minutes to make notes. They may use units 10–12 or their smartphones to research any information they might need.
- Circulate and monitor as Ss speak. Listen for language usage you can share as feedback at the end of the task.

B Circulate and offer help as Ss write their sentences. Ask Ss to share their corrected sentences with the class. Ss compare their trips. Who took the most interesting trip?

4 FUNCTIONAL LANGUAGE

A Allow Ss time to do the exercise individually, then share their answers with a partner.

- Elicit answers from the class.
- Monitor as pairs read the conversation together.

Answers

1 don't 2 sorry 3 can't 4 have 5 Let 6 Let's
7 sure 8 think 9 idea 10 maybe

B Ss do the task individually before sharing answers with a partner.

- After you elicit answers, ask volunteer pairs to role play the conversation aloud for the class.

Answers

1 really 2 like 3 Yes 4 Can 5 Of 6 Here 7 pass
8 right

5 SPEAKING

A **PAIR WORK** Read each situation aloud. Encourage volunteers to read the example sentences after the descriptions.

- Ss choose one of the three situations and prepare a conversation. They should make notes, but not write the full conversation. For extra support, refer Ss to the functional language lessons from units 10–12.
- Monitor as pairs have their conversations. Listen for examples of language usage and provide feedback to Ss.

B **PAIR WORK** Pairs change roles and repeat their conversations.

- Choose pairs to perform their conversations for the class. If possible, choose a pair for each of the three situations.

GRAMMAR REFERENCE AND PRACTICE: TEACHER TIPS

The grammar practice exercises form an integral part of the lesson. They provide controlled practice of the target language and prepare students to use new grammar with confidence. Students can complete them individually or in pairs. Below is a list of ideas to practice using new grammar in an engaging way.

1

- Ss work in groups to think of situations in their own lives where they can use the grammar pattern. Set a time limit of three minutes.
- Groups share their ideas with the class. Write their ideas on the board.
- As a class, vote on the three most common or useful situations.
- In pairs or small groups (depending on the situations chosen), Ss write a role play for each situation. Allow them time to practice their role plays and encourage them to memorize it.
- Pairs or groups do their role plays for the class.

2

- On the board, write ten sentences using the grammar pattern, but include one grammar mistake in each one.
- In pairs or small groups, Ss work together to write all the sentences correctly.
- The first pair or group to write all the sentences correctly wins.

3

- Let a S volunteer “be the teacher.”
- Give Ss time to read the information and sentences in the grammar box.
- Ss close their books.
- A volunteer comes to the board and explains the grammar pattern to the class, writing example sentences on the board. The “teacher” then asks other Ss to give example sentences to show that they understand the grammar pattern.
- This activity can also be done in groups, with Ss taking turns being the teacher until all Ss have had a chance to “teach” the grammar pattern.

4

- Ss write 3–5 true sentences about themselves using the grammar pattern.
- Each S stands up and says their sentences one time (e.g., *I can sing well.*). The other Ss in the class listen and try to write the sentences they hear.
- After all Ss have read their sentences, point to a S (S1) and have them say a sentence about another S (S2), based on what they wrote (e.g., *Mari can sing well.*). If the sentence is incorrect, you or S2 can correct their fact or grammar.
- S1 then points to another S (S3) to say one of the sentences about another S (S4). Then S3 points to another S (S5), etc. Continue until all Ss have said a sentence about another S in the class.

5

- Using the grammar pattern, Ss write two true sentences and one false sentence about themselves or about any topic that they know about.
- Pairs exchange sentences and try to guess which sentence is the false one.

6

- Ss close their books. Set a time limit. Individually or in teams, Ss write as many sentences as they can using the grammar pattern.
- The person or team with the most correct sentences wins.

7

- Play “Telephone.” Put Ss in rows of at least four.
- Whisper a sentence using the grammar pattern to the last S in each row.
- When you say “Go!” the last S whispers the sentence to the next S in the row, who whispers it to the next S in the row, etc.
- When the first S in each row hears the sentence, they write it on the board.
- The first team to write the correct sentence wins.

8

- Divide the class into two teams. Write a sentence on the board with a blank using the grammar pattern and two spaces for each team’s answer. For example:
I want to meet a person who _____.
Team A: _____
Team B: _____
- Ss discuss ideas in their groups. Set a time limit.
- One S from each group writes their answer on the board.
- Once both groups have written an answer, discuss them as a class. If the teams have different answers, discuss whose answer is correct and encourage self-correction. Give a point for each correct sentence.
- Write a new sentence with a blank and have a new S from each group write the group’s answer.
- Continue as time allows. The team with the most points wins.

GRAMMAR REFERENCE AND PRACTICE

1.1 I AM, YOU ARE (page 3)

<i>I am (= I'm), you are (= you're)</i>				
	Affirmative (+)	Negative (-)	Question	Short answers
I	I'm from Lima.	I'm not from Mexico City.	Am I in room 6B?	Yes, you are. / No, you're not.
You	You're from Paris.	You're not from Bogotá.	Are you from Tokyo?	Yes, I am. / No, I'm not.

A Match 1–6 to a–f to make sentences.

- | | | | | | |
|------------|---|-------------|----------------|---|------------|
| 1 I'm |  | a not. | 4 Are you |  | d am. |
| 2 I'm from |  | b Mexican. | 5 Yes, I |  | e Brazil? |
| 3 No, I'm |  | c Honduras. | 6 Are you from |  | f Chinese? |

1.2 WHAT'S ... ?, IT'S ... (page 5)

<i>What's ... ? (= What is)</i>	<i>It's ... (= It is)</i>
What's your first name?	It's Juana.
What's the name of your college?	It's Garcia College.
What's your email address?	It's juanagarcia@bestmail.com.



Don't repeat the subject of the question:
The name of my company is
It's Dallas Sales.

A Put the words in order to make sentences.

- | | |
|--|---|
| 1 first / is / My / Ruby. / name | <u>My first name is Ruby.</u> |
| 2 is / address / My / dfox@kmail.com. / email | <u>My email address is dfox@kmail.com.</u> |
| 3 Green College. / my college / of / The name / is | <u>The name of my college is Green College.</u> |
| 4 my company / Dallas Sales. / The name / is / of | <u>The name of my company is Dallas Sales.</u> |

2.1 IS / ARE IN STATEMENTS AND YES/NO QUESTIONS (page 13)

<i>is / are in statements and yes/no questions</i>			
	Affirmative	Question	Short answers
He / She / It	's ten. ('s = is)	Is he your husband? Is she your friend?	Yes, he is. / No, he's not. Yes, she is. / No, she's not.
You / We / They	're cousins. ('re = are)	Are you brothers? Are they your children?	Yes, we are. / No, we're not. Yes, they are. / No, they're not.

A Write sentences and questions with *is* and *are*.

- | | | |
|-------------------------------|--------------------------------------|---|
| 1 she / 22 | <u>She's 22.</u> | |
| 2 they / your cousins | <u>Are they your cousins</u> | ? |
| 3 he / 18 | <u>Is he 18</u> | ? |
| 4 my grandparents / Brazilian | <u>My grandparents are Brazilian</u> | . |
| 5 we / in Room 5B | <u>Are we in Room 5B</u> | ? |
| 6 no, you / not | <u>No, you're not</u> | . |

2.2 IS NOT / ARE NOT (page 15)

is not (= 's not) / are not (= 're not)

He / She / It 's not in Rio de Janeiro.

You / We / They 're not shy.

isn't (= is not) / aren't (= are not)

Jack isn't boring.

The students aren't in the class room.



After singular nouns
(= 1 thing), use **isn't**.

After plural nouns
(= 2+ things), use **aren't**.

A Circle the correct words to complete the sentences.

- Jan is / isn't from New York City.
He's from Miami.
- She's / She's not 18. She's not 20.
- Daniel is in Moscow. He's / He's not in
St. Petersburg.
- You're not shy. You're / You're not really friendly!
- My cousins are in Japan. They're / They're not in
the U.S.
- We're / We're not sisters. We're friends.

3.1 POSSESSIVE ADJECTIVES; POSSESSIVE 'S AND S' (page 23)

Possessive adjectives

I → my This is **my** apartment.

he → his **His** name is Sergei.

she → her It's **her** favorite picture.

it → its Nice cat! What's **its** name?

you → your Is this **your** room?

we → our **Our** home is in La Paz.

they → their Rita is **their** daughter.

Possessive 's and s'

Add possessive 's to a singular noun. (= 1 thing)

This is Sergei's room.

My mother's name is Kate.

Add possessive ' after the s of a plural noun. (= 2+ things)

This is his parents' house.

My cousins' house is in Rio.



Do not add another s:

His parents's home →
His parents' home

A Circle the correct words to complete the sentences.

- My / I email address is sky121@bestmail.com.
- My friends / friend's name is Ramona.
- This is his / he's hotel room.
- Excuse me. What's you / your name?
- This is my parents's / parents' new car.
- David is our / we son.
- The name of Ann's / Anns' company is Mason Sales.
- What's they're / their telephone number?

3.2 IT IS (page 25)



It is a pronoun. *It* is always singular. Use *it* for things. For example, *the house = it*. Use *isn't* after nouns. Use *'s not* after pronouns.

It is in statements and yes/no questions

	Affirmative	Negative	Question	Short answers
The house	is small.	isn't small. (<i>isn't = is not</i>)	Is it small?	Yes, it is.
It's (= <i>it is</i>)	small.	not small.		No, it's not.

A Answer the questions so they're true for you. Write statements. Use *It's* and *It's not* to give more information.

1 Is your home an apartment? My home isn't an apartment. It's a house.

2 Is your bedroom cool? _____

3 Is your kitchen big? _____

4 Is your parents' house old? _____

5 Is your friend's TV new? _____

6 Is your refrigerator tall? _____

3.4 INFORMATION QUESTIONS WITH *BE* (page 28)

Question word		<i>be</i>	
What		is	your name?
Where		is	the house?
How old		are	they?
Who		are	they?
How many	people	are	in the house?
How many	rooms	are	in it?



Information questions ask for information about, for example, people, places, age, time, and quantity. Don't answer information questions with *yes/no* answers.

Use *is* to talk about 1 thing. Use *are* to talk about 2+ things. Use a noun after *How many ... ?*

A Put the words in the correct order to make questions.

1 is / Who / brother? / your

Who is your brother?

2 you? / How / are / old

How old are you?

3 her / is / college? / Where

Where is her college?

4 email / is / What / address? / your

What is your email address?

5 many / are / people / How / the house? / in

How many people are in the house?

6 apartment? / is / his / Where

Where is his apartment?

4.1 SIMPLE PRESENT STATEMENTS WITH *I, YOU, WE* (page 35)

Simple present statements with *I, you, we*

	Affirmative	Negative
I / You / We	have a smartwatch.	don't have a smartwatch.
	like my phone.	don't like my phone.
	love games.	don't love games.
	want a tablet.	don't want a tablet.

A Put the words in order to make sentences.

- | | |
|----------------------------------|--------------------------------|
| 1 games. / like / I | <u>I like games.</u> |
| 2 your / I / smartwatch. / love | <u>I love your smartwatch.</u> |
| 3 don't / I / a / laptop. / have | <u>I don't have a laptop.</u> |
| 4 a / tablet. / want / We | <u>We want a tablet.</u> |
| 5 like / don't / laptops. / You | <u>You don't like laptops.</u> |
| 6 camera. / want / I / don't / a | <u>I don't want a camera.</u> |

4.2 SIMPLE PRESENT YES/NO QUESTIONS WITH I, YOU, WE (page 37)

Simple present yes/no questions with I, you, we

yes/no questions	Short answers
Do I send nice emails?	Yes, you do . / No, you don't .
Do we post good photos?	Yes, you do . / No, you don't .
Do you use social media?	Yes, I do . / No, I don't .
Do you and your friends play games?	Yes, we do . / No, we don't .

A Write questions. Then answer the questions so they're true for you.

- | | | |
|---|---|--------------------|
| 1 you / call your family / on the weekends | <u>Do you call your family on the weekends</u> ? | <u>Yes, I do</u> . |
| 2 you / post comments / on Twitter | <u>Do you post comments on Twitter</u> ? | _____ . |
| 3 you / send text messages / to your parents | <u>Do you send text messages to your parents</u> ? | _____ . |
| 4 you and your friends / watch movies / on TV | <u>Do you and your friends watch movies on TV</u> ? | _____ . |

4.4 A/AN; ADJECTIVES BEFORE NOUNS (page 40)

a/an	adjectives before nouns
Use a/an with singular nouns. It means "one." Do you have a laptop? (= 1 laptop) This is an app for photos. (= 1 app) Use a before consonant sounds (for example, b, c, d, f, ...): a tablet, a cookie Use an before vowel sounds (a, e, i, o, u): an app, an apartment	Adjectives go before a noun: You have a nice home. ✓ You have a home-nice. ✗ It's an expensive laptop. This is a new apartment. I post interesting photos. The ending of an adjective is the same for singular and plural nouns. Do <u>not</u> add s to an adjective. I like small TVs. ✓ I like smalls TVs. ✗
Don't use a/an with:	
1 plural nouns: I like photos .	3 numbers + noun: I have one son and two daughters .
2 this + noun: This tablet is nice.	4 possessive adjectives + noun: My phone is really old.

A Circle the correct words to complete the sentences.

- | | |
|--|---|
| 1 Do you have <u>a camera</u> / an camera? | 5 A game / <u>This game</u> is really boring. |
| 2 We don't want <u>a new TV</u> / new a TV. | 6 We have <u>a children</u> / <u>three children</u> . |
| 3 <u>Your an apartment</u> / <u>Your apartment</u> is very nice. | 7 I don't like <u>computers</u> / computer. |
| 4 I want coffee and <u>a cookie</u> / a one cookie. | 8 Do you live in <u>a apartment</u> / <u>an apartment</u> ? |

5.1 SIMPLE PRESENT STATEMENTS WITH *HE, SHE, THEY* (page 45)

Simple present statements with <i>he, she, they</i>		
	Affirmative	Negative
He / She	plays basketball. goes out every evening. watches TV a lot. studies on the weekend. has a big house.	doesn't play basketball. doesn't go out every evening. doesn't watch TV a lot. doesn't study on weekends. doesn't have a big house.
They	play soccer. have a big house.	don't play soccer. don't have a big house.

! Use *in* to talk about times of day: *I run in the morning.*
Use *on* to talk about days: *I play soccer on Saturdays.*

! Use adverbs of frequency say *how often* you do things.
100% always usually often sometimes hardly ever never 0%
Put adverbs of frequency before the verb: *She sometimes works on Saturday.*
With pronouns + *be*, adverbs of frequency go after the verb: *I'm usually at home in the evening.*

A Circle the correct words to complete the sentences.

- My sister often watch / watches basketball on TV.
- I don't like coffee, so I usually / never drink it.
- My laptop is old and slow. I always / hardly ever use it.
- My grandma don't / doesn't have a cell phone. She always / hardly ever calls me from home.
- My friends are usually at work on Saturday and Sunday. They have / don't have free time on the weekend.

5.2 QUESTIONS IN THE SIMPLE PRESENT (page 47)

Simple present: yes/no questions			
Yes/no questions			Short answers
Do	I/we	work on the weekend?	Yes, I do / No, we don't .
Do	you	eat breakfast?	Yes, I do . / No, I don't .
Does	she/he	study in the evening?	Yes, she does . / No, he doesn't .
Does	it	have two bedrooms?	Yes, it does . / No, it doesn't .
Do	they	go to class on Monday?	Yes, they do . / No, they don't .

Simple present: information questions				
I / You / We / They	Where What time What	do do do	I / we you they	go every day? get up? do on Saturday?
He / She / It	Where When What time	does does does	he she it	live? meet her friends? open?

! *What time ... ? and When ... ?*
A *What time is it?*
B *It's 1.30.*
A *When does he study?*
B *He studies in the evening.*

A Put the words in the correct order to make questions.

- lunch? / eat / does / he / Where Where does he have lunch?
- to / she / go / Does / this school? Does she go to this school?
- their / do / meet / friends? / When / they When do they meet their friends?
- do / work? / you / What / go / to / time What time do you go to work?
- soccer / your friends / after work? / play / Do Do your friends play soccer after work?

6.1 THERE'S, THERE ARE; A LOT OF, SOME, NO (page 55)

There's (= there is), there are; a lot, some, no

Singular (= 1 thing)	Plural (= 2+ things)
There's a restaurant near the hotel. = one	There are no stores on our street. = zero
There's no shower in the bathroom. = zero	There are three bedrooms in the house. = an exact number
	There are some chairs in the kitchen. = a small number
	There are a lot of apps on my phone. = a big number

A Look at the words in parentheses (). Then complete the sentences with the words in the box.

There's a There's no There are no There are a lot of There are some

- 1 There are no parks in the city. (zero)
- 2 There are a lot of people in the café. (a big number)
- 3 There are some great stores on Pacific Street. (a small number)
- 4 There's a park next to the hospital. (one)
- 5 There's no restaurant in this museum. (zero)

6.2 COUNT AND NON-COUNT NOUNS (page 57)

Count nouns (nouns with a singular and plural form)

Singular

Use *There is* with *a* or *an*.

There's a plant.

Plural

Use *There are* with *no*, *some*, *a lot of*, or a number.

There are no plants. There are some plants.

There are a lot of plants. There are two plants.

Non-count nouns (nouns with no singular or plural form)

Use *There is* with *no*, *some*, or *a lot of*. Do not use *a*, *an*, or a number.

There's no grass. There's some grass. There's a lot of grass. ~~There's three grass.~~

A Write sentences with *There's* or *There are*. Make some nouns plural.

- 1 no / milk / in the refrigerator There's no milk in the refrigerator.
- 2 a lot of / plant / in my house There are a lot of plants in my house.
- 3 a / restaurant / in the museum There's a restaurant in the museum.
- 4 some / sugar / on the table There's some sugar on the table.
- 5 some / small hotel / near here There are some small hotels near here.

7.1 PRESENT CONTINUOUS STATEMENTS (page 67)

Present continuous statements

	Affirmative	Negative
I	'm cooking breakfast right now.	'm not cooking breakfast right now.
He / She / It	's helping the children. 's taking a shower. 's drinking milk.	's not helping the children. 's not taking a shower. 's not drinking milk. (the cat)
You / We / They	're eating breakfast. 're cleaning the kitchen. 're learning a lot at school.	're not eating breakfast. 're not cleaning the kitchen. 're not learning a lot at school.

A Put the words in the correct order to make sentences.

1 My / aren't / TV. / parents / watching

My parents aren't watching TV.

2 coffee. / cup / drinking / a / I'm / of

I'm drinking a cup of coffee.

3 a / She's / now. / bath / taking / right

She's taking a bath right now.

4 TV / in / room. / Jack / his / watching / is

Jack is watching TV in his room.

5 eating / the moment. / They're / breakfast / at

They're eating breakfast at the moment.

6 isn't / homework. / her / Maria / doing

Maria isn't doing her homework.

7 our / helping / We're / now. / grandparents

We're helping our grandparents now.

7.2 PRESENT CONTINUOUS QUESTIONS (page 69)

Present continuous: yes/no questions and short answers

I	Am I talking to John?	Yes, you are . / No, you're not .
He / She / It	Is she cleaning the house?	Yes, she is . / No, she's not .
	Is he riding his bike right now?	Yes, he is . / No, he's not .
	Is it working at the moment?	Yes, it is . / No, it's not .
You / They	Are you and your sister sending text messages?	Yes, we are . / No, we're not .
	Are they waiting at the bus stop?	Yes, they are . / No, they're not .

Present continuous: information questions

I	Who	am	I	talking to?
He / She / It	Why	is	he / she	carrying a bag?
	Where	is	he / she	working today?
	How	is	it	going?
You / We / They	What	are	we / you / they	doing right now?
	Who	are		waiting for?



You can answer *Why* questions with *because*.

Why is he carrying a bag?

He's carrying a bag **because** he has a lot of books. (= a complete sentence)

Because he has a lot of books. (= an incomplete sentence in informal speech)

A Write questions for the answers. Use the words in parentheses ().

1 A Are you sending a text to Carol? (you / send / a text to Carol)

B No, I'm not. I'm calling her.

2 A Why are we waiting for Paul? (why / we / wait / for Paul)

B Because he's driving us home.

3 A Are Denny and Pam doing the dishes? (Denny and Pam / do / the dishes)

B Yes, they are.

4 A Is Sandra washing the dog? (Sandra / wash / the dog)

B No, she isn't. She's watching TV.

5 A Who is your sister helping right now? (who / your sister / help / right now)

B My brother.

8.1 CAN AND CAN'T FOR ABILITY; WELL (page 77)

<i>can and can't for ability; well</i>				
	Affirmative	Negative	Questions	Short answers
I	can paint.	can't paint well.	Can I dance?	Yes, I can . No, I can't .
He / She / It	can paint.	can't paint.	Can she dance well?	Yes, she can . No, she can't .
You / We / They	can paint well.	can't paint.	Can they dance?	Yes, they can . No, they can't .

A Put the words in order to make sentences.

- | | |
|--|---------------------------------------|
| 1 can / well. / swim / Cathy | <u>Cathy can swim well.</u> |
| 2 a / you / car? / drive / Can | <u>Can you drive a car?</u> |
| 3 play / I / guitar. / can't / the | <u>I can't play the guitar.</u> |
| 4 and paint? / you / Can / draw | <u>Can you draw and paint?</u> |
| 5 well. / can't / I / very / skateboard | <u>I can't skateboard very well.</u> |
| 6 fix / My / table. / brother / your / can | <u>My brother can fix your table.</u> |
| 7 surf / can't / or snowboard. / I | <u>I can't surf or snowboard.</u> |
| 8 well. / son / can / Their / sing | <u>Their son can sing well.</u> |

8.2 CAN AND CAN'T FOR POSSIBILITY (page 79)

<i>can and can't for possibility</i>		
Information questions with <i>can</i>		
I	What can I eat?	How can I pay for the food?
He / She / It	Where can he eat?	How can he get to the restaurant?
You / We / They	When can we eat?	Who can we have lunch with today?

A Read the answers. Then write questions.

- | | |
|--|--|
| 1 A <u>Where can we work?</u> | 5 A <u>Who can we call</u> ? |
| B We can work in the <u>meeting room</u> . | B We can call <u>my cousin</u> . |
| 2 A <u>What can we watch</u> ? | 6 A <u>What can we play</u> ? |
| B We can watch <u>a movie</u> . | B We can <u>play basketball</u> . |
| 3 A <u>How can we get to the mall</u> ? | 7 A <u>Where can we meet</u> ? |
| B We can get to the mall <u>by bus</u> . | B We can <u>meet at the hotel</u> . |
| 4 A <u>When can we have a meeting</u> ? | 8 A <u>How can we take a picture</u> ? |
| B We can have a meeting <u>on Friday</u> . | B We can take a picture <u>with my phone</u> . |

9.1 THIS AND THESE (page 87)

<i>This and these</i>	
This is my ticket.	These are new boats.
This hotel is cheap.	These birds are funny.
Ryan loves this farm.	I don't like these pictures.

A Put the words in order to make sentences.

- | | |
|---|--|
| 1 a / is / tour / This / boring. | <u>This is a boring tour.</u> |
| 2 these / I / birds. / like | <u>I like these birds.</u> |
| 3 sisters. / are / These / my | <u>These are my sisters.</u> |
| 4 video. / watching / I'm / this | <u>I'm watching this video.</u> |
| 5 really / animals are / funny. / These | <u>These animals are really funny.</u> |
| 6 isn't / expensive. / This / vacation | <u>This vacation isn't expensive.</u> |

9.2 LIKE TO, WANT TO, NEED TO, HAVE TO (page 89)

<i>like to, want to</i>		<i>need to, have to</i>	
I	like to play soccer. want to play soccer.	I	need to work on Saturday. have to work on Saturday.
He / She / It	likes to play soccer. wants to play soccer.	He / She / It	needs to work on Saturday. has to work on Saturday.
You / We / They	want to play soccer. like to play soccer.	You / We / They	need to work on Saturday. have to work on Saturday.

A Complete the sentences with *like to, want to, or have to/need to* and the verbs in parentheses ().

- I like to swim (swim) in the ocean, but only in July and August.
- One day, I want to go (go) to Japan on vacation.
- My son can't do his homework. I have to / need to help (help) him.
- I'm late for work, so I have to / need to leave (leave) now.
- This is a great song. I want to buy (buy) it.
- In Japan, you have to / need to drive (drive) on the left side of the road.
- At a movie theater, you have to / need to pay (pay) before you watch the movie.



You can use ***need to*** + a verb OR ***have to*** + a verb to talk about things that are necessary.

10.1 STATEMENTS WITH *BE GOING TO* (page 99)

Statements with <i>be going to</i>		
	Affirmative	Negative
I	'm going to be home tomorrow.	'm not going to be home tomorrow.
He / She / It	's going to take a walk in the park. 's going to be warm tomorrow.	's not going to go shopping next week. isn't going to be warm tomorrow.
You / We / They	're going to be here next weekend.	're not going to be here next weekend.
Future time expressions		
	this evening, tonight, tomorrow	on/next/this Monday
	this week/weekend/month/year	next week/weekend/month/year

A Write sentences with the correct form of *be going to*.

- | | |
|---|--|
| 1 We / not play / soccer this weekend
<u>We're not going to play soccer this weekend</u> . | 4 They / not go / surf / next Saturday
<u>They're not going to surf next Saturday</u> . |
| 2 Vicky / meet / her friends tomorrow
<u>Vicky is going to meet her friends tomorrow</u> . | 5 I / go / dancing this evening
<u>I'm going to go dancing this evening</u> . |
| 3 You / have / a party for your birthday
<u>You're going to have a party for your birthday</u> . | 6 He / not do / the dishes after dinner
<u>He's not going to do the dishes after dinner</u> . |

10.2 QUESTIONS WITH *BE GOING TO* (page 101)

<i>be going to</i> : yes/no questions			<i>be going to</i> : information questions
	yes/no questions	Short answers	
I	Am I going to meet him at 4:00?	Yes, you are. No, you're not.	When are you going to leave? Where is Sofia going to go? What are we going to do today? What time is he going to have lunch? Who are they going to meet? How are you going to get to the airport?
He / She / It	Is she going to see a friend?	Yes, she is. No, she's not.	
You / We / They	Are you going to take a hat?	Yes, I am. / Yes, we are. No, I'm not. / No, we're not.	

A Circle the correct words to complete the sentences.

- | | |
|---|--|
| 1 Are you going <i>buying</i> / <u>to buy</u> some new jeans? | 4 What / <u>What time</u> are we going to drive to the airport? |
| 2 Who is he going to <u>go</u> / going shopping with? | 5 Are <u>your parents</u> / Mariana going to send him an email? |
| 3 Is she going to <u>cook</u> / cooks dinner for four people tonight? | 6 What <i>they are</i> / <u>are they</u> going to wear to the party? |

11.1 STATEMENTS WITH *WAS* AND *WERE* (page 109)

Statements with <i>was</i> and <i>were</i>		
	Affirmative	Negative
I / He / She / It	was in the house.	wasn't noisy.
You / We / They	were at work.	weren't there.

A Complete the posts with the affirmative or negative form of *was* or *were*.

Carlene Rauss I remember a great vacation. It ¹ was January 2010, and we ² were in Argentina. It ³ was summer, so the weather ⁴ was great! Buenos Aires is an exciting city, so we ⁵ were really happy there. #flashbackfriday #2010 #vacation

Paulo Soto I remember my twentieth birthday. My friends and I ⁶ were at the beach, but the weather ⁷ was awful! It ⁸ was really rainy. The café on the beach ⁹ wasn't open, so there was no food. It's not a good memory because we ¹⁰ weren't very happy. I mean, it ¹¹ wasn't a happy birthday. 😞

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11.2 QUESTIONS WITH WAS AND WERE (page 111)

Questions with <i>was</i> and <i>were</i>		
	yes/no questions	Short answers
I / He / She	Was she at home on Saturday?	Yes, she was . / No, she wasn't .
You / We / They	Were you at home on Saturday?	Yes, I was . / No, I wasn't .
Information questions with <i>was</i> and <i>were</i>		
I / He / She	Where was he?	
You / We / They	How old were you in this photo?	

A Write questions in the simple past to match the answers.

- What color were the walls in your bedroom ? The walls in my bedroom were blue.
- Where was your last vacation ? My last vacation was in Brazil.
- When was your brother's birthday party ? My brother's birthday party was on Friday.
- Were your parents at the party ? Yes, my parents were at the party.
- Was your house big ? No, my house was small.
- Why were you at work on Saturday ? I was at work on Saturday because I was really busy.

12.1 SIMPLE PAST STATEMENTS (page 119)

Simple past statements

Use the simple past to talk about events that are in the past and finished.

I **ate** a big lunch yesterday. We **played** soccer last weekend. We **went** to La Paz last year.

Simple past verbs can be regular or irregular. Simple past regular verbs end in *-ed*.

Some regular verbs

	<i>-ed</i>	<i>-d</i>	double consonant + <i>ed</i>	change <i>-y</i> to <i>-ied</i>
I / You / He / She / We / They	worked played watched wanted walked	liked loved arrived used danced	stop → stopped chat → chatted	try → tried carry → carried study → studied

Some irregular verbs

Base form	Simple past	Base form	Simple past	Base form	Simple past
have	had	write	wrote	ride	rode
go	went	send	sent	fly	flew
eat	ate	buy	bought	get up	got up
drink	drank	think	thought	leave	left
do	did	run	ran	meet	met
take	took	swim	swam	sing	sang
read	read	drive	drove		

A Complete the chart with the words in the box.

arrive buy drink eat go have
like need stay stop take try

Base form	Rule	Simple past	Base form	Irregular simple past form
arrive like	Add -d.	arrived liked	buy	bought
need stay	Add -ed.	needed stayed	drink	drank
stop	Double <i>p</i> and add -ed.	stopped	eat	ate
try	Change -y to -ied.	tried	go	went
			have	had
			take	took

12.2 SIMPLE PAST QUESTIONS; ANY (page 121)

Simple past questions	
yes/no questions	Short answers
Did you have apple juice?	Yes, I/we did . No, I/we didn't .
Did we arrive on time?	Yes, we/you did . No, we/you didn't .
Did she/he like the fish?	Yes, she/he did . No, she/he didn't .
Did they go out for dinner?	Yes, they did . No, they didn't .

Information questions		
How did	I / you	hear about the restaurant?
What did	you / he / she	have for dinner last night?
Who did	we / they	see at the party?

any

You can use *any* in *yes/no* questions and negative statements. *Any* = one, some, or all of something. *Not + any* = none.

Use *some* in affirmative statements. You can use *any* and *some* with count and non-count nouns.

Simple past questions and statements with any

yes/no questions	Negative statements
Did you have any vegetables?	I didn't have any juice.
Did Mary buy any milk?	Joel didn't eat any eggs.
Did they have any dessert?	We didn't drink any soda.

A Put the words in the correct order to make sentences.

1 for dinner? / chicken / Did / make / you

Did you make chicken for dinner?

2 they / did / for lunch? / have / What

What did they have for lunch?

3 eat / Did / any / vegetables? / Tonya

Did Tonya eat any vegetables?

4 last night? / Where / she / go / did

Where did she go last night?

5 coffee / buy / We / at the store. / didn't / any

We didn't buy any coffee at the store.

6 at Pete's Pizza / last year? / you / Did / work

Did you work at Pete's Pizza last year?

VOCABULARY PRACTICE: TEACHER TIPS

The vocabulary practice exercises form an integral part of the lesson. They provide controlled practice of the target language and prepare students to use new vocabulary with confidence. Students can complete them individually or in pairs. Below is a list of ideas to practice using new vocabulary in an engaging way.

1

- Quickly come up with simple gestures for each of the vocabulary items.
- Tell Ss to cover the vocabulary pictures and/or words. Do one of the gestures and ask a volunteer to say the word.
- Alternatively, let a S do one of the gestures and then point to another S to say the word and do a different gesture, and so on.

2

- Provide Ss with index cards and let them make flashcards for each of the vocabulary words. On one side they should write the word and on the other side they can write the definition or draw a picture of the word.
- Encourage Ss to include more information on the card, for example, a synonym, an antonym, and a sample sentence.
- Ss can use the cards to review new vocabulary in pairs. S1 can use his/her cards to quiz S2 in several ways: by showing the picture and asking for the word; by reading the example sentence, leaving the vocabulary word blank for S2 to say; by saying a synonym and an antonym and having S2 say the vocabulary word, etc.

3

- Divide the class into teams and play "Hang man."
- Team A chooses a word, and one S from Team A (S1) writes on the board.
- One S from Team B (S2) guesses a letter. If they are correct, S1 write the letter on the board. If the letter is not in the word, S1 draws a head (a circle) on the board.
- Ss from Team B take turns guessing letters that are in the word. If they are incorrect, S1 draws a body (another circle), arms, legs, eyes, and mouth for each incorrect letter.
- The game continues until Team B correctly guesses the word, or they guess incorrectly enough times that a whole body is drawn.
- Teams switch roles.

4

- Play "Telephone." Put Ss in rows of at least four.
- Whisper a vocabulary word to the last S in each row.
- When you say "Go!" the last S whispers the word to the next S in the row, who whispers it to the next S in the row, etc.
- When the first S in each row hears the word, he/she writes it on the board.
- Give S one point if the word is correct but misspelled, and two points if it is spelled correctly. The first team to write a correct word wins.
- For more of a challenge, whisper three vocabulary words to the last S, or whisper a sentence that uses the vocabulary word.

5

- Write the vocabulary words on the board.
- Challenge Ss to write one sentence using as many of the vocabulary words in that sentence as they can.
- Ss read their sentences to the class. Ss can vote on the best sentence.
- Alternatively, Ss can write a short paragraph of no more than five sentences using all of the vocabulary words in the paragraph.

6

- Write the vocabulary words on index cards. Make enough copies for Ss to play in small groups.
- Put the cards face down on a table in front of each team.
- One S (S1) chooses a card, but does not look at it. Instead, he/she holds the card on their forehead with the word facing out so his/her team can see it.
- Each person on their team takes turns giving one clue about the word. S1 tries to guess the word.
- Continue until each S in the group has a chance to guess the word.
- For an extra challenge, include vocabulary words from previous units for a review.

VOCABULARY PRACTICE

1.1 COUNTRIES AND NATIONALITIES (page 2)

A Write the country or the nationality.

- 1 Are you Russian ? (Russia)
- 2 I'm from Mexico . (Mexican)
- 3 I'm Ecuadorian . (Ecuador)
- 4 You're from Chile . (Chilean)
- 5 Are you Japanese ? (Japan)
- 6 Are you from Brazil ? (Brazilian)
- 7 I'm not South Korean . (South Korea)
- 8 I'm from Madrid. I'm Spanish . (Spain)

B Underline two correct answers for each sentence.

- 1 Are you from Russia / Chilean / South Korea?
- 2 I'm from American / Mexico / Japan.
- 3 You're not French / Peru / Colombian.
- 4 Are you from New York / Chicago / American?
- 5 I'm not Mexico / Brazilian / Chinese.
- 6 You are Peruvian / French / Chile.
- 7 Are you Peruvian / Japan / South Korean?
- 8 I'm from Ecuadorian / Lima / Germany.

1.2 THE ALPHABET; PERSONAL INFORMATION (page 5)

A Add five missing letters to the alphabet, in order.

- 1 A B C E F G H I J L M O P Q R T U V W X Z
- 2 a c d e g h j k l m n o q r s t v w x y z

B Complete the sentences with the words in the box.

College company email address first name last name

- 1 The name of my company is Home Sales, Inc.
- 2 A What's your email address ? B It's jenatkins@abc.net.
- 3 A Hey, Ana. What's your last name ? B It's Gomez. Ana Gomez.
- 4 I'm a student at Hunter College in New York City.
- 5 A Hi, Susie Ball. How do you spell your first name ? B S-U-S-I-E.

2.1 FAMILY; NUMBERS (page 13)

A Write the words in the chart.

aunt child daughter grandfather husband parent son wife
brother cousin father grandmother mother sister uncle

Men and women 	Women 	Men 
<u>child</u>	<u>aunt</u>	<u>brother</u>
<u>cousin</u>	<u>daughter</u>	<u>father</u>
<u>parent</u>	<u>grandmother</u>	<u>grandfather</u>
	<u>mother</u>	<u>husband</u>
	<u>sister</u>	<u>son</u>
	<u>wife</u>	<u>uncle</u>

B Write the numbers.

1 twenty-two 22
2 fifty-one 51
3 thirty-nine 39
4 eighty-three 83

5 forty-six 46
6 sixty-seven 67
7 thirty-eight 38
8 seventy-four 74

9 ninety-five 95
10 twenty-six 26

2.2 DESCRIBING PEOPLE; REALLY / VERY (page 14)

A Complete the sentences with the words in the box. You won't use all the words.

friendly interesting old really short
shy smart boring tall young

- 1 Carrie is two. She's really young.
2 He's a college student. He's smart.
3 My father is 190 cm. He's very tall.
4 He's not interesting. He's boring.
5 My friend Georgio is really funny!
6 Ariana is 95. She's very old.

B Unscramble the letters in parentheses (). Write the adjectives.

- 1 Susana is interesting and really tall. (nteisreight) / (tlal)
2 My son is smart and funny. (mtras) / (ynufn)
3 My grandfather is old and short. (dlo) / (rosth)
4 The child is very young and shy. (ynugo) / (ysh)
5 They're friendly and not boring. (fienrdyl) / (bgrion)

3.1 ROOMS IN A HOME (page 22)

A Read the sentences and complete the words.

- 1 This is our dining area,
with a picture on the wall.
2 This is my sister's bedroom. It's next to the bathroom.
3 This is our dog, Jack. He's on the floor.
4 This is the door of our house.
5 This is the living room,
with one big window.
6 And this is the kitchen. It's my favorite room.

B Circle the correct word to complete the sentences.

- 1 My sister is in her bedroom / floor.
2 This is the bathroom, with one wall / window.
3 This is the dining area / door to the kitchen.
4 My family is in the living room / bathroom now.
5 The picture / kitchen on the wall is interesting.
6 Our cats are on the door / floor.

3.2 FURNITURE (page 24)

A Match the words to the things in the picture.

chair couch refrigerator rug sink table television

1 couch 2 rug 3 TV / television 4 table



5 chair 6 refrigerator 7 sink

B Circle the correct words to complete the sentences. Check (✓) the sentences that are true for you.

- | | |
|--|---|
| 1 A big <u>bed</u> / shower is in the bedroom. ☐ | 4 My TV / <u>desk</u> is really old. It's from the year 1800. ☐ |
| 2 My rug / <u>bookcase</u> is really tall. ☐ | 5 I have a small <u>lamp</u> / chair on a table in my bedroom. ☐ |
| 3 A small <u>shower</u> / couch is in the bathroom. ☐ | |

4.1 TECHNOLOGY (page 34)

A Complete the sentences with the words in the box. You won't use all the words.

app camera cell phone earphones games laptop smartwatch tablet

- Is that a really big phone, or is it a tablet ?
- I have a computer. It's a laptop .
- Yes, I have a cell phone . The number is (593) 555-2194.
- I don't have a watch , but I have the time on my cell phone.
- This picture is great! The camera on your cell phone is really good.
- My emails are on my phone. I have an email app .
- My computer isn't for work. It's for fun. I have my games on it.

B Circle the correct words to complete the sentences.

- On my phone, I have a good laptop / camera
- I have a social media app / smartwatch on my tablet.
- On my laptop, I have a game / cell phone.

4.2 USING TECHNOLOGY (page 36)

A Cross out the word that doesn't belong with each verb.

- | | | | | |
|---|-------|-----------------------|-------------------------|--------------------------|
| 1 | call | friends | social media | family |
| 2 | watch | movies | videos | text messages |
| 3 | use | music | technology | apps |
| 4 | post | cell phone | comments | photos |
| 5 | send | text messages | email | with friends |

B Complete the sentences with the words in the box.

chat listen play read watch

- I listen to music with earphones on my tablet.
- We don't watch movies on TV.
- My brother and I play games on our tablets.
- I don't read work emails at home.
- Do you chat with friends on the internet?

5.1 DAYS AND TIMES OF DAY; EVERYDAY ACTIVITIES (page 44)

A Read the days and times of day (a–j). Then put them in the correct order (1–10).

- | | | | |
|--------------------------------|-----------|---------------------------------|----------|
| a on Thursday, in the morning | <u>5</u> | f on Saturday, in the evening | <u>9</u> |
| b on Tuesday, in the afternoon | <u>2</u> | g on Wednesday, in the morning | <u>4</u> |
| c on Thursday, in the evening | <u>6</u> | h on Friday, in the afternoon | <u>7</u> |
| d on Monday, at night | <u>1</u> | i on Tuesday, in the evening | <u>3</u> |
| e on Sunday, in the morning | <u>10</u> | j on Saturday, in the afternoon | <u>8</u> |

B Use phrases from exercise A to complete the sentences so they're true for you. Write an X if you never do the activity.

- I go out with friends _____.
- I watch TV _____.
- I study _____.
- I run _____.
- I play soccer _____.
- I read _____.
- I work _____.
- I'm in bed _____.

5.2 TELLING THE TIME (page 46)

A Look at the times (1–8). Then circle the correct sentence.

- | | | |
|--------------|------------------------------------|-------------------------------|
| 1 3:40 | <u>a</u> It's twenty to four. | b It's forty to three. |
| 2 12:30 | a It's twenty thirty. | <u>b</u> It's twelve thirty. |
| 3 6:15 | <u>a</u> It's a quarter after six. | b It's a quarter to six. |
| 4 12:00 a.m. | <u>a</u> It's midnight. | b It's noon. |
| 5 1:45 | a It's a quarter to one. | <u>b</u> It's one forty-five. |
| 6 8:07 | a It's seven to eight. | <u>b</u> It's eight-oh-seven. |
| 7 9:15 | <u>a</u> It's nine fifteen. | b It's nine fifty. |
| 8 4:52 | a It's five forty-two. | <u>b</u> It's four fifty-two. |

B Underline the correct words to complete the paragraph.

Carmen gets up / goes to bed at 7:15 a.m. She eats lunch / breakfast at 7:45. Then she goes to work / gets up. She usually has dinner / lunch at 12:30 p.m. She drinks coffee / class in the afternoon. On Tuesday, she goes to class / lunch after work – she studies English. She usually eats dinner / coffee at 7:00. She goes to bed / class at 11 p.m.

6.1 PLACES IN CITIES (page 54)

A Complete the sentences with the words in the box.

café college hotel museum park school mall zoo

- We often eat breakfast in a café.
- I sometimes run in the park.
- The museum has hundreds of old pictures and a lot of art.
- The school in my neighborhood has 160 children.
- The students at the college are 18 to 22 years old.
- This is a great mall. It has a lot of my favorite stores.
- The rooms in the hotel have bathrooms with showers.
- The zoo in my city has 20 elephants.

B Cross out one word that does not complete each sentence.

- | | | | |
|--|-------------|-------------------|------------------------|
| 1 We have lunch in a _____ on Saturdays. | restaurant | <u>store</u> | park |
| 2 We learn about things at a _____. | school | <u>restaurant</u> | museum |
| 3 We shop at the _____ every weekend. | mall | <u>hospital</u> | supermarket |
| 4 The _____ has a big TV. | <u>park</u> | hotel | restaurant |
| 5 She studies English in _____. | school | college | <u>a movie theater</u> |

6.2 NATURE (page 56)

A Complete the email with the words in the box.

flowers lake mountain snow trees

Hi Julia,

How are you? I'm great! My new town is *really* cool. I like nature, and there's a lot of nature here! There's a big, tall ¹mountain near my house. There's a forest on the mountain, with a lot of ²trees. There's ³snow on top of the mountain in January and February. There's a small ⁴lake in my neighborhood, and I run next to the water in the morning. There are no ⁵flowers now because it's January.

I love this town. Please visit soon!

Your friend,

Marisa

B Circle the correct word to complete the sentences.

- 1 My house is on the beach / forest next to the ocean.
- 2 There is a lot of ocean / grass in the park.
- 3 There are a lot of plants and flowers in the forest / lake.
- 4 There's a lot of water in the river / desert.
- 5 My grandma and grandpa live near the ocean / flowers.
- 6 A lot of animals eat plants / mountains.
- 7 Donna lives on a small island / desert in the Atlantic Ocean.
- 8 There are a lot of small grass / hills here, but there are no mountains.

7.1 ACTIVITIES AROUND THE HOUSE (page 66)

A Match 1–6 with a–f to complete the sentences.

- | | |
|------------------------------------|-----------------------------|
| 1 Do they cook <u>c</u> | a her daughter's hair. |
| 2 Karen usually washes <u>a</u> | b your room on the weekend? |
| 3 I do a lot of <u>e</u> | c breakfast every morning? |
| 4 They're nice. They help <u>d</u> | d me with my English. |
| 5 He takes <u>f</u> | e homework every day. |
| 6 Do you clean <u>b</u> | f a shower in the evening. |

B Add the words in parentheses () to the correct place in each sentence. Then write the sentences.

- | | |
|---|--|
| 1 Do you the dishes after lunch? (do) | <u>Do you do the dishes after lunch?</u> |
| 2 Rudy his car on the weekend. (drives) | <u>Rudy drives his car on the weekend.</u> |
| 3 Does he his teeth every day? (brush) | <u>Does he brush his teeth every day?</u> |
| 4 My mother usually cooks at 6:30. (dinner) | <u>My mother usually cooks dinner at 6:30.</u> |
| 5 She takes a every evening. (bath) | <u>She takes a bath every evening.</u> |
| 6 I often my grandmother. (help) | <u>I often help my grandmother.</u> |

7.2 TRANSPORTATION (page 68)

A Complete the sentences with the correct verbs in the box.

driving going riding taking waiting walking

- 1 I'm not driving to work because my son has my car today.
- 2 Where are you? Mike is waiting for you at the train station.
- 3 Carolina is walking with her dog in the park right now.
- 4 We're going to the mall because we need new shoes.
- 5 Tonya is riding her bike to the store.
- 6 Mark isn't taking the bus to class because it's late.

B Circle the correct words to complete the sentences.

- 1 Vic is at the bus stop / his bike.
- 2 Why are you carrying a plant / the train?
- 3 I usually take the train station / the subway to work.
- 4 When are you going to your parents' house / mall?
- 5 I'm sorry. I'm busy. I'm on the bus stop / the train.

8.1 VERBS TO DESCRIBE SKILLS (page 76)

A Complete the sentences with the verbs in the box. You won't use all the verbs.

dance fix play skateboard speak
draw paint sing snowboard swim

- 1 I don't snowboard. There's a mountain near me but it doesn't have snow on it.
- 2 My friends usually play the guitar and sing songs after dinner.
- 3 In my art class, we draw and paint a lot of different things.
- 4 I speak two languages – English and Korean.
- 5 In February and March, I swim in the ocean.
- 6 Do you have a problem with your laptop? My brothers fix computers.

B Complete the words with vowels (a, e, i, o, u).

- | | |
|---|---|
| 1 d <u>a</u> nc <u>e</u> | 8 dr <u>a</u> w |
| 2 f <u>i</u> x th <u>i</u> ngs | 9 sk <u>a</u> t <u>e</u> b <u>o</u> <u>a</u> rd |
| 3 sn <u>o</u> wb <u>o</u> <u>a</u> rd | 10 p <u>a</u> i nt |
| 4 sw <u>i</u> m | 11 s <u>i</u> ng |
| 5 pl <u>a</u> y the g <u>u</u> i t <u>a</u> r | 12 s <u>u</u> rf |
| 6 sp <u>e</u> <u>a</u> k tw <u>o</u> l <u>a</u> ng <u>u</u> <u>a</u> g <u>e</u> s | |
| 7 r <u>e</u> <u>a</u> d m <u>u</u> s <u>i</u> c | |

8.2 WORK (page 78)

A Complete the sentences with the words in the box.

break	coworkers	have	think
company	hard	office	worker

- 1 I work for a big American company.
- 2 I have a new desk and a chair in my office.
- 3 She's doing a great job. She's a very good worker.
- 4 It's time to take a break and have a cup of coffee.
- 5 I work in a team with six co-workers.
- 6 We're always busy. We work hard.
- 7 Can we talk about this? Can we have a meeting?
- 8 I don't know the answer. Can I think about it for five minutes?

B Circle the word that doesn't belong in each group.

- 1 living room office kitchen bedroom
- 2 have a meeting play games call a coworker work hard
- 3 drink coffee have lunch take a break have a meeting
- 4 company couch chair desk
- 5 worker brother teacher coworker

9.1 TRAVEL (page 86)

A Circle the correct words to complete the sentences.

- 1 I have a ticket / tour for the bus.
- 2 This city / ranch is in the country.
- 3 I'm on vacation / country with my family.
- 4 My seat on the plane / ticket is by the window.
- 5 My house is in a small town / boat, but I work in the city.
- 6 This tour / ticket is expensive, but it's really interesting.

B Circle the word that doesn't belong in each group.

- 1 vacation tour work
- 2 ranch farm ticket country
- 3 boat hotel plane bus
- 4 ticket tour plane friend
- 5 country town city

9.2 TRAVEL ARRANGEMENTS (page 88)

A Match 1–6 with a–f to complete the sentences.

- | | |
|---|----------------|
| 1 You can buy tickets <u>c</u> | a destination. |
| 2 We can check in for our <u>e</u> | b airport. |
| 3 I don't usually travel on <u>d</u> | c online. |
| 4 We're arriving at our <u>a</u> | d trains. |
| 5 I'm staying at a really nice <u>f</u> | e flight. |
| 6 We're flying from the new <u>b</u> | f hotel. |

B David is traveling from Chicago to London. Put his trip in the correct order.

g → d → b → f → h → e → c → a

- | | |
|-------------------------|---|
| a Stay in the hotel. | e Take a bus from the airport to the hotel. |
| b Drive to the airport. | f Check in for the flight at the airport. |
| c Arrive at the hotel. | g Buy a plane ticket online. |
| d Leave home. | h Fly to the destination. |

10.1 GOING OUT (page 98)

A Circle the correct word to complete the sentences.

- | | |
|---|--|
| 1 Can you <u>meet</u> / go me at the airport on Friday? | 4 I like to <u>get</u> / meet together with friends on the weekends. |
| 2 Jennifer wants to <u>take</u> / look her brother to lunch for his birthday. | 5 Do you usually <u>make</u> / <u>go</u> shopping at the mall? |
| 3 We're <u>doing</u> / <u>having</u> a picnic right now. | 6 I never <u>take</u> / <u>eat</u> outside. |

B Complete the sentences with the words in the box.

art coffee family hotel shopping walk

- Do you want to take a walk in the park?
- I like to look at interesting art in museums.
- I want to take you out for coffee to my favorite café.
- We often get together with family on the weekends.
- I have to meet my coworker at his hotel on Friday.
- Maria never goes dancing with us. She doesn't like it.

10.2 CLOTHES; SEASONS (page 100)

A Complete the clothes words with vowels (a, e, i, o, u).

- | | |
|--|---|
| 1 I want to buy some j <u>e</u> <u>a</u> ns and a sw <u>e</u> <u>a</u> t <u>e</u> r. | 4 I'm going to buy a winter c <u>o</u> <u>a</u> t and h <u>a</u> t. |
| 2 I'm going to wear a T-sh <u>i</u> rt and sh <u>o</u> rts to the beach. | 5 We usually wear p <u>a</u> nts and a sh <u>i</u> rt at work. |
| 3 This store sells sh <u>o</u> <u>e</u> s and b <u>o</u> <u>o</u> ts. | 6 Is she going to wear a dr <u>e</u> ss or a sk <u>i</u> rt? |

B Complete the paragraph with the words in the box.

dry season fall rainy season spring summer winter

In Japan, we have four seasons. I love ¹spring (OR summer) and ²summer (OR spring) because there are a lot of flowers then. After summer, it's ³fall, and this is usually from September to November. Then it's ⁴winter, and you can do a lot of fun activities, for example, snowboard in the mountains. We have a short ⁵rainy season, too. It usually starts in June and ends in July, and it is very rainy. We don't have a ⁶dry season in Japan. It's not a desert country.

11.1 DESCRIBING PEOPLE, PLACES, AND THINGS (page 108)

A Match the sentences with the correct responses.

- | | |
|---|--|
| 1 This new restaurant isn't good. <u>e</u> | a Thanks. I think the artist is wonderful. |
| 2 Your daughter is quiet. <u>d</u> | b Really? It's usually fast. |
| 3 This is a beautiful picture. <u>a</u> | c Yes, but they're really cute. |
| 4 I love beach parties. <u>f</u> | d That's true. She's really shy. |
| 5 The train was very slow today. <u>b</u> | e I know. The food is awful. |
| 6 These children are really noisy. <u>c</u> | f Me, too. They're exciting, and the ocean is beautiful. |

B Read the sentences and complete the words.

- My cousin is beautiful, and her children are really cute.
- It's a nice, quiet restaurant, and it has wonderful food!
- This movie is awful. It's slow and boring.
- I love soccer games. They're always noisy and exciting.
- My brother's happy because he has a new car. It's really fast.

11.2 COLORS (page 110)

A Unscramble the color words (1–10.) Then match the words to the colors (a–j).

- | | | | |
|----------|---------------|---|-----------|
| 1 dre | <u>red</u> | a  | <u>8</u> |
| 2 nreeg | <u>green</u> | b  | <u>6</u> |
| 3 leub | <u>blue</u> | c  | <u>10</u> |
| 4 tiwhe | <u>white</u> | d  | <u>7</u> |
| 5 weyoll | <u>yellow</u> | e  | <u>1</u> |
| 6 nbwor | <u>brown</u> | f  | <u>3</u> |
| 7 knip | <u>pink</u> | g  | <u>9</u> |
| 8 ragnoe | <u>orange</u> | h  | <u>5</u> |
| 9 ygra | <u>grey</u> | i  | <u>4</u> |
| 10 klacb | <u>black</u> | j  | <u>2</u> |

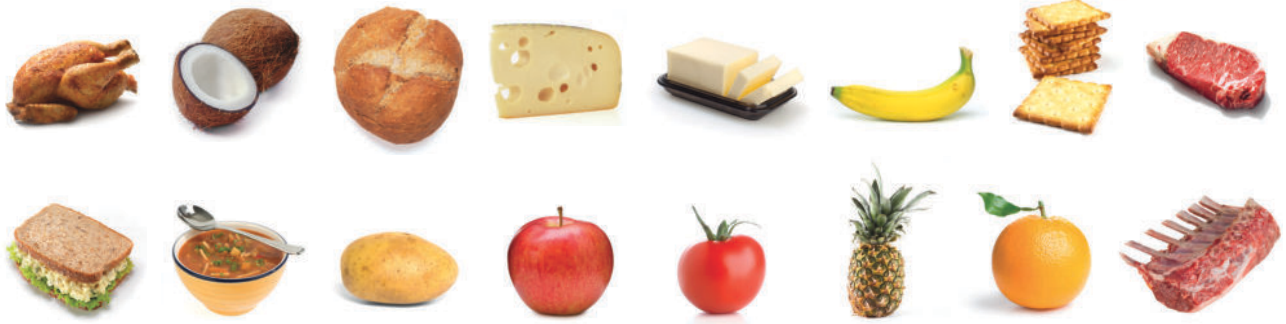
B Match five of the colors in exercise A to the things below.

- some milk i
- a coffee with milk b
- some grass j
- the ocean f
- an elephant g

12.1 SNACKS AND SMALL MEALS (page 118)

A Look at the pictures. Write the words in the chart.

Fruit and vegetables		Meat	Dairy products	Grains	Small meals
apple	pineapple	beef	butter	bread	sandwich
banana	potato	chicken	cheese	crackers	soup
coconut	tomato	lamb			
orange					



B Circle the correct words to complete the sentences.

1 A What do you want with your crackers?

B I want cheese and tomatoes / coconut please.

2 For a small meal, I like soup and bread / potato.

3 My favorite sandwich has bread, butter / orange, and chicken.

4 Beef is very good with bananas / tomatoes.

5 My brother really likes fruit. He eats bananas and apples / lamb every day.

12.2 MORE FOOD, DRINKS, AND DESSERTS (page 120)

A Complete the menu with the words in the box.

beans chocolate cake cookies ice cream
juice pizza soda

B Circle the correct words to complete the sentences.

1 Steak / Rice is my favorite meat.

2 Cookies / Green beans are good for you because they are vegetables.

3 Do you want some pizza / ice cream for dessert?

4 I like to eat eggs / water for breakfast.

5 Did you drink any rice / juice with your meal?

6 Chocolate cake / soda is my favorite dessert.

Meals

1 Fish with rice and black

2 Cheese and tomato

Drinks

3

4 Apple, orange, or pineapple

Desserts

5

6

7

PROGRESS CHECK: INTRODUCTION

Progress checks help students to assess their learning regularly. The **Now I can** sections relate to the communicative objectives of the unit grammar and vocabulary, functional language, and writing. The **Prove it** exercises challenge students to show what they have learned during the unit. Progress checks can be conducted in class or at home.

Below is a list of ideas for conducting Progress check activities.

Using Progress checks

Informal test

- Ss keep their books closed.
- Read the first **Prove it** instruction aloud. Repeat if necessary.
- Give Ss time to write their answers.
- Repeat the steps above with the next four **Prove it** instructions.
- Check answers as a class, or take Ss' notebooks to check.

Pair checking

- Ss complete the Progress check individually then compare with a partner. If they have different answers, they should check that both are correct.

Pair testing

- One student reads out a **Prove it** instruction, while the other writes the words.

Teams

- Put Ss in groups of 4
- Ss keep their books closed. Read out the **Prove it** instructions.
- Ss work together to write the words and phrases.
- When Ss have finished, they pass their papers to another team.
- Ss check other teams' answers using the Student's Book. Monitor and answer questions.
- The winning team is the one with the most correct words or phrases.

Class project

- Split the class into five groups. Give each group one of the **Prove it** instructions.
- Give each group a large piece of paper. Groups make posters with the words, phrases, and sentences.
- Tell groups to put extra details on their posters, for example pronunciation information, or pictures of vocabulary items.
- Each group puts their poster on the wall for other groups to read.

Homework

- Ss complete the Progress check at home. Remind Ss that they should not look at their books. They should prove how much they remember.
- Check Ss answers in class before beginning the next unit.

Writing

At the end of each unit, Ss will have the chance to return to, and improve, their written work from lesson 4. Encouraging Ss to check their own writing increases learner autonomy. Ss can improve their writing by:

- adding extra sentences
- using more complex grammatical structures
- choosing more appropriate vocabulary
- correcting spelling and punctuation errors

If possible, allow Ss to use online dictionaries and reference materials to improve their work. They can also ask a partner for suggestions.

PROGRESS CHECK

Can you do these things? Check (✓) what you can do. Then write your answers in your notebook.

UNIT 1

Now I can ...

- ☐ say countries and nationalities.
- ☐ use *I am*.
- ☐ use the alphabet to spell words.
- ☐ ask and answer questions with *What's ... ?* and *It's ...*.
- ☐ check into a hotel.
- ☐ write a profile.

Prove it

Write your country and your nationality.
Write two sentences about you. Use *I'm* and *I'm from*.
Spell your first name and your last name. Spell your email address.
Write a question and answer about personal information. Use *What's* and *It's*.
Write two questions you hear at a hotel. Write answers to the questions.
Read your profile from lesson 1.4. Find a way to improve it. Use the Accuracy check, Register check, and the new language from this unit.

UNIT 2

Now I can ...

- ☐ say family names and numbers.
- ☐ use *is* and *are*.
- ☐ use adjectives to describe people.
- ☐ use *is not* and *are not*.
- ☐ talk about ages and birthdays.
- ☐ write a post about friends in a photo.

Prove it

Write the names and ages of four members of your family. Write the numbers in words.
Write four sentences with *is* and *are*. Write about you or your family and friends.
Complete the sentences with adjectives. *My parents are ... My best friend is ...*
Make the three sentences negative. *She's tall. We're from Seoul. They're funny.*
When's your birthday? How old is your best friend? Write answers in full sentences.
Read your post about friends from lesson 2.4. Find a way to improve it. Use the Accuracy check, Register check, and the new language from this unit.

UNIT 3

Now I can ...

- ☐ talk about rooms in my home.
- ☐ use possessive adjectives, *'s* and *s'*.
- ☐ talk about furniture.
- ☐ use *it is*.
- ☐ offer and accept a drink and snack.
- ☐ write an email about a home-share.

Prove it

Write five rooms and five things in rooms.
Change the words in parentheses () to possessives. *This is my (brother) bedroom. (He) bedroom is between (I) bedroom and (we) (parents) bedroom.*
Write five or more words for furniture.
Complete the questions. Then answer with your own information.
_____ *your home big?* _____ *near your school?*
Someone says, "Coffee?" Write two different answers.
Read your email from lesson 3.4. Find a way to improve it. Use the Accuracy check, Register check, and the new language from this unit.

PROGRESS CHECK

Can you do these things? Check (✓) what you can do. Then write your answers in your notebook.

Now I can ...

- ☐ talk about my favorite things.
- ☐ use the simple present.
- ☐ say how you use technology.
- ☐ use *yes/no* questions in the simple present.
- ☐ ask questions to develop a conversation.
- ☐ write product reviews.

Prove it

Write about five things you like, love, or want.

Write about a thing you have and a thing you don't have.

Write about three ways you use your phone.

Complete the questions. Then write the answers with your own information. _____ *you use apps on your phone?*
 _____ *you and your parents chat online?*

Complete the conversation.

A _____ *social media?*

B *Yes, I do.* _____ ?

Read your product reviews from lesson 4.4. Find a way to improve them. Use the Accuracy check, Register check, and the new language from this unit.

UNIT
4

Now I can ...

- ☐ use days and times of days with everyday activities.
- ☐ use the simple present and adverbs of frequency.
- ☐ tell the time and talk about routines.
- ☐ ask *yes/no* and information questions in the simple present.
- ☐ show you agree or have things in common.
- ☐ write a report.

Prove it

Write two things you do on weekdays in the morning. Write two things you do on Saturday.

Complete the sentences. Write about your friends.

_____ *always* _____ *on the weekend.*
 _____ *and* _____ *never* _____
in the evening.

What time is it now? When do you get up on weekdays? What time do you usually have dinner? Write answers in full sentences.

Complete the questions with *do* or *does*. Then write your answers.

What time _____ *you get up on Saturday? Where*
 _____ *you and your friends eat lunch on Monday?*
 _____ *your teacher have lunch at school?*

Read the statements. Write responses that are true for you.

Soccer is fun. I never run.

Read your WRAP report from lesson 5.4. Find a way to improve it. Use the Accuracy check, Register check, and the new language from this unit.

UNIT
5

Now I can ...

- ☐ use words for places in a city.
- ☐ use *there's / there are* with *a/an, some, a lot of, no*.
- ☐ use words for places in nature.
- ☐ use count and non-count nouns.
- ☐ ask for and give simple directions.
- ☐ write a fact sheet.

Prove it

Write about six places in a city.

Write four true sentences for your city. Use the sentences below.

There are _____ *in my city. / There's* _____
in my neighborhood.

Write about six places in nature.

Write about the plants, trees, and grass in your neighborhood.

Write one way to ask for directions and one way to give directions.

Read your fact sheet from lesson 6.4. Find a way to improve it. Use the Accuracy check, Register check, and the new language from this unit.

UNIT
6

PROGRESS CHECK

Can you do these things? Check (✓) what you can do. Then write your answers in your notebook.

UNIT 7

Now I can ...

- ☐ use words about activities around the house.
- ☐ use the present continuous.
- ☐ use transportation words.
- ☐ ask *yes/no* and information questions in the present continuous.
- ☐ start a phone call.
- ☐ write a blog about things happening now.

Prove it

Write three things you do around the house.

Write a sentence about what you are doing right now. Write a sentence about what your teacher is doing.

Complete the sentences with transportation words.

I'm on the _____ right now. Are you _____ to work? We're riding our _____ to the park.

Write one *yes/no* question and two information questions. Use the present continuous.

Write a way to answer the phone. Write a question to ask people how they are.

Read your blog from lesson 7.4. Find a way to improve it. Use the Accuracy check, Register check, and the new language from this unit.

UNIT 8

Now I can ...

- ☐ talk about skills.
- ☐ use *can* to talk about ability.
- ☐ talk about work.
- ☐ use *can* to talk about possibility.
- ☐ give opinions.
- ☐ write an online comment.

Prove it

Write five skills that your friends or people in your family have. Use *can*.

Write a sentence about something you can do well and a sentence about something you can't do well.

Write three things that people do at work.

Write two questions. Use *What ... ?* and *Where ... ? + can*.

Do you think technology is good for the world? Write a short answer.

Read your online comment from lesson 8.4. Find a way to improve it. Use the Accuracy check, Register check, and the new language from this unit.

UNIT 9

Now I can ...

- ☐ use travel words.
- ☐ use *this* and *these*.
- ☐ talk about travel arrangements.
- ☐ use *like to*, *want to*, *have to*, *need to*.
- ☐ ask for information in a store.
- ☐ write a description of a place.

Prove it

Where can you take a tour? What do you need a ticket for? Answer the questions about your city or country.

Complete these sentences with your own ideas.

I _____ this _____.
I _____ these _____.

Think of a city in your country, or in another country. Describe the trip from your home to the city.

Write four sentences about things you like to do, want to do, have to do, and need to do.

Write three questions to ask for missing information. Begin your questions with *Where ... ?*, *How much ... ?*, and *What time does ... ?* Then write the answers to your questions.

Read your description of a place from lesson 9.4. Find a way to improve it. Use the Accuracy check, Register check, and the new language from this unit.

PROGRESS CHECK

Can you do these things? Check (✓) what you can do. Then write your answers in your notebook.

UNIT 10

Now I can ...

- ☐ use words for going out activities.
- ☐ use *be going to* in statements.
- ☐ use words for clothes and seasons.
- ☐ ask *yes/no* and information questions with *be going to*.
- ☐ make and respond to suggestions.
- ☐ write an online invitation.

Prove it

How many going out activities can you remember? Make a list.

Write two sentences about what you're going to do next month.

Write two sentences about what you're not going to do next year.

What's your favorite season? What do you usually wear to class? What do you wear when you go out with your friends?

Complete these questions. Then write answers for you.

Are _____ (you, work) this summer? What _____ (you, do) for your next birthday?

Complete the suggestions with *Why don't we* or *Let's*. Then write answers to the suggestions.

_____ meet at a café tomorrow.

_____ go shopping after class?

Read your online invitation from lesson 10.4. Find a way to improve it. Use the Accuracy check, Register check, and the new language from this unit.

UNIT 11

Now I can ...

- ☐ use adjectives to describe people, places, and things.
- ☐ use *was* and *were* in statements.
- ☐ talk about colors.
- ☐ ask questions with *was* and *were*.
- ☐ express uncertainty.
- ☐ write an email about things you keep from the past.

Prove it

Write three sentences. Use adjectives to describe a person, a place, and a thing.

Write four sentences about the past. Use *was*, *were*, *wasn't*, and *weren't*.

Look around you. What things can you see? What color are they? Write five sentences.

Write two questions with *was* and two questions with *were*.

Write the capital city of these countries: Australia, Germany, India, Indonesia. In your answer, write that you're not sure.

Read your email from lesson 11.4. Find a way to improve it. Use the Accuracy check, Register check, and the new language from this unit.

UNIT 12

Now I can ...

- ☐ talk about snacks and small meals.
- ☐ use simple past statements.
- ☐ talk about food, drinks, and desserts.
- ☐ use simple past questions.
- ☐ offer and request food and drink.
- ☐ write a restaurant review.

Prove it

Write about food you like and don't like. Write about five things.

Write four sentences about things you did yesterday.

Write something you ate yesterday, or last week, for dessert.

Write something you drank.

Write three questions to ask a partner about what he or she did last week.

Imagine you're in a restaurant. Write a question the server asks, and write your answer.

Read your restaurant review from lesson 12.4. Find a way to improve it. Use the Accuracy check, Register check, and the new language from this unit.

UNIT 1 LANGUAGE SUMMARY

Nouns

Countries

Brazil	Japan
Chile	Mexico
China	Peru
Colombia	Russia
Ecuador	South Korea
France	Spain
Honduras	The United States

The Alphabet

Aa Bb Cc Dd Ee Ff Gg Hh Ii
Jj Kk Ll Mm Nn Oo Pp Qq
Rr Ss Tt Uu Vv Ww Xx Yy Zz

Personal information

college
company
email address
first name
last name

Numbers

1 one 2 two 3 three 4 four 5 five
6 six 7 seven 8 eight 9 nine 10 ten

Jobs

artist
chef
doctor
hotel clerk
salesperson
server
student
teacher

Adjectives

Nationalities

American
Brazilian
Chilean
Chinese
Colombian
Ecuadorian
French
Honduran
Japanese
Mexican
Peruvian
Russian
South Korean
Spanish

Greetings, introductions, goodbyes

Good evening.
Hello. How are you?
I'm fine thanks. And you?
I'm fine.
(X), this is (Y).
Hi, (Y). Nice to meet you.
Nice to meet you, (X).
See you later.
Bye.

Insider English

Uh-huh
My last name is Garcia.
Uh-huh. What's your email address?

Saying where you're from

I'm Brazilian.
I'm from Lima.
I'm not from Mexico City.
You're from Mexico City.
You're not from Bogotá.
Am I in room 6B?
Are you from Tokyo?
Yes, I am. / No, I'm not.
Yes, you are. / No, you're not.

Asking for and giving personal information.

What's your first / last name?
It's Juana/Mendes.
What's the name of your college/
company?
It's Garcia College / Warton Homes.
What's your email address?
It's luzmendes@xyzmail.com.

Checking into a hotel

Clerk

What's your cell phone number?
Please sign here.
Here's a pen.
This is the key.
You're in room 6B.

Guest

It's (593) 555-2192.
I'm here for three nights.

Writing a profile.

Hello. My name is ...
Hi! I'm ...
I am Peruvian / French / Japanese.
I'm from Russia / Honduras / Toronto /
Amsterdam.
I am / I'm a teacher / student /
salesperson.
The name of my school / college /
company is ...
My email is ...

Meeting new people

Role playing

Are you (American)?
Yes, I am. / No, I'm not. I'm ...
I'm from (city).
How do you spell it?
What's your cell phone number?

Agreeing

The person is from (city).
The phone number is ...
It's (name of person).

Discussing

My favorite person is ...
Me, too.

Checking spelling

My name is Paulo Vasques.
How do you spell your first / last name?
How do you spell it?
V-A-S-Q-U-E-S.

UNIT 2 LANGUAGE SUMMARY

Nouns

Family

aunt
brother
child
children
cousins
dad
daughter
father
grandchildren
grandfather
grandmother
grandma
grandpa
grandparents
husband
mom
mother
parents
sister
son
uncle
wife
wives

Talking about your family

She's Elizabeth One, and I'm Elizabeth Two!
Are you both Elizabeth?
Yes, we are.
Is he your husband?
No, he's not.
My husband isn't here.
Are your parents here?
No, they're not.

Describing friends and family

He's not short.
She's not from Miami.
They're not boring!
You're not old.

Months

January February March April May June
July August September October November
December

Numbers

11 eleven	12 twelve	13 thirteen
14 fourteen	15 fifteen	16 sixteen
17 seventeen	18 eighteen	19 nineteen
20 twenty	21 twenty-one	22 twenty-two
30 thirty	40 forty	50 fifty
60 sixty	70 seventy	80 eighty
90 ninety	100 one hundred	

Days of the month (ordinals)

first	second	third
fourth	fifth	sixth
seventh	eighth	ninth
tenth	eleventh	twelfth
thirteenth	fourteenth	fifteenth
sixteenth	seventeenth	eighteenth
nineteenth	twentieth	twenty-first
twenty-second	thirtieth	thirty-first

Asking about ages and birthdays

How old is he?
When's your birthday?
When's his/her birthday?

Saying ages and birthdays

She's eight.
He's three years old.
His party is on March 29.
Miranda's birthday is April 2.
Giving birthday wishes
Happy birthday!

Writing a post about friends in a photo

We're in Seattle, at college.
This is Nuwa, on the left / right.
Guy is next to me.
Guy is between Nuwa and me.
We're four college students in Seattle,
and we're in a band.
She's very interesting and smart.

Adjectives

Describing people

boring
friendly
funny
interesting
old
really
short
shy
smart
tall
young
very

Insider English

She's not tall.
You're not from South Korea.
Filip isn't American.
My friends aren't boring.

Glossary

both

Comparing information about friends and family

Discussing

Hello. / Hi.
My name is ...
True for me.
Not true for me.
Really? (for surprise)
Goodbye.

Presenting

(Name) is the same.
(Name) is different.

Correcting yourself

He's twenty. No, sorry, twenty-one.
It's March twenty-first. Sorry, I mean
May twenty-first.

UNIT 3 LANGUAGE SUMMARY

Nouns

Rooms in a home

bathroom
bedroom
dining area
kitchen
living room
door
floor
picture
wall
window
cat
dog

Furniture and objects

bed
bookcase
chair
couch
desk
lamp
refrigerator
rug
shower
sink
space
television / TV
table

Drinks and snacks

coffee
cookie
milk
sugar
tea

Adjectives

big
boring
cool
funny
great
interesting
new
nice
old
small

Insider English

Sure. A cookie, please.

Talking about your home

Welcome to my home.
This is your bedroom.
This is her bedroom.
This is his bedroom.
This is their bedroom.
This is their bedroom.
This is my parents' bedroom.
Milka is our cat.
T-Rex is Sergei's dog.
This is my apartment. Its windows are old, but its doors are new.

Talking about furniture

It's great for college students.
This desk isn't just a desk.

Offering and accepting a drink and snack

Making offers

Coffee or tea?
With milk?
Sugar?

Replying to offers

Coffee, please.
No, thanks.
Yes, please.

Writing an email about a home-share

Where is it?
How many bedrooms/bathrooms are in it?
How many people are in the house?
Are they students?
The house is on ...
It's big, with four bedrooms, three bathrooms, and a big kitchen.
Three people live in the house.
They are students at ...

Choosing things for a home

Discussing

This is the kitchen/living room ...
It's good for him.
It's not good for him.

Preparing

Where's a good place for a couch / TV?
In the living room?

Deciding

What's important for Jason?
What about this TV / picture?
This is a big / small TV.
This TV is good for Jason.
It's \$180. (\$ = dollars)
I agree. / I don't agree.
It's expensive. (\$\$\$)
It's cheap. (\$)
Good idea!

Asking about words you don't understand

Sorry, I don't understand. What's a ...?

UNIT 4 LANGUAGE SUMMARY

Nouns

Technology

app
camera
cell phone
earphones
(computer) game
laptop
phone
smartwatch
tablet
... on my cell phone / tablet
... on my computer / laptop
... on my smartwatch
... on the internet

Music

album
band
songs
singer

Adjectives

famous
popular

Talking about your favorite things

I love my watch.
I don't love my refrigerator.
I have a cell phone.
I don't have a tablet.
You want a tablet.
You don't want a watch.
We love our family.
We don't love things.

Saying how you use technology

Do I post good photos?
Yes, I do. / No, I don't.
Do you use social media?
Yes, you do. / No, you don't.
Do you know which plan you want?
Yes, I do. / No, I don't.
Do you and your friends send emails?
Yes, we do. / No, we don't.

Verbs

Talking about your favorite things

have
like
love
want

Using technology

call friends / family
chat with friends / family
listen to music
play games
post photos / comments
read emails / (text) messages
send emails / (text) messages
leave voice messages
use apps / social media / technology
watch movies / videos / TV

Talking about how you communicate

Asking about a new topic

What about email?
Do you post photos?
Do you send cards / use social media?
Asking for a response
Do you post photos, too?
How about you?
What about you?
And you?

Writing product reviews

They're great (earphones), but they are expensive.
I don't like it because it's ...

Insider English

And what else? Do you listen to music on your phone?

Glossary

phone plan
product review

Talking about your favorite music

Discussing

This song is my favorite.
I don't like this song.

Agreeing

What music do you have on your list?
I have ... on my list.
Let's have this song on the list.
I don't want this song on the list.
What do you think?
Me, too!

Deciding

Do we want ... or ... ?
Here are our ten songs for the party playlist.

Showing you are listening

Right.
Yeah.
OK.

UNIT 5 LANGUAGE SUMMARY

Nouns

Days of the week

Monday Tuesday Wednesday
Thursday Friday Saturday Sunday

Times of day

afternoon
evening
morning
night
the weekend
weekdays
at night
in the morning / afternoon / evening
on Monday / Thursday / the weekend /
weekdays

Verbs

Everyday activities

drink coffee / tea
eat / have breakfast / lunch / dinner
get up
go out
go to bed / work / classes
play soccer
run
study
work

Telling the time

It's eight o'clock.
It's five fifteen.
It's three-thirty.
It's ten forty-five.
It's (a) quarter after five.
It's (a) quarter to eleven.
It's nine-oh-five.
It's six fifty.
It's twelve p.m.
It's 12:00 a.m.
It's five after nine.
It's ten to seven.
It's noon.
It's midnight.

Adverbs of frequency

always
hardly ever
never
often
sometimes
usually

Glossary

after
before
every
from 8:00 a.m. to 3:00 p.m.
late
routine
tired
way of life

Talking about weekday and weekend activities

He works Monday to Friday.
She has fun, but not every day.
They have fun on the weekend.
She doesn't have time for sports.
They don't go out every evening.
My dad doesn't play soccer.

Telling the time and talking about your routines

Do you go out with friends?
Do we have class today?
Does he go to classes every day?
Does your mom make dinner for you?
Does your tablet have good apps?
Do they have dinner before you?
What time do you get up?
When does he go to classes?
Where does she work?
What do they do on Saturday?

Showing you agree

I agree.
That's true.
That's right.
Yeah, I know.

Showing you have things in common

Me, neither.
Me, too.

Comparing

Preparing

Which ... is your favorite?
... is my favorite.

Discussing

I have a ... life.
I get up / have breakfast at ...
I work from ... to ...
Before/After work, I ...
I have free time from ... to ...

Deciding

... is good for me because ...
I like / don't like ... because ...
I want ... on the weekends / in the evenings.

Short answers with adverbs of frequency

A Do you always run at lunch?
B Usually. And what about you?
Do you run?
A Hardly ever.

UNIT 6 LANGUAGE SUMMARY

Nouns

Places in cities

bookstore
café
college
hospital
hotel
mall
movie theater
museum
park
restaurant
school
store
supermarket
zoo

Nature

beach
desert
flower
forest
grass
hill
island
lake
mountains
ocean
plants
river
snow
tree

Verbs

Things to do

go shopping
have dinner
learn
see friends

Insider English

No way! Central Park is great.

Glossary

neighborhood

Talking about places in the city

There's no free time this week.
There's a zoo in the park.
There's a nice café near here.
There are some interesting museums near the park.
There are a lot of good places to see on the weekend.
no = zero
a / an = one
some = a small number
a lot of = a large number

Talking about nature

Count nouns

There's an ocean near here.
There's a river in my city.
There are no oceans near here.
There are two rivers.
There are some plants.
There are a lot of flowers.
Non-count nouns
There's no / some / a lot of grass.
There's no / some / a lot of water in the ocean.

Asking for directions

Where am I? / Where are we?
I don't understand the map.
Where's Garcia Moreno Street?
Is it near here?
Excuse me? Is this Garcia Moreno Street?

Giving directions

Turn left / right (here).
It's that way.
Go one block / three blocks.
Go straight.
It's on the left / right.
It's over there. / It's here!
That's Garcia Moreno Street.
Look on your phone. Zoom in / Zoom out. It's here.

Writing a fact sheet

It has a lot of interesting animals and birds.
It is a nice, big forest.
Tijuca Forest is very important to Rio de Janeiro.

Planning a new neighborhood for a city

Discussing

I have children. A school is really important.
What about ...?
Me, too.
I agree. / I disagree.
I think ... is good for the neighborhood.
I want ... for the neighborhood.
I like / don't like ...
I think ... are very important / not very important.

Presenting

We want ...
Everyone in the class likes ...

Checking information

It's that way. Turn left here. Go one block, and then turn right.
So, turn left here. Go one block, and then turn right.

UNIT 7 LANGUAGE SUMMARY

Verbs

Activities around the home

brush my teeth / my hair
clean the kitchen / my room
cook breakfast / lunch / dinner
do my homework / the dishes
help my daughter / my father
take a bath / a shower
wash my hair
wash the car / the dog

Transportation

be at the bus stop / train station
be on the bus / train / subway
carry a plant / bag
drive
go to the mall / a store / your parents' house
ride your / my bike
take the bus / train / subway
wait
walk

Insider English

ha ha

Glossary

kids
millions
noise
running late

Talking about activities around the house / things happening now

I'm cooking breakfast right now.
Stevie isn't drinking his milk.
You're not eating your breakfast.
They're learning a lot at school this year.

Asking and answering questions about travel

Are you going to work?
Is she carrying a plant?
Are they waiting at the bus stop?
Why is he carrying a plant?
Who are they waiting for?
What are you doing?

Sharing news on the phone

Answering the phone and greeting people

Hello.
Hi, Jennifer. It's Luana.
Hey, Luana!

Asking people how they are

How's it going?
How are you doing?
How are you?

Responding

Not, bad, thanks.
Good, thanks.
I'm fine.

Writing a blog about things happening now

The kids are making a lot of noise!
They're busy, too.
Also, the children are eating cookies.
And I'm answering millions of questions from the kids.
But this is difficult for me.

Asking what people are doing these days

Preparing

I like / don't like ...
I think ... is interesting / boring.
And you?

Role playing

Hi, [name]. How's it going?
Hey, [name]! What are you doing these days?
How are you?

Agreeing

... is a popular topic.
A lot of people are doing ...

Reacting to news

A I have a new job.	B Oh, wow!
A I'm busy.	B Oh.
A My apartment is very expensive.	B Oh, no!

UNIT 8 LANGUAGE SUMMARY

Nouns

Work and study

company
coworkers
have a meeting
office
take a break
think
workers
work hard

Verbs

Skills

dance
draw
fix things
paint
play the guitar
read music
sing
skateboard
snowboard
speak two languages
surf
swim

Insider English

So, Mia. You know it's your mom's birthday next month, right?

Glossary

all
ordinary
pay
robot
terrible

Talking about your skills and abilities

I can swim.
She can draw.
We can surf well.
I can't play the guitar.
He can't sing well.
They can't read music.
Can you fix things?
Can he surf?
Can they speak two languages?

Saying what you can and can't do at work or school

You can work hard and have fun.
She can take a break any time.
Your dog can come to work with you.
What can they do in the office?
How can companies make their workers happy?
Where can you have a meeting?

Saying why you're the right person for a job

Asking for opinions

What do you think?
Why do you think (that) ... ?

Giving opinions

I think so.
I don't think so.
I think (that) ...
I don't think (that) ...

Writing an online comment with your opinion

I think ... is right.
... is right, too. She says, "..."
She also says, "..."

Talking about what people are good at

Discussing

Where can people cook really well?
(Chinese) food is always great.
I think people can (cook) really well in (Rome and Naples).
What do you think?

Deciding

What can we do really well in this country?
We can do ... well.
I agree. / I disagree.
Our three skills for the video are ...

Agreeing

What are your ideas?
Good idea!
Our three favorite skills are ...

Explaining and saying more about an idea

A company is a big team. I mean, it's a group of people, and you work with them every day.
I can speak two languages. I mean, I speak Spanish and English.

UNIT 9 LANGUAGE SUMMARY

Nouns

Travel

boat
country
farm
plane
ranch
ticket
tour
town
vacation

Travel arrangements

airport
destination
flight
online
trip

Talking about travel and vacations

This ticket is expensive.
We're at this cool ranch.
These birds are funny.
I don't like these pictures.

Making travel plans

I like to fly.
You need to check in two hours before the flight.
We want to leave on Friday.
She wants to take a bus.
He has to buy tickets.
My mom likes to sleep on a flight.

Verbs

Travel arrangements

arrive
buy
check in
fly
leave
stay
travel

Asking for and giving information in a store

Where are the travel guides?
How much is that?
It's \$9.99.
Is it the same price, \$9.99?
They're two for \$15.
What time does the café open?
It opens in about 10 minutes.
Where is the men's restroom?

Writing a description of a place

In a website review: Walk to the top of the island.
In a travel guide: You can walk to the top of the island.

Insider English

At an airport: Where is the men's restroom?

At a friend's house: Sorry, where's your bathroom?

Glossary

local
reserve (a room)
tour guide
wonderful

Planning a vacation for someone

Discussing

I think [name] likes to ... on vacation.
What do you think [name] likes to do?
My three ideas for [name] are ...
I agree. / I disagree.
Let's think of one new idea for [name].

Deciding

A good thing to do is ...
A good place to go is ...
On the first day, he/she can ...

Agreeing

We're planning a vacation for ...
This is our plan.
Our favorite plan is ... because it's interesting/fun/nice.
Asking someone to repeat something
Sorry, can you say that again?
Can you repeat that, please?

UNIT 10 LANGUAGE SUMMARY

Nouns

Clothes

boots
coat
dress
hat
jeans
pants
shirt
shoes
shorts
skirt
sweater
T-shirt

Seasons

dry season
fall
rainy season
spring
summer
winter

Making outdoor plans for the weekend

I'm going to be home tomorrow.
I'm not going to be home tonight.
It's going to be light all night.
It isn't going to be light all night.
You're going to meet me at the airport.
My friends aren't going to go shopping.
We're going to get together with some of my friends.
They're not going to eat outside this weekend.

Discussing plans

Are you going to take some sweaters?
Yes, I am. / No, I'm not.
Is Sofia going to see a friend?
Yes, she is. / No, she's not.
What are you going to take?
When are you going to leave?
Where is Sofia going to go?
Who are you going to meet?

Verbs

Going out

eat outside
get together with friends
go shopping
have a picnic
look at art
meet someone at the airport
take a walk
take someone out for dinner

Suggesting plans

Making suggestions

Why don't we go out tonight?
Let's meet at the hotel.

Accepting suggestions

OK, sounds good.
Good idea.
Yes, sure.

Refusing suggestions

I'm sorry, but I can't.
Sorry, I'm busy.

Writing an online invitation

You're not going to ...
Don't be late!
Don't eat ...
We're going to ...
It's a great place for ...
Why don't we ...?

Insider English

Oh, I know! I can take my fall or winter pants.

Glossary

light
sunrise
surprise

Planning and presenting a fun weekend

Researching

Let's talk about the summer / February / the rainy season.
What fun things can we do during the day? / at night? / outside?

Discussing

We're going to have breakfast in the park.

Are you going to have a picnic?

Presenting

We're planning a fun weekend in (season/month).
First, we're going to ...
On Saturday/Sunday, ...

Saying why you can't do something

I'm sorry, but I can't. I have to go home first. How about eight-thirty?

UNIT 11 LANGUAGE SUMMARY

Nouns

Colors

black
blue
brown
gray
green
orange
pink
purple
red
white
yellow

Adjectives

People, places and things

awful
beautiful
cute
exciting
fast
new
noisy
quiet
slow
wonderful

Verbs

I remember,...

Insider English

Where was the green phone? Oh, yeah!
It was at my grandmother's house.
Oh, yeah, and my bedroom walls were pink and green.

Glossary

actor
autograph
childhood
keep
memories
remember
ugly
yard

Describing people, places and things in the past

I was in the yard.
My parents weren't there.
We were on vacation.
It wasn't old.

Talking about colors and memories

Were you at home?
No, I wasn't.
Was the phone in the kitchen?
Yes, it was.
How old were you?
I was two.
What color were the walls?
They were orange.

Expressing uncertainty – very unsure

I have no idea.
I'm not sure.
I don't know.

Expressing uncertainty – a little unsure

Her first name is Kate, I think.
I think her first name is Kate.
Maybe it's Kate Hudson?

Writing an email about your past

Do you remember this ...?
There was also ...
Your old ... was in the ...

Talking about TV shows from your childhood

Discussing

I remember ... from my childhood.
What about you?
Let's talk about the characters in ...
What were their names?
I liked that show because ...

Agreeing

What do you remember?
A lot of people remember ...
I remember ...

Presenting

We're talking about ...
Our show was really popular.
It was on TV in (year).

Taking time to think

Um, I have no idea.
Let me think. Maybe it's Kate Hudson?

UNIT 12 LANGUAGE SUMMARY

Nouns

Dairy products

butter

cheese

Desserts

chocolate cake

cookies

ice cream

Drinks

juice

soda

water

Fruit and vegetables

apple

banana

black beans

coconut

green beans

orange

pineapple

potato

tomato

Grains

bread

crackers

rice

Meat and main meals

beef

chicken

eggs

fish

lamb

pizza

steak

Snacks

sandwich

soup

Insider English

server

waiter

waitress

Glossary

food stand

hungry

iced tea

more

Talking about snacks and small meals

Yesterday, I took the bus from ...

I didn't eat a lot for breakfast.

I had some soup. He had a big dinner.

She didn't like the sandwich.

She wanted an orange. We wanted some apples.

They didn't drink the coffee.

Talking about meals in restaurants

Did you have apple juice?

Did she like the fish?

Did they eat any ice cream?

How did you hear about us?

What did they eat?

Using polite language at mealtimes

Offering food and drink

Do you want some more?

Would you like some potatoes?

What would you like to eat / to drink?

What would you like for dessert?

Requesting food and drink

Can I have some bread?

Please pass the butter.

I'd like the chicken and rice, please.

Do you have iced tea?

Responding to requests

Of course.

Here. / Here you are.

All right. / OK.

We have small and large iced teas.

Writing a restaurant review

This is a nice / good restaurant.

I had ...

My brother / friend had ...

The ... was good / OK.

The servers were (really) nice / (so) friendly.

We were (really) happy with our meal.

He liked his meal.

It wasn't expensive.

The price was OK – not cheap, but not expensive.

Creating a menu

Deciding

OK. First, what's the name of our restaurant?

What kind of food do we have?

Let's plan a great menu. We can have ...

Role playing

Welcome to our restaurant!

What would you like to eat / drink?

Do you have ... ?

So, you would like ...

Presenting

We went to a great restaurant. Its name was ...

We liked / didn't like ...

Our favorite menu is ... because ...

Using so and really to make words stronger

I really like this fish. It's so good!

I'd like a large iced tea. It's so hot today.

STUDENT'S BOOK AUDIO SCRIPTS

Track 1.10

Lesson 1.3, page 7, Exercises 3A and 3B

Man Hello. Welcome to the Westside Hotel. What's your name?
Woman My name is Lisa Carlton. I'm here for two nights.
Man How do you spell your last name?
Woman C-A-R-L-T-O-N.
Man Ah, yes. Here you are. What's your cell phone number?
Woman It's 555 889 3245.
Man OK. Thank you. And what's your email address?
Woman It's lcarlton01@bestmail.com.

Track 1.11

Lesson 1.3, page 7, Exercise 3C

Woman How do you spell your last name?
Man What country are you from? How do you spell it?
Woman What's the name of your school? How do you spell it?

Track 1.24

Lesson 2.3 page 17, Exercises 3A and 3B

Woman How old is your daughter?
Man She's thirty. No, sorry, thirteen!
Woman Thirteen. OK!

Track 1.26

Lesson 2.4, page 18, Exercise 1B and 1C

Isabel So, Linda – here's my band!
Linda Wow! Are you good?
Isabel No! Well, we're not *bad*.
Linda And where are you, in this photo?
Isabel We're not in Las Vegas! We're in Seattle, at college.
Linda Are they your friends from college?
Isabel Yeah. This is Joshua, on the right.
Linda Yeah?
Isabel He's really funny.
Linda Great! And this is ... ?
Isabel This is Nuwa, on the left.
Linda OK.
Isabel She's really smart. And I'm here, and Guy is next to me. He's between Nuwa and me.
Linda Sorry, what's his name?
Isabel Guy. He's really cool ... but he's shy.
Linda He's a shy Guy!
Isabel Yeah!

Track 1.27

Lesson 2.3, page 18, Exercise 3A

Woman Here's my band.
Man We're in Seattle.
Woman He's really funny.
Man You're great!

Track 1.34

Lesson 3.3, page 27, Exercises 3A and 3B

Woman Coffee or tea?
Man Tea, please.
Woman Sugar?
Man Yes, please.
Woman Milk?
Man No, thanks.
Woman OK. And a biscuit?
Man Sorry, I don't understand. What's a ... biscuit?
Woman This is a biscuit.
Man Oh, a cookie.
Woman Yes. In the United States, it's a cookie. Here in Australia, it's a biscuit.
Man OK! So, yes, please.
Woman Here you are.

Track 1.42

Lesson 4.3, page 39, Exercises 2B and 2C

Woman Do you talk to your family on the phone?
Man Well, I talk to my parents on the phone. They're 81 years old.
Woman OK.
Man So they don't like computers. They like the phone.
Woman Yeah.
Man But I send emails to my son and daughter.
Woman Right.

Track 1.45

Lesson 4.4, page 40, Exercises 1B and 1C

Woman 1 I have two TVs. This one is in my bedroom, on my desk. I like it because it's small. I don't like big TVs. Also, it's not expensive. \$119 is a good price. It's cheap, but it's nice.
Man I love games, and this tablet is great for games. It's really fast, and it has a nice design. It's \$415. Not cheap. But it's expensive because it's a great product. I love it.
Woman 2 This is an app for photos. You take a photo. Then you change it with the app, but it's difficult, and the photos aren't good. A bad app? Yes! Sorry, but I don't like it.

Track 1.54

Lesson 5.3, page 49, Exercises 2B and 2C

Man You run, right?
Woman Yeah, every morning.
Man So do you get up early?
Woman Usually.
Man On weekends, too?
Woman That's right.
Man No way!
Woman Do you get up early on weekends?
Man Never!

Track 1.62

Lesson 6.3, page 59, Exercises 2A and 2B

Man Excuse me. Is the City Hotel near here?
Woman Yes. Turn left here. Go straight. It's on the right.
Man So, turn left here. Go straight. It's on the right.
Woman Yes.

Track 1.63

Lesson 6.3, page 59, Exercise 2C

Woman1 Turn right here. Then turn right again.
Man Go one block. Then turn left.
Woman1 Go straight. Turn left. Then turn right.
Man Go three blocks. It's on the left.

Track 1.67

Lesson 6.4, page 60, Exercises 1B and 1C

Yasmin Welcome to "Walk with Yasmin." Where am I today? Well, there are some tall trees and a lot of big plants here. And do you hear the water? There's a river near me, too. And listen! There are a lot of interesting animals here. But I'm not in a zoo.
I'm on a mountain in a forest. But trees and animals aren't the only things near me. There's an ocean and some beautiful beaches. And there are people, too. More than six million people! And a lot of buildings – hotels, stores, and restaurants.
So where am I? This is Tijuca Forest, in the big, busy city of Rio de Janeiro.

Track 2.07

Lesson 7.3, page 71, Exercises 2B and 2C

Man I'm in my car.
Woman Oh.
Man I have a new car...
Woman Oh, wow!
Man Yeah, but I have a problem with it. A big problem.
Woman Oh, no! OK, where are you?

Track 2.16

Lesson 8.3, page 81, Exercises 2B and 2C

Coach So, Lori, why are you the right person for the dance team?
Lori Because I work really hard. I mean, I dance about two hours a day.
Coach I see. And can you meet in the mornings?
Lori Oh, yes. I'm not busy. I mean, I work in a restaurant at night, but I have free time in the morning.
Coach OK. Great.

Track 2.19

Lesson 8.4, page 82, Exercises 1B and 1C

Chris Today on *Technology Talks* I'm with Joanna Ramos. She's from ITCI – a computer company. Welcome, Joanna.
Joanna Thank you, Chris.
Chris Joanna ... a big question: Can computers take all our jobs? What do you think?
Joanna Well, first, I think there's another question. What can computers do? Some examples: They can make cars. They can *drive* cars. They can talk ...
Chris They can do a lot of things.
Joanna Yes, they can. *But* ... they can't do those things *100%*. A computer can't make 100% of a car. Car companies need workers, too. Computers can't drive cars all the time. Only people can do that. And, OK, computers can *talk*, but they can't always *understand* us. My phone hardly ever understands me! And computers can't *think*. I mean, computers can't think *today*.
Chris So *are* computers taking a lot of jobs?
Joanna I don't think so. They are taking *some* of our jobs. But *people* make computers. And people's voices are the computers' voices. So there are a lot of new jobs, too.
Chris A *lot* of new jobs? Is that true? I don't think that ...

Track 2.20

Lesson 8.4, page 82, Exercise 2A

Woman What can computers do?
Woman They can make cars.
Woman A computer can't make 100% of a car.

Track 2.21

Lesson 8.4, page 82, Exercise 2B

Woman They can drive cars.
Woman They can talk.
Woman Computers can't drive cars all the time.
Woman They can't always understand us.

Track 2.27

Lesson 9.3, page 91, Exercise 2B

Woman Excuse me. How much is this cell phone?
Man It's usually \$350, but today it's just \$305.50.
Woman Sorry, can you repeat that, please?
Man It's usually \$350. Today it's just \$305.50.
Woman Oh! Good price!

Track 2.36

Lesson 10.3, page 103, Exercises 2B and 2C

Man Why don't we have a meeting on Monday?
Woman I'm sorry, but I can't. I have to help my parents on Monday. How about Tuesday?
Man OK. Let's meet on Tuesday.

Track 2.40

Lesson 10.4, page 104, Exercises 1B and 1C

Presenter This week on *Let's Take a Tour*, I'm in a city that never sleeps. No, this isn't New York. I'm in Montevideo – the capital city of Uruguay. And this *really* is a day-and-night city. Now, we're not far from the Pocitos neighborhood. Pocitos is a *great* place to go out at night in Montevideo. It has restaurants, cafés, places to go dancing ... but I'm not going to go dancing now. Let's wait for tonight! First, we're going to walk by the ocean in Old City.

Old City is ... an *old* neighborhood, of course. It has some beautiful buildings and some really interesting museums. So come on! Let's take a tour ... in Montevideo.

Track 2.42

Lesson 10.4, page 104, Exercise 2B

Man 1 We're gonna visit some museums.

Man 2 We're not going to a restaurant. We're going to a café.

Woman 1 We're gonna walk around the Old City.

Woman 2 We're going to go out in the Pocitos neighborhood.

Track 2.48

Lesson 11.3, page 113, Exercises 2B and 2C

Woman 1 What was your favorite concert?

Man Let me think ... it was the Red Hot Chili Peppers. It was very exciting!

Woman What year was it?

Man Uh, 2001, I think.

Track 2.57

Lesson 12.3, page 123, Exercises 2B and 2C

Man I really like this bread. It's so good.

Woman 1 That's true.

Man Let's ask for more.

Woman 1 Are you sure? You have steak and potatoes and ...

Man But this bread is great, Mandy. It's so warm. Excuse me! Can we have more bread, please?

Track 2.61

Lesson 12.4, page 124, Exercises 1B and 1C

Mara So, Eric, where do you want to eat?

Eric Why don't we go to Fish Around? I'm hungry, and it's near here.

Mara No. I mean, I love their food, but I ate there last week. How about Kayla B's Kitchen?

Eric Ugh, no. I went there with Freddy in November. My steak was awful, and the servers were really slow.

Mara OK. Well, we can try a new place. What else is near here? Let's look on the app.

Eric Good idea. OK, there are a lot of places near here. Do you want Chinese, Mexican, or Italian food?

Mara Uh ... Mexican, I think.

Eric We can try Tio's Tacos. It's not very expensive, and it has good reviews.

Mara How many stars does it have?

Eric Four.

Mara That's good! What do the reviewers say?

Eric Let's see ... One man says, "My meal was great, and the servers were really friendly." And a woman says, "The food is really good. I didn't get any dessert, but the chocolate cake looked wonderful. And the fruit juices ..."

Mara OK, OK. You don't need to read more. Let's go!

Track 2.63

Lesson 12.4, page 124, Exercise 2B

Man /dʒu/ want some dessert?

Woman I don't wanna go to class today.

Man /dʒu/ wanna go to Fish Around?

PHOTOCOPIABLE ACTIVITIES

Grammar teacher's notes	T-177
Grammar activities	T-186
Vocabulary teacher's notes	T-215
Vocabulary activities	T-224
Speaking teacher's notes	T-249
Speaking activities	T-254

- There is a **Grammar activity** for each lesson 1 and 2 of the Student's Book.
- There is a **Vocabulary activity** for each lesson 1 and 2 of the Student's Book.
- There is a **Speaking activity** for each unit of the Student's Book, which encompasses the grammar and vocabulary points of each unit.

Teacher's notes for photocopiable activities:

GRAMMAR

UNIT 1, LESSON 1, GRAMMAR

Timing: 45 Minutes

- **Prepare for the task** Photocopy one worksheet for each group of five Ss and cut up into five Student cards.
- **Introduce the task** Tell Ss to ask you three *Are you ...?* questions for which the answer is *Yes, I am*. For example:
 - *Are you Spanish?* (*Yes, I am*.) Then tell Ss to ask you three *Are you ...?* questions for which the answer is *No, I'm not*. For example: *Are you in room 1?* (*No, I'm not*.) Put Ss into pairs to do the same.
- Alternatively, Ss can role play calling one another and asking who it is. For example: *Hello, are you Maria?* (*No, I'm not*.)
- **Do the task** Put Ss into groups of five and give each S a card. (In smaller groups, a stronger S can have two cards.) Tell Ss to take turns asking one another questions to fill in the table. Model with a stronger S.
 - *Are you Brazilian?*
 - *No, I'm not.*
 - *Are you a student?*
 - *Yes, I am.*
- Monitor and make sure Ss are using questions and short answers correctly.
- **Review the task** Have Ss repeat all the questions and answers for the Student 1 and 2 cards:
 - *Are you Brazilian?*
 - *No, I'm not.*
 - *Are you from France?*
 - *Yes, I am.*

UNIT 1, LESSON 2, GRAMMAR

Timing: 45 Minutes

- **Prepare for the task** Photocopy one worksheet for each group of four Ss and cut up into four Student cards.
- **Introduce the task** Write these answers to personal questions on the board.
 - Victor
 - Lebrun
 - French
 - v.lebrun@abc.net
 - Nord College

- Ask Ss what the question for each answer would be. For example: Victor (*What's your first name?*). Ask Ss what the full answer would be, for example: *It's Victor*. Have Ss repeat all the questions and answers several times so that you are sure they are using the grammar and pronouncing the words correctly.
- **Do the task** Put Ss into groups of four and give each S a card. Tell Ss to ask one another questions to complete the table. Tell Ss to spell out names when necessary. Demonstrate with a stronger S. Monitor and make sure Ss are asking and answering one another correctly.
- **Review the task** Ask Ss questions. They should answer using the information about themselves in the table.
- As an extension task, ask each group to change the information and make four new cards. Groups can then swap the sets of cards and repeat the activity.

UNIT 2, LESSON 1, GRAMMAR

Timing: 45 Minutes

- **Prepare for the task** Copy and cut up one worksheet for each group of three Ss. To save cutting, Ss could take turns matching a question to an answer, continuing until one S makes a mistake.
- **Introduce the task** Read some short answers with *is / are* aloud. Ss must make questions to match them. For example:
 - **A** *No, I'm not.*
 - **B** *Are you American?*
 - **A** *Yes, they are.*
 - **B** *Are the students in class?*
- **Do the task** Put Ss into groups of three. Give each group a pile of Question cards. Have Ss fill in the questions with *is / are*. Check as a class.
- Give each group a pile of Answer cards turned upside down. Have each S take a Question card and an Answer card. Have them read the Question card aloud and then the Answer card with the verb *be*. If the question and answer match and Ss use the grammar correctly, the Ss keep the cards. For example:
 - *Is Marie at college?*
 - *Yes, she is.*
- Ss can keep these cards because the grammar is correct and the cards match.
- Have Ss continue taking turns until all the cards are used. The winner is the S with the most cards. Monitor and make sure Ss are using *is / are* correctly.

- **Review the task** Have Ss match a Question card to each answer. Go through each question and answer to check.
- As a variation or extension task, give half the class a Question card and the other half an Answer card. Tell Ss to go around and find a partner to match their question or answer. Have each pair of Ss read aloud their question and answer to check that they use *be* correctly and that the cards match.

UNIT 2, LESSON 2, GRAMMAR

Timing: 45 Minutes

- **Prepare for the task** Photocopy one Student A worksheet and one Student B worksheet for each pair of Ss. Fold each worksheet so that Ss can't see the sentences (part B for Student A and part A for Student B).
- **Introduce the task** Make sentences about someone in the class using *is not / are not ('s not / 're not)*. Ss should guess the student.
- For example:
 - *He isn't boring. He isn't shy. He isn't from Brazil.* (Miguel)
 - *You aren't Mexican. You aren't very tall. You aren't at college.* (Lola)
- Put Ss into pairs to make sentences about other people in the class.
- **Do the task** Put Ss into pairs. Student B writes six different sentences with *is not / are not ('s not / 're not)* using the information they have. For example: *He isn't short. He isn't Russian.* Student B reads the sentences to Student A. Student A listens and chooses which of the three people this is about (*not Alex, not Sasha, so Leo*). After Student B writes six sentences, it is Student A's turn to write six sentences. Demonstrate with a stronger S. Monitor and help where necessary.
- **Review the task** Go through the 12 sentences and check that they are correct and that Ss have chosen the correct descriptions.
- Choose some of the people in the descriptions and ask Ss to make sentences about them using the correct forms of *is / are* and *is not / are not ('s not / 're not)*. For example:
 - *Valda (She's my cousin. She isn't a doctor.)*
 - *The parents (They're Colombian. They aren't at the office.)*

Answers

1 Leo 2 Eldora 3 the children 4 my mom 5 Jason and Victoria 6 Flavio 7 Joan 8 Adrian 9 brothers 10 Pablo 11 Octavia 12 parents

UNIT 3, LESSON 1, GRAMMAR

Timing: 40 Minutes

- **Prepare for the task** Copy the worksheet for groups of four Ss and cut up into Student A, Student B, Student C, and Student D sections.
- **Introduce the task** Put Ss into pairs. Ask them to find out the following information from each other: their mother's name, their birthday, their favorite room in their apartment/ house, the name of their best friend. Model for Ss how to form their questions and answers. For example: *What is the name of your best friend? My best friend's name is Carmen.*
- **Do the task** Put Ss into groups of four. Ss ask and answer questions about each person in the family using possessive adjectives and possessive *'s* and *s'*. For example: *What's the daughter's name? Her name is Marina. What's her favorite room? Her favorite room is the kitchen.* Demonstrate with a stronger S and then have Ss work in groups. Monitor and make sure Ss are asking and answering questions using possessive adjectives and possessive *'s* and *s'*. Encourage Ss to spell out a name they can't pronounce, if necessary.
- **Review the task** Ask Ss to circle the information in the table that is the same and elicit these sentences:
 - *The parents' best friend is Jon. Their best friend is Jon.*
 - *The son's favorite room is the bedroom. His mother's favorite room is the bedroom. Their favorite room is the bedroom.*
- Ask Ss more questions about the table and have them answer using possessive adjectives and possessive *'s* and *s'*.

UNIT 3, LESSON 2, GRAMMAR

Timing: 45 Minutes

- **Prepare for the task** Copy one worksheet for each S.
- **Introduce the task** Tell Ss that you will think of a word and tell them the first letter. They must guess what the word is, asking *Is it ...?* For example:
 - *The first letter is b.* • *No, it isn't.*
 - *Is it birthday?* • *Is it bedroom?*
 - *No, it isn't.* • *Yes, it is!*
 - *Is it bathroom?*
- Put Ss into pairs to practice.
- **Do the task** Put Ss into new pairs. Tell them to take turns going through the squares to the finish. They can only go through squares where it is possible to use *it is* in positive, negative or question forms. Tell Ss that the only connection between squares is grammatical – they don't make a conversation or story. Ss can only move one square at a time, up, down, across, or diagonally (in any direction). They must complete the sentence in the square with *it is* and read it aloud before they continue. Demonstrate with a stronger S:
 - *Do we say, "It is Miguel and I'm from Spain"?* • *Yes.*
 - *No.* • *What square is next?*
 - *Do we say, "It's a door"?* • *"No, it isn't new".*

- Monitor and help where necessary.
- **Review the task** Have Ss read aloud all the squares where it is possible to use *it is*.
- Then put Ss into small groups. Give Ss one minute to look at the sentences with *it is*. Tell them to turn over the worksheet. Have Ss write down as many of the sentences as they can in 2 minutes. See which group can remember the most.

Answers

It's a door.
 No, it isn't / is not (it's / it is) new.
 Is it a bed?
 Yes, it's / it is my email.
 It's / It is (isn't / is not) December 28.
 It's / It is (isn't / is not) a house.
 It's / It is (isn't / is not) a sink.
 No, it isn't / is not.
 It's / It is (isn't / is not) a table.
 It's / It is (isn't / is not) a big apartment.
 Is it a chair?
 Yes, it's / it is next to the lamp.
 Is it a cat?
 It's / It is (isn't / is not) a house.
 Is it room 16?
 No, it's / it is (isn't / is not) very interesting.
 Is it a picture of your daughter?
 It's / It is (isn't / is not) the living room.
 Is it a dog?
 It's / It is (isn't / is not) the bathroom.
 No, it's / it is (isn't / is not) here.
 It is a rug.
 Is it a desk or a table?
 Yes, it is.
 No, it's / it is (isn't / is not) very big.
 Is it a blue pen?
 It's / It is (isn't / is not) on the couch.
 It's/It is (isn't / is not) a TV.
 Is this painting from Mexico? No, it isn't / is not.
 It is a French book.
 Yes, it's / it is new.
 It's / It is (isn't / is not) September 3.
 It's / It is (isn't / is not) my last name.

UNIT 4, LESSON 1, GRAMMAR

Timing: 40 Minutes

- **Prepare for the task** Copy one worksheet for each S. You need a die for each pair of Ss. (You can make your own die using a marker and sugar cubes, or you can use a die app on a smartphone.)
- **Introduce the task** Tell Ss to write down three things that they want, like, or have. Then have them write three things that they don't like, don't want, or don't have. Put Ss into pairs. Tell them to make sentences about what is true for them both. For example: *We like grammar apps*.
- **Do the task** Put Ss into pairs. Tell them to take turns rolling a die three times to make sentences. After the first roll, Ss follow the arrows for the second and third rolls so sentences are all using words in the same column. If the sentence is true for either partner or both partners, they get one point. The first S to 10 points is the winner. Demonstrate the activity by rolling the die three times, making a sentence and saying whether it is true or not.

- Monitor and help where necessary.
- **Review the task** Call out a series of three numbers. Ss must make sentences. For example:
 - *six, two, four* = *You have a laptop*.

UNIT 4, LESSON 2, GRAMMAR

Timing: 45 Minutes

- **Prepare for the task** Copy one worksheet for each pair of Ss.
- **Introduce the task** Ask Ss to write three questions which they would answer *Yes, I do*. and three questions which they would answer *No, I don't*. Put Ss into pairs to ask each other their six questions.
- **Do the task** Put Ss into pairs and give them a copy of the worksheet. Explain the rules of four in a row (also known as the popular board game Connect 4 ®). Have the two Ss choose X or O and take turns choosing a square, making the question, and then answering it themselves with a short answer. For example:
 - *Do you have a new cell phone?*
 - *No, I don't*.
- If they say the question and short answer correctly, they write X or O there. After the first turn, they can only go next to or directly above a square which has an X or O. The first person with four X's or O's in a row—horizontally, vertically or diagonally—is the winner.
- A finished game might look like this:

			X	X		
		O	X	O		
	O	X	O	X		
	X	X	O	O		

- To demonstrate the activity, you could also show one of the online versions of the game. Monitor and make sure Ss are using questions and short answers correctly.
- **Review the task** Choose some squares and ask Ss to make the question and short answer.
- For extra practice, put Ss into new pairs. Ss take turns choosing squares and asking each other the questions.

UNIT 5, LESSON 1, GRAMMAR

Timing: 50 Minutes

- **Prepare for the task** Photocopy one worksheet for each group of four Ss. Cut up each worksheet into sections for Student A, Student B, Student C, and Student D.

- **Introduce the task** Say some sentences in the simple present about a S in the class. Have the other Ss guess who it is. For example:
 - *She has a sister.*
 - *She loves football.*
 - *She doesn't work. She studies at college.*
- Ask other Ss to come to the front of the class and do the same.
- **Do the task** Put Ss into groups of four. Tell Ss to take turns making simple present sentences about Yuri, Teresa, Tim, and Kristina. Ss share their sentences with the rest of the group. For example: *Yuri works Monday to Friday.* Ss listen to one another and fill in the information in the table with the information they learn. When the table is full, Ss imagine that Yuri, Teresa, Tim, and Kristina are at a party. Tell Ss to identify people as friends whose lifestyle and interests are similar. Monitor and make sure Ss are forming complete sentences that are grammatically correct and not just reading out the information in note form.
- **Review the task** Choose some of the squares in the table and ask Ss to read out full sentences about them. For example: Tim/use social media – *Tim often uses social media.*
- As an extension, put Ss into new groups of four. Tell them to ask one another the same questions and then report back to the class.

Answers

Yuri and Kristina are friends: They both have free time on the weekends. They sometimes go out in the evening. They both like computer games and social media. They both like music and parties.

Teresa and Tim are not friends. Tim likes parties but Teresa doesn't. Teresa often goes out in the evening, but Tim never does. Tim works Monday to Friday, but Teresa doesn't.

UNIT 5, LESSON 2, GRAMMAR

Timing: 45 Minutes

- **Prepare for the task** Copy one worksheet for each pair of Ss. Cut the worksheet into Student A and Student B halves.
- **Introduce the task** Dictate these clock times to Ss: *8:00 a.m., 11:30 a.m., 1:00 p.m., 5:15 p.m., 9:00 p.m.* Tell Ss to write down the times in their notebooks. Then have them write down what they usually do at each of these times. For example:
 - *8:00 I usually go to work.*
- Tell Ss to compare with a partner.
- **Do the task** Create a group of Student As and Student Bs. Have them work together to write down the questions they need to ask to complete the information about Martina's routine. Check that the questions are accurate. If the class needs additional support, write the questions from the Key on the board. (You could mix up the word order of the questions to make it more challenging.)
- Put each Student A with a Student B. Tell them to take turns asking and answering questions to complete the text about Martina's routine. Monitor and help where necessary. Ss can then swap cards and repeat with the new questions.

- **Review the task** Go through all the questions on the Student A and B cards.
- As an extension, put Ss into new pairs. One S is Martina and the other (the stronger S) is an interviewer. The interviewer should ask Martina questions and Martina should reply using the information on both cards. For example:
 - *Martina, what time do you get up?*
 - *I get up at 6:00 a.m.*

Answers

Student A

- 1 What does she do before breakfast?
- 2 Where does she have breakfast?
- 3 What does she always have with her breakfast?
- 4 Where does she work?
- 5 What does she love?
- 6 When does she go home?
- 7 What time does she make dinner?
- 8 When does she sometimes go out?

Student B

- 1 What time does she get up?
- 2 When does she go to work?
- 3 Where does she work?
- 4 When does she have classes?
- 5 What time does she chat with her mother?
- 6 What does she want for her birthday?
- 7 What does she listen to before bed?
- 8 What time does she go to bed?

UNIT 6, LESSON 1, GRAMMAR

Timing: 40 Minutes

- **Prepare for the task** Copy one worksheet between each pair of Ss and cut up into Student A and Student B halves.
- **Introduce the task** Put Ss into pairs. Dictate these sentences. Ss should write down what they hear and then compare with their partner. Check the sentences as a class, then have Ss check (✓) the ones that describe their town.
 - *There are a lot of good places to go out.*
 - *There are no nice restaurants.*
 - *There is an interesting park near here.*
- **Do the task** Put Ss into new pairs. Give each S a different picture. Write sentences beginning with *there* and *there's* on the board and model with words from the pictures:
 - *There's no hotel.*
 - *There are no cafés.*
 - *There's a mall.*
 - *There are some restaurants.*
 - *There are a lot of museums.*
- Tell Ss to take turns saying sentences with *there* about their picture. Tell them to find the ten differences. Monitor and help where necessary.
- **Review the task** Ask Ss: *Do you like New Town or Smith Town? Why?* Elicit the ten differences from Ss (see Key). Write them on the board.

Answers

In New Town, there's no zoo. In Smith Town, there's a zoo.
 In New Town, there's a park. In Smith Town, there's no park.
 In New Town, there are no movie theaters. In Smith Town, there are a lot of movie theaters.
 In New Town, there are a lot of bookstores. In Smith Town, there is one bookstore.
 In New Town, there is one museum. In Smith Town, there are a lot of museums.
 In New Town, there are no hotels. In Smith Town, there are a lot of hotels.
 In New Town, there are a lot of cafés. In Smith Town, there are no cafés.
 In New Town, there are no restaurants. In Smith Town, there are some restaurants.
 In New Town, there are lots of stores. In Smith Town, there is no store.
 In New Town, there's no supermarket. In Smith Town, there's a supermarket.

UNIT 6, LESSON 2, GRAMMAR

Timing: 40 Minutes

- **Prepare for the task** Copy and cut up one set of dominoes for each group of three Ss. To make the activity longer, copy two sets of dominoes for each group. To save cutting, Ss can work in pairs and take turns choosing the count and non-count words from the dominoes. Ss will continue until one student chooses the wrong word.
- **Introduce the task** Tell Ss to draw two columns in their notebooks: count and non-count. Read aloud these words and ask Ss to put them in the correct column:
- *school, grass, island, water, place, nature, hill, information, park, furniture, neighborhood, snow*

Answers

Count

school, island, place, hill, park, neighborhood

Non-count

grass, water, nature, information, furniture, snow

- **Do the task** Give one set of dominoes to each group. Tell Ss to divide the dominoes between themselves. Tell one S to begin by putting down any domino. One side of the domino has a non-count noun, the other has a count noun. The next S must try to match the type of noun on his/her domino, placing it to the left or right, next to the non-count or count noun. Demonstrate on the board with a stronger S. Have Ss take turns choosing the next domino to put down. Follow the example:
 mall information nature store
- Tell Ss to take turns putting down dominoes to the left or right. If a S makes a mistake with the noun, they must take back their domino and miss a turn. The first S to use all their dominoes is the winner. Monitor and help where necessary.
- **Review the task** Go through all the dominoes and ask Ss to mark the nouns as count or non-count. Choose nouns and ask Ss to make sentences with them beginning with *There is*.
- As an extension task or more demanding variation, tell Ss to also say a sentence with *There is* + one of the nouns which are next to each other. For example: *There's a lot of information on the internet.*

UNIT 7, LESSON 1, GRAMMAR

Timing: 40 Minutes

- **Prepare for the task** Copy one worksheet between each pair of Ss and cut up into Picture A and Picture B halves.
- **Introduce the task** Mime an activity, such as sending a text message. Then ask Ss to say what you are doing.
 - *You're sending a text message.*
- Ask other Ss to come to the front of the class and mime a different activity. Have the other Ss describe the action.
- **Do the task** Put Ss into pairs and give each S a different picture. Tell Ss there are seven differences between their pictures. Ss take turns saying what is happening in their picture. For example: *In my picture, the father is cleaning the kitchen.* Monitor and help where necessary. If Ss need more support, write these sentence frames on the board:

In picture A / my picture ...
 the father ... the kitchen.
 the cat ... milk.
 the dog ...
 the grandmother ... breakfast.
 the son ... his grandmother.
 the grandfather ... to music.
 the child ...

In picture B / my picture ...
 the mother ... the kitchen.
 the cat ... milk.
 the dog ...
 the grandmother ... the dishes.
 the daughter ... her grandmother.
 the grandfather ... tea.
 the child ...
- **Review the task** Check that Ss have found the seven differences. Ask Ss to make positive and negative present continuous sentences to show all seven differences. For example:
 - *In picture A, the father is cleaning the kitchen.*
 - *In picture B, the father isn't cleaning the kitchen. The mother is cleaning the kitchen.*
- Then tell Ss to turn the pictures over. Give Ss two minutes to write down as many of the differences as they can remember.

Answers

In picture A, the father is cleaning the kitchen. In picture B, the father isn't cleaning the kitchen / the mother is cleaning the kitchen.

In picture A, the cat is drinking milk. In picture B, the cat isn't drinking milk.

In picture A, the dog isn't running. In picture B, the dog is running.

In picture A, the grandmother is making breakfast. In picture B, the grandmother isn't making breakfast / is doing the dishes.

In picture A, the son is helping his grandmother. In picture B, the son isn't helping his grandmother / the daughter is helping her grandmother.

In picture A, the grandfather is listening to music. In picture B, the grandfather isn't listening to music / is drinking tea.

In picture A, the child is playing. In picture B, the child isn't playing / is eating.

UNIT 7, LESSON 2, GRAMMAR

Timing: 45 Minutes

- **Prepare for the task** Copy and cut up a set of Question and Answer cards for each group of eight Ss. Copy and distribute one chart for each S. To save cutting, Ss can choose a question from the Question cards and an answer from the Answer cards.
- **Introduce the task** Model using the present continuous by asking *yes/no* questions and guiding Ss to answer using information about themselves, their family, or their best friend. For example:
 - *Is your father going home now?*
 - *No, he isn't.*
 - *What is he doing?*
 - *He's going to work.*
- **Do the task** Put Ss into groups of about eight (if it is a small class, copy more cards and do the activity as a whole class). Give each S the empty chart and have Ss write the name of each S in their group in the chart. Give each group a set of Question and Answer cards.
- Tell each S to choose a Question card and an Answer card. Then Ss ask each S in the group their *yes/no* question. If the answer is no, they must find out what the S is doing. For example:
 - *Diego, are you watching TV?*
 - *No, I'm not.*
 - *What are you doing?*
 - *I'm learning English.*
 - *Marina, are you watching TV?*
 - *Yes, I am watching TV.*
- Tell Ss to write the information in their chart during the activity. Monitor and help where necessary.
- **Review the task** Check that Ss have completed the chart in full present continuous sentences. Ask Ss from different groups to ask one another *yes/no* and information questions to find out what they are (not) doing.

- As a variation, put the Question cards in a pile for the whole group and tell Ss to each take one Answer card. Ss keep taking Question cards, asking one another information questions and returning the Question cards to the pile until they come to the correct answer.
- As an extension task, repeat the activity without Ss writing down the information during the activity. At the end, ask each S to remember what activities the other Ss are doing. Tell them to write down what they can remember using the present continuous.

UNIT 8, LESSON 1, GRAMMAR

Timing: 45 Minutes

- **Prepare the task**
- Copy one worksheet for each S.
- **Introduce the task** Tell Ss to list five things they can do well, for example: *speak English*. Put Ss into pairs. Have Ss make sentences about each other's list and share with the class, for example: *Carmen can speak English well*.
- **Do the task** Put Ss into pairs. Have them each put an X next to the ten questions they would like to ask their partner. Tell Ss to take turns asking and answering questions about the ten topics. Ss should ask *Can (you) ...?* and if the answer is yes, *Can (you) ... well?* Monitor and make sure Ss are using the grammar correctly. If Ss finish early, tell them to choose more questions.
- **Review the task** Ask Ss to report back what they learned from their partner.
- *Hanako can cook dinner for her family. She can cook well.*
- As an extension task, put Ss into new pairs and tell them to choose new questions to ask each other.

UNIT 8, LESSON 2, GRAMMAR

Timing: 50 Minutes

- **Prepare for the task** Copy one worksheet for each S.
- **Introduce the task** Write these questions on the board. Put Ss into groups to say if they agree or disagree and why. Prompt Ss to use *Yes, (it) can.* and *No, (it) can't.* in their answers.
 - *Can money make people happy?*
 - *Can your job be your hobby?*
 - *Can your coworkers be your friends?*
 - *Can a boring teacher be a good teacher?*

- **Do the task** Group all Student As together, all Student Bs, all Student Cs, and all Student Ds. Give each S a worksheet. Tell each group what information to write in their company / column.

	Student A Lee & Sons	Student B ABC Company
walk to the office	No	Yes
work at home on Tuesdays	No	No
learn English with coworkers	Yes	No
learn new computer skills	No	No
take a lot of breaks	Yes	Yes
bring your dog to work	No	No
meet a lot of people	No	Yes
have a lot of fun	Yes	No

	Student C Alvarez	Student D Yamasaki
walk to the office	Yes	No
work at home on Tuesdays	No	Yes
learn English with coworkers	No	Yes
learn new computer skills	Yes	No
take a lot of breaks	No	No
bring your dog to work	No	Yes
meet a lot of people	No	No
have a lot of fun	Yes	No

- Put Ss into groups so that each S is a different company. Tell Ss to take turns asking one another questions about the things you can / can't do in that company. For example:
 - *Can you walk to the ABC Company office?*
 - *Yes, you can.*
- Ss ask the questions and complete the chart. Monitor and make sure Ss are asking and answering questions with *can* or *can't*.
- Then tell Ss to look at all the information and decide together which is the best company for them to work in.
- **Review the task** Choose some information from the completed table and ask Ss to make sentences with *can* / *can't*. For example: *Alvarez/work at home on Tuesdays – You can't work at home on Tuesdays.*
- As an alternative, ask Ss to make up the answers for each company and then ask one another the questions using *can*.
- As an extension activity, ask Ss to make sentences about their company or the company of a friend or relative. For example: *I can't walk to my office. My mother can learn English with coworkers.* You could also have Ss rate the information that is most important to know about each company.

UNIT 9, LESSON 1, GRAMMAR

Timing: 40 Minutes

- **Prepare for the task** Copy one worksheet for each S. Cut up a set of cards from the top half of the worksheet for each pair of Ss. To save cutting, Ss could take turns choosing one of the cards and making a sentence.
- **Introduce the task** Ss put some items from their pockets and bags on your desk. These may include phones, earphones, or books. Take one item and say *This is ...* For example: *This is Natasha's English book.* Take something else and say *These are ...* For example: *These are Manuel's earphones.* Ask Ss to come to the table and do the same.
- **Do the task** Tell Ss to work in pairs. Give each S the bottom half of the worksheet. Give each pair a set of cards to cut out and mix up. Tell Ss to take turns choosing a card. Have Ss make a sentence with *this* / *these* and say it to their partner. For example: *This bag is cheap.* Then Ss read aloud their sentences to their partner. Their partners should use the sentence to circle the correct picture. Monitor and make sure Ss are reading out full sentences with *this* / *these*. At the end, Ss check with each other to make sure they have circled the right picture.
- **Review the task** Say some different sentences and ask Ss to show you the right picture in the row. For example:
 - *These cats are not nice.*
 - *This language is Spanish.*
 - *These people are in a meeting.*
- Ask Ss to write five different sentences like this. Put them into pairs to ask each other the questions.

UNIT 9, LESSON 2, GRAMMAR

Timing: 40 Minutes

- **Prepare for the task** Copy one worksheet for each S.
- **Introduce the task** Ask Ss to write three sentences about what they want to do, need to do and have to do today. Give some examples: *I want to meet my friend after class. I need to clean my car. I have to make dinner tonight.* Put Ss into pairs to compare sentences.
- **Do the task** Ss work in pairs. Student A and Student B take turns asking and answering each other's questions. Monitor and make sure Ss are using *like to*, *want to*, *need to*, *have to* in both questions and answers.
- **Review the task** Ask Ss some of the questions to answer as a class.

- As an extension task, ask Ss to complete this chart in their notebooks.

I sometimes like to ...	
I want to ... this week.	
I have to ... this week.	
I need to ... this week.	

- Then Ss share their charts with a partner.

UNIT 10, LESSON 1, GRAMMAR

Timing: 35 minutes

- Prepare for the task** Copy one worksheet for each S.
- Introduce the task** Tell Ss to complete these sentences:
 - I'm going to ... tonight.*
 - I'm going to ... tomorrow.*
 - I'm going to ... next weekend.*
 - I'm going to ... next year.*
 - I'm not going to ...*
- Put Ss into pairs to compare answers.
- Do the task** Tell Ss to work in pairs. Ss roll the three dice three times. Then have them add up each roll to make three sentences about the future plans of their partner, his/her best friend, and his/her parents. For example:
 - (12) You're going to go to work.*
 - (5) Your best friend is going to meet somebody at the airport.*
 - (10) Your parents are going to go on a trip.*
- Have Ss tell each other the plans. Have them listen to their partner and say if they think the plan is going to come true.
 - A** *You're going to play soccer.*
 - B** *Yes, I'm going to play soccer.*
 - B** *Your best friend is going to watch a movie.*
 - A** *No, my best friend isn't going to watch a movie.*
- Put Ss into pairs to repeat the activity with a new partner. Repeat until everyone in the class has worked with one another or you have run out of time.
- Review the task** Tell Ss to look at the **You** column of the table. Say a number and a pronoun. Ss use the table to make a sentence with *be going to*. For example:
 - six/we We're going to get together with friends*

UNIT 10, LESSON 2, GRAMMAR

Timing: 35 minutes

- Prepare for the task** Copy one worksheet for each pair of Ss. Cut up into Student A and Student B halves.
- Introduce the task** Tell Ss to work in pairs. Tell them to write down three things that they are both going to do over the weekend. For example: *We are going to the movie theater.* Ask for answers and see which Ss have the most interesting plans.

- Do the task** Ss work in new pairs. Tell them that it is their uncle's birthday on Sunday. They need to find a time to meet before Sunday to go shopping and buy a present. The shops are open from 9:00 a.m. – 9:00 p.m. Ss ask and answer questions about their future plans. For example:
 - A** *What are you going to do on Monday morning?*
 - B** *I'm going to study at school.*
 - B** *Are you going to have time on Wednesday evening?*
 - A** *No, I'm not. I'm going to study English.*
- Monitor and make sure Ss are asking and answering questions using *be going to*.
- Review the task** Ask Ss: *What are you going to do ...?* questions about their weeks.
- As an extension task, ask Ss to make plans for their week using their own schedules. Put them in pairs to find a time to meet each other.

Answers

The only time to meet is Saturday between 12:00 p.m. and 4:00 p.m.

UNIT 11, LESSON 1, GRAMMAR

Timing: 40 Minutes

- Prepare for the task** Copy one worksheet for each S.
- Introduce the task** Dictate this text to Ss. Pause at the gaps. Tell Ss to work together in pairs to rewrite the text using *was / wasn't* and *were / weren't*.
- It _____ Friday and I _____ at home. I _____ at school. There _____ a lot of students. There _____ only twelve students in class. It _____ a boring lesson. It _____ an interesting lesson. We _____ very happy.*
- Do the task** Tell Ss to work in pairs. Some Ss might recognize the game as tic-tac-toe. Assign one Ss in each pair as O and the other as X. Ss take turns choosing a square and completing the sentences in the square with *was / wasn't* and *were / weren't*. One sentence should be positive and the other negative (the order doesn't matter). For example:
 - We weren't on vacation. We were at home.*
- If both Ss are sure the sentences are right (they check with the teacher if they disagree or are not sure), they put their O or X in the box in the square. If they are wrong, they miss a turn. Ss continue until one S gets three O / X in a row and is the winner. For example:

X	O	X
X	X	O
O	O	X

- Monitor and make sure Ss are completing the squares with *was / were* accurately. Check the winner to make sure that they have completed the squares accurately. (If they haven't, Ss restart the game.) There are four different activities.

- **Review the task** Go through all the squares and have Ss read aloud the sentences with *was* / *were*.
- Tell Ss to turn over the worksheet. Read aloud the first sentence in a square and ask Ss to say the second sentence. For example:
 - *It wasn't old then. (It was new.)*

UNIT 11, LESSON 2, GRAMMAR

Timing: 45 Minutes

- **Prepare for the task** Copy one worksheet for each pair of Ss.
- **Introduce the task** Read aloud sentences with *was* and *were* and ask Ss to make them into different questions. For example:
 - *The children were at home. (Were the children at home? Where were the children?)*
 - *You were outside. (Were you outside? Where were you?)*
 - *Her name was Maria. (What was her name? Was her name Maria?)*
 - *We were both five. (How old were you? Were you children?)*
- **Do the task** Put Ss into pairs. Have them complete the questions with *was* and *were*. Check answers as a class. Ss choose eight questions to ask their partner. Then Ss take turns asking and answering the questions, and writing down the answers. Monitor and make sure Ss are using *was* / *were* in the questions.
- **Review the task** Tell Ss to look at the questions and answers and check that they have used *was* and *were* correctly.
- Ask Ss to use the answers to make sentences about their partners. For example: *Andrey's favorite teacher was his Spanish teacher.* Then ask Ss to think of follow-up questions with *was* and *were*. For example: *What was the teacher's name?*

UNIT 12, LESSON 1, GRAMMAR

Timing: 45 Minutes

- **Prepare for the task** Copy one worksheet for each pair of Ss and cut into Student A and Student B pairs.
- **Introduce the task** Ss say and write down the past simple of these verbs: *like, want, arrive, be, work, go, take, have, stay, look, have, play, help, wash, drink, carry*. Tell Ss to use the verbs to make three positive and three negative sentences about what they did or didn't do yesterday. Ss compare in pairs.
- **Do the task** Tell Ss to work in pairs. Student A tells Student B two sentences about Marco five years ago. For example: *Marco didn't have a house. He had an apartment.* Student B writes down one of the sentences about Marco. Then Student B tells Student A two sentences about Paula five years ago. Ss take turns telling each other past simple sentences. Monitor and make sure Ss are using the past simple correctly. Then ask Ss to discuss whose life changed the most.

- **Review the task** Ss make past simple positive and negative sentences about Paula and Marco.
- As an extension, ask Ss to write five sentences about their life five years ago and then compare with a partner.

UNIT 12, LESSON 2, GRAMMAR

Timing: 45 Minutes

- **Prepare for the task** Copy one worksheet for each group of three Ss. You need a die (if you don't have a die, make one out of a sugar cube or use a dice app on a smart phone).
- **Introduce the task** Ask Ss to make four past simple questions to ask their partner about yesterday. Two must be *yes/no* questions (*Did you have any cookies for dessert?*) and two must be information questions (*What did you do after our English class?*). Put Ss into pairs to ask and answer the questions.
- **Do the task** Tell Ss to work in groups of three. Ss roll the die and move along the board. Ss need to make and answer the question when they land on a square. For example:
 - **A** *Did you go to the park last weekend?*
B *Yes, I went to the park with my sister.*
 - **A** *Did you watch any movies yesterday?*
B *No, I didn't watch any movies yesterday.*
- Ss go up the ladders and down the snakes. Monitor and make sure Ss are making past simple questions and answering them in the past simple.
- **Review the task** Tell Ss to choose questions from the worksheet and ask them to other Ss in the class.
- As an extension, have Ss to do the activity again but to make up their own simple past question for each square.

1.1 GRAMMAR

I AM, YOU ARE

Student 1

GROUP WORK Ask questions. Write ✓ in the correct place in the chart for the other students.

Are you ...?

Yes, I am. / No, I'm not.

in room 1?					
from Lima?					
a teacher?	✓				
a student?					
from France?	✓				
Brazilian?					
	you	Student 2	Student 3	Student 4	Student 5



Student 2

GROUP WORK Ask questions. Write ✓ in the correct place in the chart for the other students.

Are you ...?

Yes, I am. / No, I'm not.

in room 1?		✓			
from Lima?					
a teacher?					
a student?					
from France?					
Brazilian?		✓			
	Student 1	you	Student 2	Student 3	Student 4



Student 3

GROUP WORK Ask questions. Write ✓ in the correct place in the chart for the other students.

Are you ...?

Yes, I am. / No, I'm not.

in room 1?					
from Lima?			✓		
a teacher?					
a student?			✓		
from France?					
Brazilian?					
	Student 1	Student 2	you	Student 3	Student 4

1.1 GRAMMAR

Student 4

GROUP WORK Ask questions. Write ✓ in the correct place in the chart for the other students.

Are you ...?

Yes, I am. No, I'm not.

in room 1?					
from Lima?					
a teacher?					
a student?				✓	
from France?				✓	
Brazilian?					
Student 1 Student 2 Student 3 you Student 4					

Student 5

GROUP WORK Ask questions. Write ✓ in the correct place in the table for the other students.

Are you ...?

Yes, I am. No, I'm not.

in room 1?					
from Lima?					✓
a teacher?					✓
a student?					
from France?					
Brazilian?					
Student 1 Student 2 Student 3 Student 4 you					

1.2 GRAMMAR

WHAT'S ...? IT'S ...

Student 1

GROUP WORK Ask and answer questions to complete the chart.

What's [your first name]? It's ...

	you	Student 2	Student 3	Student 4
first name?	Ángel			
last name?	Hernández			
nationality?	Spanish			
email address?	a.herdez@bestmail.com			
college?	Magana College			
company?	Wilsons			

Student 2

GROUP WORK Ask and answer questions to complete the chart.

What's [your first name]? It's ...

	Student 1	you	Student 3	Student 4
first name?		Fran		
last name?		Mendez		
nationality?		Colombian		
email address?		fran_dez@mymail.org		
college?		Palmira		
company?		Moreno		

Student 3

GROUP WORK Ask and answer questions to complete the chart.

What's [your first name]? It's ...

	Student 1	Student 2	you	Student 4
first name?			Min-jun	
last name?			Kim	
nationality?			South Korean	
email address?			min.kim@blinknet.com	
college?			The American College	
company?			Gordons	

Student 4

GROUP WORK Ask and answer questions to complete the chart.

What's [your first name]? It's ...

	Student 1	Student 2	Student 3	you
first name?				Taylor
last name?				Washington
nationality?				American
email address?				taylor_ton@grabmail.org
college?				Denver
company?				Navarrete

2.1 GRAMMAR

IS / ARE IN STATEMENTS AND YES/NO QUESTIONS

Question cards

_____ he Simone?	_____ we here?	_____ you both students?	_____ they from Brazil?	_____ John here?
_____ you both teachers?	_____ your parents from Boston?	_____ Marie at college?	_____ we in class 3?	_____ you from Santiago?
_____ Rachel and Tom friends?	_____ your uncle from Spain?	_____ they both 19?	_____ you Diego?	_____ your grandma at home?
_____ the children with grandpa?	_____ you here?	_____ Dad at home?	_____ she Carmen?	_____ he your best friend?
_____ we in room 10?	_____ Margo your sister?	_____ you from Honduras?	_____ they in Japan?	_____ Mom here?

Answer cards

Yes, we _____.	No, he _____.	No, I _____.	No, they _____.	Yes, she _____.
Yes, they _____.	No, I _____.	Yes, we _____.	Yes, he _____.	No, she _____.
Yes, they _____.	No, we _____.	No, he _____.	Yes, she _____.	Yes, they _____.
No, they _____.	Yes, I _____.	Yes, she _____.	No, he _____.	Yes, he _____.
Yes, she _____.	Yes, he _____.	Yes, we _____.	No, they _____.	Yes, I _____.

2.2 GRAMMAR

IS NOT / ARE NOT ('S NOT / 'RE NOT)

Student A

A **PAIR WORK** Listen to Student B read six sentences. Use the descriptions to choose and underline who it is.

1	Alex: short + Russian	Leo: tall + American	Sasha: tall + Russian
2	Valda: my cousin + a doctor	Eldora: my sister + a teacher	Laura: my aunt + an artist
3	the children: young + at home	the ss: both 21 + at college	the parents: Colombian + at the office
4	my mom: Brazilian + a chef	my sister: Mexican + a server	my aunt: French + a server
5	Tom and Sally: very shy + tall	Maria and Ernesto: very young + short	Jason and Victoria: very old + friendly
6	Carlos: from Valencia + a Spanish student	Emilio: from Lima + an English student	Flavio: from Medellin + a French student

B Complete each sentence using *is not / are not ('s not / 're not)*. Read the sentences to Student B.

- | | |
|-------------------------|-------------------------|
| 7 She _____ a chef. | She _____ twenty. |
| 8 He _____ from Sochi. | He _____ a salesperson. |
| 9 They _____ young. | They _____ shy. |
| 10 He _____ Mexican. | He _____ very old. |
| 11 She _____ boring. | She _____ here. |
| 12 We _____ from Chile. | We _____ both twenty. |

2.2 GRAMMAR

IS NOT / ARE NOT ('S NOT / 'RE NOT)

Student B

A **PAIR WORK** Complete each sentence using *is not* / *are not* ('s not / 're not). Read the sentences to Student A.

- 1 He _____ short. He _____ Russian.
- 2 She _____ my cousin. She _____ an artist.
- 3 They _____ Colombian. They _____ at college.
- 4 She _____ Mexican. She _____ a server.
- 5 We _____ very young. We _____ tall.
- 6 He _____ from Lima. He _____ Spanish student.

B Listen to Student A read six sentences. Use the descriptions to choose and underline who it is.

7	Rachel: a student + twenty	Magda: a chef + twenty-one	Joan: my friend + American
8	Valentin: from Sochi + a teacher	Adrian: from Washington + a teacher	Rafael: from Bogota + a salesperson
9	my brothers: tall + friendly	my cousins: young + shy	my sisters: short + shy
10	Pablo: Spanish + young	Victor: Mexican + very old	Marcus: Spanish + very old
11	Irina: interesting + here	Octavia: interesting + at home	Ulrika: boring + at college
12	students: from Chile + really smart	friends: from China + both twenty	parents: American + doctors

3.1 GRAMMAR

POSSESSIVE ADJECTIVES; POSSESSIVE 'S AND S'

Student A

GROUP WORK Ask questions about the people in the family.

	son	daughter	mother	father
name	Elio			
favorite room	bedroom			
email address	elio@bestmail.com			
cell phone number	(593) 555-5682			
best friend	Roger			
birthday	June 2			

Student B

GROUP WORK Ask questions about the people in the family.

	son	daughter	mother	father
name		Marina		
favorite room		kitchen		
email address		marina@xyz.com		
cell phone number		(593) 555-3609		
best friend		Marieke		
birthday		February 13		

Student C

GROUP WORK Ask questions about the people in the family.

	son	daughter	mother	father
name			Sofia	
favorite room			bedroom	
email address			sofia@xyz.com	
cell phone number			(593) 555-2178	
best friend			Emily	
birthday			August 17	

Student D

GROUP WORK Ask questions about the people in the family.

	son	daughter	mother	father
name				Alonso
favorite room				living room
email address				alonso@grabmail.org
cell phone number				(593) 555-4933
best friend				Jon
birthday				September 22

3.2 GRAMMAR

IT IS

PAIR WORK Take turns going through the squares from Start to Finish. Move one square each time. You can go down ↓, up ↑, across → or diagonally ↘. You can only go through squares where you can use *it is (it's)*, *it is not (isn't)*, and *is it* to complete the sentences.

START	_____ Miguel and I'm from Spain.	_____ tall?	_____ two doors.	"Are you Mike?" Yes, _____."	_____ children.	Yes, _____ both nice.	"_____ 20?" "No, she isn't."
<u>It's</u> a door.	She is a student. _____ 19.	Yes, _____ English books.	_____ both interesting.	Chicago _____ in the United States.	_____ cousins.	"Are you Sara?" "Yes, _____."	_____ colleges.
No, <u>It isn't</u> new.	_____ very young.	_____ chefs.	_____ both Chinese.	_____ a desk or a table?	Yes, _____.	No, _____ very big.	_____ grandparents.
_____ a bed?	_____ lamps.	"Are you here?" "Yes, _____."	_____ a rug.	_____ two beds.	"_____ friendly?" "No, he isn't."	_____ friends?	_____ a blue pen?
Yes, _____ my email.	_____ a teacher?	Yes, _____ keys.	No, _____ here.	"_____ with you?" "No, she isn't."	_____ apartments.	Yes, _____ chairs.	_____ on the couch.
_____ December 28.	_____ the walls.	_____ bedrooms.	_____ the bathroom.	_____ sisters.	_____ small houses.	_____ good friends.	_____ a TV.
_____ a house.	Justin _____ twenty-one.	"_____ a student?" "No, I'm not."	_____ hotel clerks.	_____ a dog?	_____ both from Japan.	"Is this painting from Mexico?" "No, _____."	"Are you French?" "Yes, _____."
_____ both young.	_____ a sink.	_____ three cats.	"_____ friendly?" "No, she isn't."	_____ the living room.	_____ sisters.	_____ a French book.	_____ a dog and a cat.
_____ chairs.	No, _____.	Yes, _____ brothers.	_____ cousins?	_____ a picture of your daughter?	Denis and I'm a chef.	Yes, _____ new.	_____ both Chinese.
_____ four children.	_____ a table.	_____ parents.	_____ good friends.	No, _____ very interesting.	Lucy and I'm a teacher.	_____ living rooms.	_____ September 3.
She's my friend and _____ cool!	_____ a big apartment	_____ fine, thanks. And you?	Maria _____ a doctor.	_____ room 16?	_____ French students.	"Are you Ivan?" "Yes, _____."	_____ my last name.
"_____ Olga?" "No, I'm not."	_____ a chair?	Yes, _____ next to the lamp.	_____ a cat?	_____ a house.	"_____ interesting?" "Yes, he is."	_____ chefs.	FINISH

4.1 GRAMMAR

SIMPLE PRESENT STATEMENTS WITH *I, YOU, AND WE*

PAIR WORK Take turns rolling a die  three times to make sentences.

If the sentence is true for you or for you and your partner, you get one point.
The first student to get 10 points is the winner.

For example:



I



want



new earphones

I want new earphones.



You



don't have

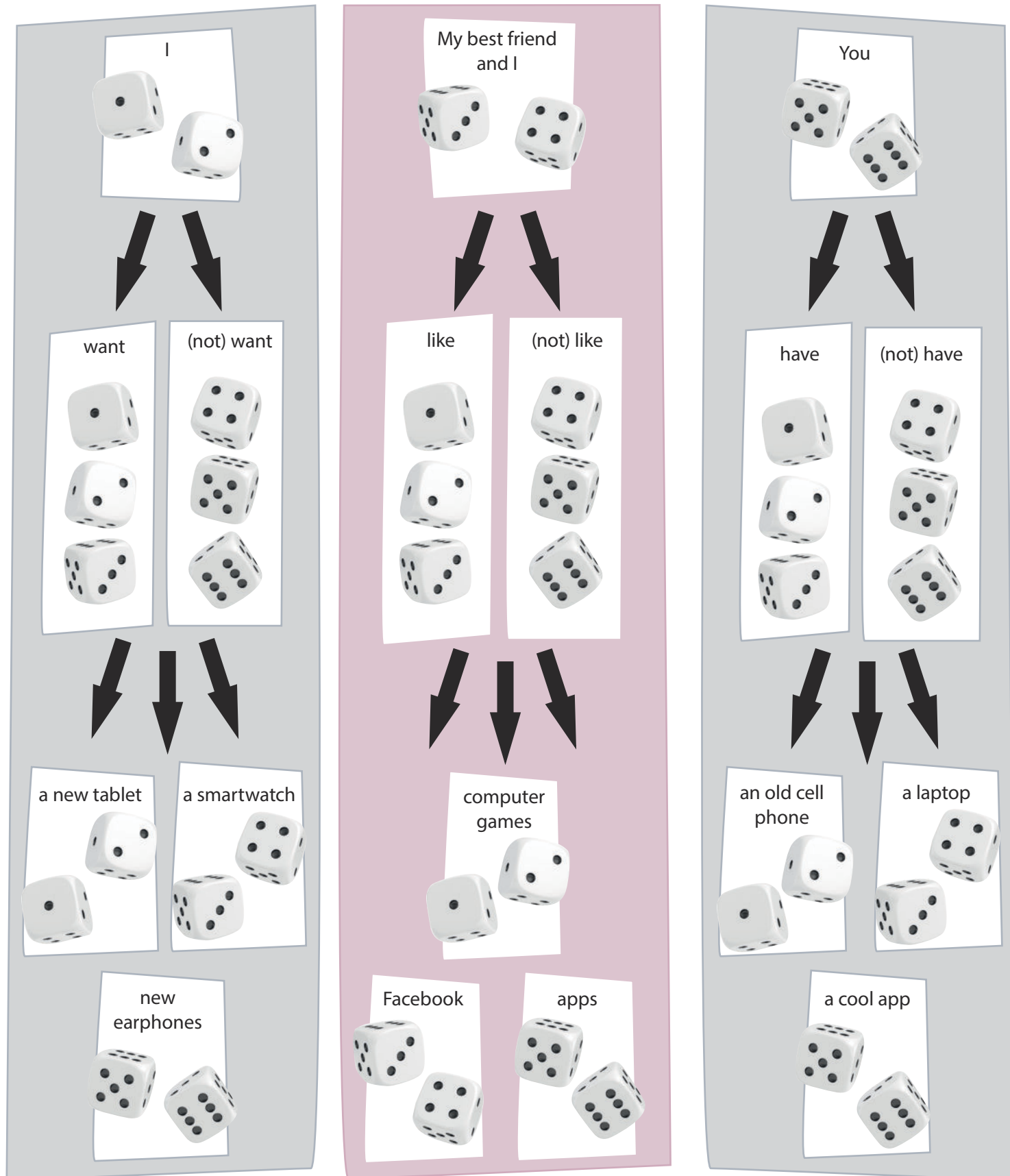


an old cell phone

You don't have an old cell phone.

4.1 GRAMMAR

SIMPLE PRESENT STATEMENTS WITH *I*, *YOU*, AND *WE*



4.2 GRAMMAR

SIMPLE PRESENT YES/NO QUESTIONS WITH *I, YOU, WE*

PAIR WORK Play four in a row.

Choose X or O. Take turns choosing a square, making the question, and then answering it with a short answer. If you make the question and answer correctly, write your X or O in the square. The first person with four Xs or Os in a row across →, down ↓, or diagonally ↘ is the winner.

you / watch American movies?	you / love the internet?	you / have a cell phone number?	you / have a house?	you / use social media?	you / have a new email address?	you / have a brother?
you / have an old cell phone?	you / sign here?	you / like American movies?	you / use your tablet at college/work?	you / post comments on Facebook?	you / love technology?	you / watch TV?
you / like music apps?	you / like cookies?	you / have an iPad?	you / want a camera?	you / like tea?	you / want a new cell phone?	you / want earphones?
you / have a new cell phone number?	you / have a good phone plan?	you / watch YouTube™?	you / want a smartwatch?	you / have a camera?	you / have a small apartment?	you / have a new computer?
you / have earphones?	you / play games on your cell phone?	you / have a big apartment?	you / have a sister?	you / have a smartwatch?	you / use Facebook?	you / call friends on your cell phone?
you / have a cousin?	you / use your laptop at college/work?	you / post comments on the internet?	you / have an email address?	you / have a tablet?	you / call your parents on your cell phone?	you / play games on your tablet?
you / have an old computer?	you / send emails?	you / play computer games?	you / have a new cell phone?	you / buy apps on your cell phone?	you / leave voice messages?	you / post photos?

5.1 GRAMMAR

SIMPLE PRESENT STATEMENTS: *HE / SHE / THEY*

Student A

- A **GROUP WORK** Use the information from your chart to tell the other students about Yuri. *He ...*
 B Listen to the other students in your group to fill in the information about Teresa, Tim, and Kristina.
 C Imagine Yuri, Teresa, Tim, and Kristina are at a party. Which people are friends? Which people are not friends?

I think Tim and Teresa are friends. I think Tim and Kristina are not friends.

	Yuri ✓ = always ✗ = never	Teresa	Tim	Kristina
work Monday to Friday?	✓			
work on the weekend?	hardly ever			
go out in the evening?	sometimes			
watch TV in the evening?	✗			
play computer games?	often			
use social media?	usually			
run in the morning?	✗			
play soccer?	✗			
like music?	✓			
like parties?	✓			

Student B

- A **GROUP WORK** Use the information from your chart to tell the other students about Teresa. *She ...*
 B Listen to the other students and fill in the information about Yuri, Tim, and Kristina.
 C Imagine Yuri, Teresa, Tim, and Kristina are at a party. Which people are friends? Which people are not friends?

I think Tim and Teresa are friends. I think Tim and Kristina are not friends.

	Yuri	Teresa ✓ = always ✗ = never	Tim	Kristina
work Monday to Friday?		✗		
work on the weekend?		✓		
go out in the evening?		often		
watch TV in the evening?		sometimes		
play computer games?		✗		
use social media?		✗		
run in the morning?		hardly ever		
play soccer?		✓		
like music?		✓		
like parties?		✗		

5.1 GRAMMAR

SIMPLE PRESENT STATEMENTS: *HE / SHE / THEY*

Student C

- A **GROUP WORK** Use the information from your chart to tell the other students about Tim. *He ...*
- B Listen to the other students and fill in the information about Yuri, Teresa, and Kristina.
- C Imagine Yuri, Teresa, Tim, and Kristina are at a party. Which people are friends? Which people are not friends?

I think Tim and Teresa are friends. I think Tim and Kristina are not friends.

	Yuri	Teresa	Tim ✓ = always X = never	Kristina
work Monday to Friday?			✓	
work on the weekend?			X	
go out in the evening?			never	
watch TV in the evening?			✓	
play computer games?			✓	
use social media?			often	
run in the morning?			✓	
play soccer?			hardly ever	
like music?			X	
like parties?			✓	

Student D

- A **GROUP WORK** Use the information from your chart to tell the other students about Kristina. *She ...*
- B Listen to the other students and fill in the information about Yuri, Teresa and Tim.
- C Imagine Yuri, Teresa, Tim, and Kristina are at a party. Which people are friends? Which people are not friends?

I think Tim and Teresa are friends. I think Tim and Kristina are not friends.

	Yuri	Teresa	Tim	Kristina ✓ = always X = never
work Monday to Friday?				✓
work on the weekend?				X
go out in the evening?				sometimes
watch TV in the evening?				X
play computer games?				usually
use social media?				often
run in the morning?				X
play soccer?				X
like music?				✓
like parties?				✓

5.2 GRAMMAR

QUESTIONS IN THE SIMPLE PRESENT

Student A

A **GROUP WORK** Work with other Student A's and make questions to ask Student B's about Martina's routine.

- 1 _____ before breakfast?
- 2 _____ ?
- 3 _____ with her breakfast?
- 4 _____ ?
- 5 _____ ?
- 6 _____ ?
- 7 _____ ?
- 8 _____ ?



Martina gets up at six o'clock and ¹ _____ before breakfast. After a shower, she has breakfast in her ² _____. She always has ³ _____ with her breakfast. Martina goes to work at 8:00 a.m. She is a French teacher and works at a ⁴ _____ in Barcelona. She loves her ⁵ _____ and her students are very nice. She has classes every day, but she doesn't work on the weekend. Martina goes home at ⁶ _____ and usually chats with her mother on her old laptop at five-thirty. (Martina's birthday is in March and she wants a new laptop!). Martina makes dinner at ⁷ _____ and listens to music before bed. She never goes out on weekdays, but sometimes she goes out ⁸ _____. She usually goes to bed at 11:30 p.m.

B **PAIR WORK** Work with a Student B. Ask and answer questions to complete the information about Martina's routine.

Student B

A **GROUP WORK** Work with other Student B's and make questions to ask Student A's about Martina's routine.

- 1 _____ ?
- 2 _____ ?
- 3 _____ ?
- 4 _____ ?
- 5 _____ ?
- 6 _____ for her birthday?
- 7 _____ before bed?
- 8 _____ ?



Martina gets up at ¹ _____ and runs five miles before breakfast. After a shower, she has breakfast in her kitchen. She always has a big coffee with her breakfast. Martina goes to work at ² _____. She is a French teacher and works at a school in ³ _____. She loves her job and her students are very nice. She has classes ⁴ _____ but she doesn't work on the weekend. Martina goes home at five o'clock and usually chats with her mother on her old laptop at ⁵ _____. (Martina's birthday is in March and she wants a ⁶ _____!) Martina makes dinner at 8:00 and listens to ⁷ _____ before bed. She never goes out on weekdays, but sometimes she goes out on Saturday evenings. She usually goes to bed at ⁸ _____.

B **PAIR WORK** Work with a Student A. Ask and answer questions to complete the information about Martina's routine.

6.1 GRAMMAR

THERE'S, THERE ARE WITH A / AN, SOME, A LOT OF, NO

Student A

PAIR WORK Describe your town to Student B.

There's a school. There are a lot of stores.



Student B

PAIR WORK Describe your town to Student A.

There's a school. There are a lot of museums.



6.2 GRAMMAR

COUNT AND NON-COUNT NOUNS

GROUP WORK Take turns putting down a domino card. If the word is a non-count noun, put a non-count noun next to it. If the word is a count noun, put a count noun next to it.

grass	city	mall	information	sugar	ocean
school	work	music	hill	flower	technology
snow	place	neighborhood	fun	nature	store
island	water	tea	movie theater	park	milk
coffee	lake	museum	shopping	furniture	weekend

7.1 GRAMMAR

PRESENT CONTINUOUS STATEMENTS

PAIR WORK Say what is happening in Picture A. Then find seven differences between Picture A and Picture B.

Picture A



PAIR WORK Say what is happening in Picture B. Then find seven differences between Picture A and Picture B.

Picture B



7.2 GRAMMAR

PRESENT CONTINUOUS QUESTIONS

GROUP WORK Take a Question card and an Answer card. Use the Question card to ask each student in the group what they are doing.



Complete the chart with the information.

Question cards

have dinner?	do your homework?	listen to music?	meet a friend?
drink coffee?	learn English?	clean the kitchen?	wait?
take the bus?	go shopping?	watch TV?	go home?
play soccer?	send an email?	do the dishes?	take the train?
brush your teeth?	ride your bike?	go to work?	cook lunch?

Answer cards

cook lunch	play soccer	send an email	brush my teeth
ride my bike	go shopping	go to work	listen to music
take the bus	learn English	go home	watch TV
do my homework	wait	take the train	do the dishes
meet a friend	drink coffee	clean the kitchen	have dinner

Name of group member	What is she / he doing?

8.1 GRAMMAR

CAN AND CAN'T FOR ABILITY; WELL

PAIR WORK Choose ten questions to ask your partner. Write their answers. Then tell another partner about your first partner.



Can you run three miles?

Can you read music? Can you drive?

Can you tell the time in English?

Can your father cook?

Can you play the guitar? Can you take nice photos?

Can you ride a bike?

Can your mother sing?

Can you post videos on YouTube™?

Can you send an email in English?

Can you fix a computer?

Can you skateboard?

Can you swim?

Can your mother speak English?

Can your mother use Instagram? Can you play basketball?

Can you say "Hello" in ten languages? Can your grandparents use the internet?

Can you draw?

Can you surf?

Can your best friend swim?

Can you fix a bike?

Can your father dance?

Can you cook dinner for your family?

Can your father play soccer?

8.2 GRAMMAR

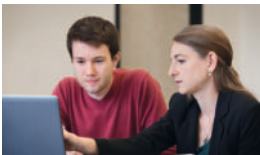
CAN AND CAN'T FOR POSSIBILITY

A Listen to the teacher and write *Yes* or *No* next to the information for your company.

Yes = you can No = you can't

B **GROUP WORK** Ask each other *Can you* questions to complete the information about each company.

C Decide together which is the right company for you.

		Student A Lee & Sons	Student B ABC Company	Student C Alvarez	Student D Yamasaki
	walk to the office				
	work at home on Tuesdays				
	learn English with coworkers				
	learn computer skills				
	take a lot of breaks				
	bring your dog to work				
	meet a lot of people				
	have a lot of fun				

9.1 GRAMMAR

THIS AND THESE

A **PAIR WORK** Work in pairs. Take a card. Make sentences with *this is* / *these are* and say them to your partner.

This bag is cheap.

... bag ... cheap.	... my train ticket.
... man ... old	... woman ... tall.
... cats ... friendly.	... bag ... expensive.
... some old men.	... answer ... correct.
... our train tickets.	... woman ... happy
... answer is incorrect.	... people ... good friends.

B Listen to your partner. Circle the matching picture in each row.

	
	
	
	$2 + 2 = 4$
	
$2 + 2 = 6$	

9.2 GRAMMAR

LIKE TO, WANT TO, NEED TO, HAVE TO

Student A

A Complete the questions. Interview your partner.

- 1 What do you usually (need / buy) before your vacation?
A I usually (need / buy) a new snowboard.
B I usually (need / buy) a good book.
C I usually (need / buy) some earphones.
- 2 You have (wait) a long time before your flight. What do you want (do)?
A I (want / play) computer games.
B I (want / read) a book.
C I (want / have) a coffee.
- 3 Where do you (like / stay)?
A I (like / stay) with friends.
B I (like / stay) in a nice hotel.
C I (like / stay) in the country.
- 4 Do you (need / go) on business trips?
A I sometimes (need / go) on business trips.
B I often (need / go) on business trips.
C I never (need / go) on business trips.
- 5 It is the first day of your vacation. What do you (want / do)?
A I (want / go) shopping.
B I (want / swim) in the ocean.
C I (want / go) to a museum.
- 6 Do you (like / travel) with family or friends?
A I (like / travel) with family.
B I (like / travel) with friends.
C I (don't like / travel) with family or friends.

B Answer your partner's questions.



- 7 You are on vacation and it is Saturday night. What do you (want / do)?
A I (want / go out) with my friends.
B I (want / go) to bed.
C I (want / have) dinner in a restaurant.
- 8 Does a good vacation (have / be) expensive?
A It usually (have to / be) expensive.
B It always (have to / be) expensive.
C It doesn't (have to / be) expensive.

9.2 GRAMMAR

Student B

A Complete the questions. Interview your partner.

- 1 Do you (like / meet) new people on vacation?
A Yes, I (like / meet) new people.
B Yes, I sometimes (like / meet) new people.
C No, I (like / meet) my friends.
- 2 Where do you (want / go) on vacation?
A I (want / go) to a new country.
B I (want / go) to the beach.
C I (want / visit) a big city.
- 3 Do you (have / fly) to your favorite place?
A Yes, I (have to / fly) there.
B No, I (don't have to / fly) there.
C I don't know!
- 4 Do you (need / speak) English there?
A Yes, you (need / speak) English.
B No, you (need / speak) Spanish.
C No, you (need / speak) another language.
- 5 What do you always (have / do) on vacation?
A I always (have to / visit) a museum.
B I always (have to / go) shopping.
C I always (have to / call) my family.
- 6 You are on vacation in the mountains. Do you (want / snowboard)?
A Yes, I (want / snowboard) there.
B No, I (want / walk) in the mountains.
C No, I (want / go) back to the city.
- 7 Do you (need / do) active or relaxing things on vacation?
A Active things: I (need / do) a lot of sports.
B Active things: I (need / meet) new people and go out.
C Relaxing things: I (don't need / do sports or go out).
- 8 Do you sometimes (have / work) on your vacation?
A Yes, I often (have to / work) on vacation.
B Yes, I sometimes (have to / work) on vacation.
C No, I never (have to / work) on vacation.

B Answer your partner's questions.



10.1 GRAMMAR

STATEMENTS WITH *BE GOING TO*

- A **PAIR WORK** Roll a die  three times. Add the numbers to make a sum total (e.g., 1 + 1 + 4 = 6). Find the number (3-18). Make three sentences.

One sentence is about your partner. One sentence is about his or her best friend.

One sentence is about his or her parents.

- B Your partner says if the sentence is true or not.

- C Work with a new partner.

What is going to happen next weekend?

Sum total of three rolls	You	Your best friend	Your parents
3	be at home	take somebody out for dinner	watch a movie
4	take a walk	ride a bike	meet somebody at the airport
5	go to the mall	meet somebody at the airport	be at home
6	get together with friends	go to work	ride a bike
7	eat outside	play computer games	go to the mall
8	go on a trip	clean the apartment/house	get together with friends
9	play computer games	go shopping	eat outside
10	ride a bike	watch a movie	go on a trip
11	meet somebody at the airport	play soccer	play computer games
12	go to work / college	have a picnic	take a walk
13	take somebody out for dinner	be at home	have a picnic
14	clean the apartment / house	take a walk	go to work
15	go shopping	get together with friends	take somebody out for dinner
16	play soccer	go to the mall	clean the apartment / house
17	watch a movie	eat outside	play soccer
18	have a picnic	go on a trip	go shopping

10.2 GRAMMAR

BE GOING TO: QUESTIONS

Student A

PAIR WORK Your uncle's birthday is on Sunday. You want to meet Student B to go shopping for a present for your uncle. Ask and answer questions about your plans. Find a time to meet.

Your plans

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
9:00 a.m.– 5:00 p.m. Work in the office	9:00 a.m.– 5:00 p.m. Work in the office	9:00 a.m.– 1:00 p.m. Work at home 2:00 p.m.– 5:00 p.m. Take my grandmother to the hospital	9:00 a.m.– 6:00 p.m. Work in the office	7:00 a.m. Drive to a meeting out of town 4:00 p.m. Drive home (2 hours)	9:00 a.m.– 11:00 a.m. Clean my apartment	Uncle Martin's birthday!
6:00 p.m.– 8:00 p.m. Study English	6:30 p.m.– 9:00 p.m. Meet a school friend	6:00 p.m.–8:00 p.m. Study English	7:00 p.m.– 9:00 p.m. Have dinner with Janice	7:30 p.m. –10:00 p.m. Meet coworkers for office party	4:00 p.m.– 8:00 p.m. Go to the movie theater	



Student B

PAIR WORK Your uncle's birthday is on Sunday. You want to meet Student B to go shopping for a present for your uncle. Ask and answer questions about your plans. Find a time to meet.

Your plans

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
10:00 a.m.– 4:00 p.m. Study at school	10:00 a.m.– 3:30 p.m. Study at college	9:00 a.m.–10:00 a.m. Go to the supermarket 11:00–12:00 Have coffee with Alex	10:00 a.m.– 4:00 p.m. Study at college	9:00 a.m. –11:30 a.m. Clean my room	11:00 a.m. –12:00 p.m. Have breakfast	Uncle Martin's birthday!
5:00 p.m.– 7:00 p.m. Play soccer with friends	6:00 p.m.– 9:00 p.m. Do my homework	1:00 p.m.– 5:00 p.m. Take a walk in the park 6:00 p.m.– 11:00 p.m. No plans	5:00 p.m.– 7:00 p.m. Cook dinner for friends.	1:00–5:00 p.m. Study at home 6.30 p.m.– 8:00 p.m. Wash my hair and take a bath	7:00 p.m.– 11:00 p.m. Go out with friends	

11.1 GRAMMAR

STATEMENTS WITH WAS AND WERE

PAIR WORK One student is O and the other student is X. Take turns choosing a square on the board. Write *was* / *wasn't* or *were* / *weren't*. If you are right, put your O or X in the square. The first student to get three O / X in a row across →, down ↓, or diagonally ↗ is the winner. There are four different activities.

A It _____ a museum. It _____ a house. ☐	My parents _____ at the party at 10:00. They _____ at the mall. ☐	I _____ 18 at the time. I _____ 17. ☐
In 2015, I _____ a student. I _____ a chef. ☐	We _____ on vacation. We _____ at home. ☐	You _____ at the train station at 6:00. You _____ late. ☐
Cecilia _____ a singer in 2009. She _____ famous. ☐	They _____ expensive. They _____ cheap. ☐	My brother _____ in the kitchen. He _____ outside. ☐
B You _____ my friend. You _____ a co-worker. ☐	In 2016 Matthew and Alice _____ in Mexico. They _____ in the USA. ☐	It _____ a boring trip. It _____ very interesting. ☐
They _____ on a boat. They _____ in town. ☐	I _____ at the café at eleven o'clock. I _____ at the park. ☐	I _____ in the office yesterday. I _____ at home. ☐
My aunt _____ at work at 8:00. She _____ in bed. ☐	You _____ in college at 9:00. You _____ with your friends. ☐	I _____ shy when I was a child. I _____ very noisy. ☐
C Maria _____ at the supermarket. She _____ in the mall. ☐	It _____ my apartment in 2014. It _____ your apartment. ☐	You _____ at the hotel. You _____ in the museum. ☐
You _____ at the bookstore. You _____ at work. ☐	We _____ in class at 11:00. We _____ with you. ☐	They _____ interesting. They _____ boring. ☐
I _____ 32 in 2015. I was _____ 33. ☐	It _____ old then. It _____ new. ☐	Mike _____ on the bus. He was _____ on the train. ☐
D My homework _____ awful. It _____ very good. ☐	Diego _____ with you. He _____ with us. ☐	We _____ at home on Sunday evening. We _____ there on Saturday evening. ☐
I _____ in bed at 11:00. I _____ at the party. ☐	You _____ in the yard. You _____ inside. ☐	It _____ a zoo in 2010. It _____ a park. ☐
Sasha _____ there at 4:00. She _____ there at 4:30. ☐	The children _____ at the zoo. They _____ at school. ☐	I _____ slow. I _____ very fast. ☐

11.2 GRAMMAR

QUESTIONS WITH *WAS* AND *WERE*

A Make questions with *was* and *were*.

B **PAIR WORK** Choose eight questions and ask your partner.
Write down his or her answers. Then tell a new partner about
your first partner's answers.

Your childhood



	Me	Student B
1 Who _____ your favorite teacher at school?		
2 What _____ your mother's and father's jobs?		
3 _____ there a TV in your bedroom?		
4 What songs or singers _____ famous?		
5 What _____ your first vacation?		
6 _____ you a shy child?		
7 _____ you noisy?		
8 _____ there a lot of snow in winter?		
9 _____ people in your neighborhood friendly?		
10 What _____ your favorite book?		
11 _____ there a movie theater near your home?		
12 _____ there a zoo near you?		
13 _____ your home in the town or country?		
14 What _____ your favorite toys and games when you _____ a child?		
15 Who _____ your best friend?		
16 _____ your childhood interesting or boring?		

12.1 GRAMMAR

SIMPLE PAST STATEMENTS

Student A

A **PAIR WORK** Tell your partner two sentences about Marco five years ago.

Marco didn't have a house. He had an apartment.

B **PAIR WORK** Listen to your partner. Write a sentence about Paula five years ago.

She lived in a small house.

Marco Today	Five years ago	Paula five years ago
has a house	... an apartment	
works in a restaurant	... a café	
walks to work	... to the bus stop	
eats a lot of vegetables	... meat	
loves fruit	... cookies	
plays soccer	... computer games	
goes on vacation to the mountains	... on vacation to the beach	
wants a dog	... a cat	

Student B

A **PAIR WORK** Tell your partner two sentences about Paula five years ago.

Paula didn't live in a big house. She lived in a small house.

B **PAIR WORK** Listen to your partner. Write a sentence about Marco five years ago.

He had an apartment.

Marco five years ago	Paula Today	Five years ago
	lives in a big house	... a small house
	has a lot of friends	... no friends
	takes a taxi to work	... the bus to work
	drinks a lot of water	... a lot of coffee
	studies English	... French
	watches movies on her tablet	... movies on a TV
	eats a banana for lunch	... a beef sandwich for lunch
	travels by plane	... by train

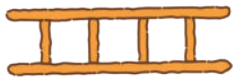
12.2 GRAMMAR

SIMPLE PAST QUESTIONS; ANY

GROUP WORK Roll a die  and move along the board.

Make and answer the question when you go to a square.

Go up the ladders



and down the snakes



30 what / you / have / for dinner yesterday?	you / like / math / at school? 31	32 you / eat / a lot for breakfast / this morning?	33 you / learn / any new words / in this lesson?	Finish
29 you / go / to bed late / last night?	28 you / go / to a museum / last month?	you / take / a walk / last weekend? 27	26 what / you / have / for lunch yesterday?	
20 you / go / to the beach / last month?	21 where / you / stay / on your last vacation?	22 you / study English / yesterday?	23 you / go / to the zoo / last month?	what / you / do / on your last vacation? 24
19 you / watch / a TV show / yesterday?	18 you / go shopping / last weekend?	you / take / the subway / yesterday? 17	16 what / you / buy / last week?	15 you / wash / your hair / last night?
you / work / yesterday? 10	11 you / eat / any eggs / yesterday?	you / see / any friends / on the weekend? 12	13 you / go out / last night?	14 you / buy / any clothes / last month?
9 where / you / go / on your last vacation?	you / like / school? 8	7 you / watch / any movies / yesterday?	6 you / have / a picnic / last month?	5 you / go / to the movie theater / last weekend?
START	1 what / you / have for breakfast / this morning?	2 you / go / to the park / last weekend?	3 what time / you / arrive / at class today?	4 you / drink / any soda / yesterday?

Teacher's notes for photocopiable activities:

VOCABULARY

UNIT 1, LESSON 1, VOCABULARY

Timing: 40 Minutes

- **Prepare for the task** Copy and cut up the worksheet: one set of cards for each group of 4 Ss. (To make the game longer or for larger groups, copy two sets of cards.)
To save cutting, copy one worksheet for each student. Ss will work in groups and take turns picking a country and guessing one another's country and nationality.
- **Introduce the task** Name some famous people that Ss will know, such as Laura Esquivel. Ask Ss to tell you these people's nationality and country (Laura Esquivel: Mexican, Mexico). Put Ss into pairs to make their own lists of famous people. Put pairs together into groups to ask one another about their country and nationality.
- **Do the task** Put Ss into small groups. Tell them to put the cards face down. Have Ss take turns picking a card. The other Ss must ask questions to guess the country or nationality each student picked. Model with a stronger student and write questions and answers on the board as prompts for the target language.
 - **A** *Are you Brazilian?*
 - **B** *No, I'm not from Brazil.*
 - **A** *Are you from Mexico?*
 - **B** *No, I'm not Mexican.*
 - **A** *Are you Chilean?*
 - **B** *Yes, I am from Chile!*
- Ss have only five questions to guess the country or nationality. If they guess in five questions, they take the card. If they don't, the card goes to the bottom of the pile. The student with the most cards at the end is the winner. Monitor and make sure Ss are saying each country and nationality correctly.
- **Review the task** Say the name of a country to a student, such as *Honduras*. The student must say the nationality (*Honduran*) and then say the name of another country, such as *Japan*, to another student. This student says the nationality (*Japanese*) and then says the name of another country to the next student. Continue until all Ss have had a turn.

UNIT 1, LESSON 2, VOCABULARY

Timing: 40 Minutes

- **Prepare for the task** Photocopy one worksheet for each pair of Ss and cut up into Student A and Student B halves.
- **Introduce the task** Spell out some words from Unit 1 letter by letter. Ss say the words. For example: *a-l-p-h-a-b-e-t* (alphabet). Put Ss into pairs to do the same.

- **Do the task** Put Ss into pairs. Tell them to take turns completing the chart by spelling out the beginnings and endings of the words. Write *How do you spell ...?* on the board and ask Ss to repeat it several times so that you are sure Ss are pronouncing it correctly. Tell Ss to say *Thanks* or *OK* when they have written down the information and are ready to speak themselves.
- Demonstrate completing the information for Person 1 with a stronger S. Then let Ss work in pairs. Monitor and make sure Ss are spelling out the words correctly.
- **Review the task** Choose a person and piece of personal information. Ss must tell you the word from the chart and spell it out:
 - *Person 2, last name*
 - *Harrison, H-a-r-r-i-s-o-n*
- As an extension task, ask Ss to add Person 5 and Person 6 to the chart and add information in the same way about two different people. Pairs then swap charts and repeat the task with Person 5 and Person 6.

UNIT 2, LESSON 1, VOCABULARY

Timing: 40 Minutes

- **Prepare for the task** Copy and cut up one worksheet for each pair of Ss into Student A and B halves.
- **Introduce the task** Draw your family tree on the board with the ages of your family members in numbers. Ask Ss to come to the front of the class and say who each member of your family is and how old they are. For example: *Diana is your sister. She is 27.*
- **Do the task** Put Ss into pairs. Tell Ss they have the same family tree and they need to complete it with names and ages. Begin by telling Student A to tell Student B about the people in the family tree and how old each family member is. Model the language and write it on the board:
 - *Javier is the grandfather.*
 - *He is 75.*
 - *Mia and Filipe – children of Javier.*
- Ss speak and listen to their partners to fill out the family tree. Monitor and help with vocabulary where necessary.
- Then both Ss work together to complete the sentences about the family tree.
- **Review the task** Check that Ss have completed the family tree and sentences correctly. Say the name of two of the people in the family tree and ask Ss to say how they are related, for example:
 - *Rafael and Mia (brother and sister, children of Javier and Ana)*
 - *Alba and Martin (Alba – aunt of Martin)*

- As an extension task, Ss draw their own family tree, labeling the relationships and showing the ages of the people. Then put Ss into pairs to tell a partner about their family tree.

Answers

1 wife 2 sister 3 father 4 uncle 5 husband
6 parents 7 aunt 8 son 9 children 10 cousin

UNIT 2, LESSON 2, VOCABULARY

Timing: 40 Minutes

- Prepare for the task** Copy one worksheet for each S.
- Introduce the task** Write some of the adjectives in the word search on the board as anagrams for Ss to solve. For example:
 - ratms = smart
 - ngoyu = young
 - yilfdrne = friendly
- If necessary, give clues—for example: *ngoyu* (not old)—to help Ss.
- Do the task** Tell Ss to find nine adjectives to describe people in the word search. (To make the task easier, write the words on the board first.) Tell Ss that the words can be across or down.
- Then ask Ss to match the adjectives to the pictures. Check the answers.
- Tell Ss to write down the name of somebody they know next to these adjectives. For example: friendly = Manuel (cousin).
- Put Ss into pairs. They can show each other a photograph of someone on their cell phones, say who it is, and describe that person. For example: *Manuel is my cousin. He is friendly.*
- Review the task** Ask Ss to show their photographs to the class, say who it is, and describe them. As an extension, have Ss stand up. Tell them to sit down if what you say describes them. Say *very tall* and see who sits down. Tell all Ss to stand up again and repeat with different adjectives + *very/really*.

Answers

1 friendly 2 funny 3 boring 4 tall/short 5 short/tall
6 smart 7 interesting 8 shy 9 old 10 young

F	A	F	U	N	N	Y	F	D	R	Y	J
T	E	R	H	U	X	O	E	I	M	P	T
Q	K	I	O	R	U	U	S	H	O	R	T
F	M	E	N	J	L	N	H	C	G	P	P
S	G	N	A	W	I	G	Y	R	D	M	C
O	L	D	O	S	H	K	C	V	T	B	M
K	N	L	P	T	A	L	L	P	B	O	E
N	S	Y	L	B	E	V	I	Y	S	R	O
R	O	Y	S	M	A	R	T	T	G	I	U
A	C	Z	B	G	N	D	U	H	O	N	J
I	N	T	E	R	E	S	T	I	N	G	I

UNIT 3, LESSON 1, VOCABULARY

Timing: 40 Minutes

- Prepare for the task** Photocopy one worksheet for each student.
- Introduce the task** Read aloud the following description of an apartment. Ask Ss to fill in the blanks with the words about rooms in a house.

This is my apartment. Here is the living room with a picture of my cat on the wall. Next to the living room is the bathroom. This is the kitchen with a dining area. My favorite room is my bedroom.

- Write the following on the board and ask Ss to complete the sentences about their house/apartment.

This is my _____ and here is the _____ with _____. Next to the _____ is the _____. This is the _____ with _____. My favorite room is my _____.

- Do the task** Put Ss into small groups. Ask one S to start with the Word Card. Have the other Ss draw a 3x3 Bingo Card in their notebook and then write the words for two of the pictures in each square (in pencil, so they can play again). For example:

dining area picture	bathroom window	living room floor
door window	bedroom floor	kitchen wall
kitchen picture	bedroom wall	bedroom bathroom

- The S with the Word Card reads aloud two words, in any order. When Ss hear two words in one of their squares, they cross those words out. The S with the Word Card keeps reading out two words until one S has crossed out all their words. This S is the winner.
- Repeat the activity as the other Ss take turns reading from the Word Card.
- Review the task** Play with the whole class. You read out the Word Card and then check that the winners have written the correct vocabulary in their Bingo Cards. As a variation, read aloud a short description of each room and things in a room and keep reading until one student has crossed out all the words in their Bingo Card.

UNIT 3, LESSON 2, VOCABULARY

Timing: 40 Minutes

- Prepare for the task** Copy one worksheet for each pair of Ss.
- Introduce the task** Give Ss one minute to write down as many furniture words as they can remember. See which S can remember the most words.

- **Do the task** Put Ss into pairs. Direct them to take turns telling each other what is in each room of their apartment. Ss must listen to each other and draw lines from the furniture to the correct room in the empty apartment. If there is more than one piece of that item – for example, two chairs – Ss draw two lines. Monitor and help where necessary.
- **Review the task** Tell Ss to label all the pieces of furniture they have put in the empty apartment. Ask Ss to describe the differences between the two apartments by asking and answering questions. For example: Student A: *My TV is in my kitchen. Where is your TV?* Student B: *My TV is in the living room. Where is your couch?*

UNIT 4, LESSON 1, VOCABULARY

Timing: 40 Minutes

- **Prepare for the task** Copy one worksheet for each pair of Ss and cut up into Student A and Student B halves.
- **Introduce the task** Play board scrabble. Write *smartwatch* in the middle of the board. Tell a student to come up to the board and write a technology word vertically using the letters from *smartwatch*. A student then adds another technology word vertically or horizontally.
- For example:

es
game
r
p
smartwatch
o
n
e
s

- Continue until Ss have used all the technology vocabulary.
- **Do the task** Put Ss into pairs. Ask Ss if they are familiar with the game Battleship.
- Ss write their five words on their board. Tell each Student A to begin by writing the letters of *cellphone*, with no space, across, down, or diagonally in each square to spell the word. Tell each Student B to begin by writing the letters of *earphones* across, down, or diagonally in each square to spell the word. Check that Ss have written their five words on the board.
- Explain to Ss that they will need to find the five technology words in the **My partner** board. One student reads out a square and the other must say the letter of the technology word if it is in that square. If there is no letter in that square, the student must say *No*. For example:
 - **A** 2A?
 - **B** *No*
 - **B** *No*
 - **A** 3J?
 - **A** 8D?
 - **B** *Yes – T*
- Each time, Ss write the letter of the word or X (no letter) in the **My partner** square. The first student to find the five words is the winner.

- Demonstrate with a stronger student. Monitor and help where necessary.
- **Review the task** Drill all the technology words. Tell Ss to draw in their notebooks a table with two columns: one column with a check (✓), for things they have; and one column with a cross (X), for things they don't have. Tell Ss to write all the words there. Put Ss into pairs to compare.

UNIT 4, LESSON 2, VOCABULARY

Timing: 40 Minutes

- **Prepare for the task** Copy one worksheet for each pair of Ss and cut up into Student A and Student B halves.
- **Introduce the task** Read aloud verbs connected with technology and ask Ss to say which nouns (and prepositions) go with them. Then read aloud nouns and ask which verbs (and prepositions) go with them. For example: *play* (games), *text messages* (send/read).
- **Do the task** Put Ss into pairs. Tell them to take turns reading the sentence clues aloud to each other. The other partner fills in their crossword puzzle with the missing technology words that can be used to complete the sentences. With weaker Ss, write the missing technology words for Student A and Student B on the board so they can choose the word.
- If their partner doesn't understand which word it is, Ss can help by making a new sentence containing the word or giving a letter in the word. Monitor and help where necessary. When Ss finish, tell them to check their crosswords together.
- **Review the task** Tell Ss to cover up the crossword so they can just see the gapped sentences. Ask Ss to complete the sentences and read them aloud. As an alternative or next step, Ss cover up the sentences but not the crossword and try to repeat the sentences or make their own sentences.

UNIT 5, LESSON 1, VOCABULARY

Timing: 40 Minutes

- **Prepare for the task** Copy one worksheet for each student.
- **Introduce the task** Whisper to each student a day of the week and a time of the day, for example: *Tuesday afternoon* or *Friday morning*. Then tell Ss to line up in chronological order so the Monday mornings are at the beginning of the line and Sunday nights at the end.
- **Do the task** Put Ss into pairs. Tell them to ask each other the questions and write down the answers. Ss then figure out the score for their partners. Monitor and help where necessary.
- **Review the task** Ask Ss to report the questions back to the class, for example: *Manuel has time for sports on the weekends*. As an extension, put Ss into small groups to write four multiple-choice questions for a new questionnaire about everyday activities titled *Do you have a lot of free time?* As a class, decide which are the best eight questions and put them into a new questionnaire. Put Ss into pairs to ask each other the questions.

UNIT 5, LESSON 2, VOCABULARY

Timing: 40 Minutes

- **Prepare for the task** Copy one worksheet for each pair of Ss. Cut the worksheet into three parts. Both Ss have a copy of the Student A and Student B clock times; Student A and Student B have separate tasks.
- **Introduce the task** Write several times on the board and have Ss say them in different ways. For example:
 - 8:45 – *eight forty-five, a quarter to nine*
 - 12:00 – *twelve o'clock, noon*
- **Do the task** Give out the worksheets. Read out the times 5:25, 11:35, 9:40, 2:55, 5:00. Ss find the letters and read aloud the word they spell (*hello*). Repeat with new words until Ss understand how the table works. Put Ss into pairs to read times to each other. Monitor and help where necessary.
- **Review the task** Tell Ss to look at their table. Say the words and ask Ss to read the times back to you. For example: *drink* (possible answer – 7:40, 5:40, 5:45, 11:10, 3:00). As an extension, ask Ss to write down five different words from the Student's Book and "spell" them using the times from the table. Put Ss into different pairs to repeat the task with the new words.

UNIT 6, LESSON 1, VOCABULARY

- **Prepare for the task** Copy one worksheet for each group of Ss. Cut up the top half of the worksheet into 14 cards. To save cutting, you can assign each student a person from the cards. Ss then need to name the place where that person is and tell the other Ss.
- **Introduce the task** Write the places in cities on the board (the list is in the Key). Have Ss write down the places in their notebooks in order of proximity to their home, for example: 1st *school* (closest to home), 2nd *café* (next closest) ... 14th *zoo* (farthest from home). Put Ss into pairs to compare.
- **Do the task** Put Ss into large groups and have each student take a card (Ss could have more than one card or share cards). Tell Ss to share the information from the card with the rest of the group. Then have Ss write the place where each person is in the table. Monitor and help where necessary.
- **Review the task** Tell Ss to put all the cards on the table. Say the place. Ss must find the card.
- As an extension activity, give Ss one minute to look at the cards and then tell Ss to turn them over. Say the place or describe it, for example: *Doctors work here* (hospital). Ss have three attempts to turn over the right card that matches the place / description.

Answers

Person	Place
Steve	bookstore
Haruka	museum
Fabio	hospital
Santiago	store
Lucas and Paula	movie theater
Ana	supermarket
Felipe	school
Megan and Richard	restaurant
Ming	hotel
Martina and Ivan	mall
Rosa and Carlos	park
Amanda	zoo
Yejoon	college
Manuel and Antonia	café

UNIT 6, LESSON 2, VOCABULARY

Timing: 40 Minutes

- **Prepare for the task** Copy one worksheet for each student.
- **Introduce the task** Tell Ss to write these words on separate pieces of paper.
 - *mountain, snow, river, island, beach, ocean, lake, tree, forest, flower, plant, grass, desert, hill*
- Tell Ss to write the translation of each word in their first language on the other side of each piece of paper. Tell Ss to go through each piece of paper and give the translation for each word (either English – first language or first language – English) without turning over the paper. If Ss share a first language, they can work in pairs to test each other.
- **Do the task** Tell Ss to take turns asking each other where the nature vocabulary in the box is in the picture on the worksheet. Tell Ss that some words are in more than one place.
- Have Ss work individually and draw an empty A–H/1–8 table in their notebook. Tell them to write one of each nature word in different places in their table. Put Ss in pairs. Tell them to ask each other where their words are.
 - *Where's your lake?*
 - *My lake is in A2.*
- Ss get one point if they both have a word in the same place. For example, Student A has lake in A2 and Student B has island in A2. They get two points if you have the same word in the same place. For example, they both have lake in A2. See which pair in the class has the most points at the end.
- Monitor and help where necessary.
- **Review the task** Say some coordinates and have Ss tell you what is in the picture on the worksheet. For example: D7 (grass). Tell Ss to go through the vocabulary cards they made at the start of the activity and check the meaning through translation again. As an extension activity, Ss could add more information to the vocabulary cards such as a transcription and example sentence.

UNIT 7, LESSON 1, VOCABULARY

Timing: 40 Minutes

- **Prepare for the task** Copy one worksheet for each group of four Ss. Cut and mix up the cards so each group gets 24 cards. To save cutting, put Ss into pairs and give each pair a worksheet. Have Ss take turns saying which word goes with the word in **bold** on the card.
- **Introduce the task** Tell Ss to write down six activities that they do around the house. For example: *I do the dishes after dinner. I help my brother with his homework.* Then put Ss into pairs and have them compare their answers.
- **Do the task** Put Ss into groups of four. Give each group their 24 cards face-down. Tell Ss to each take a card. Then have them take turns matching the word that goes with the word in **bold**. Write an example on the board

wash

the dog

breakfast

the bath

(wash + the dog)

- If a student matches the right word, they keep the card. If they match the wrong word, they return the card to the pile. The student who has the most cards at the end is the winner. Monitor and help where necessary.
- **Review the task** Go through all the cards and ask Ss to match the words that make a correct phrase. Then ask Ss to make a sentence using the words on each card. For example: *I brush my teeth in the morning.*

Answers

brush	cook	wash
the dishes	<i>breakfast</i>	your teeth
<i>your teeth</i>	the car	your homework
breakfast	your homework	<i>your hair</i>
clean	brush	cook
<i>your room</i>	the bath	the dishes
your lunch	dinner	your room
your bath	<i>your hair</i>	<i>lunch</i>
breakfast	the car	a bath
wash	help	<i>take</i>
do	<i>wash</i>	help
<i>cook</i>	brush	do
homework	the dishes	your brother
take	<i>do</i>	do
help	brush	<i>help</i>
<i>do</i>	cook	brush

take	do	help
dinner	<i>your homework</i>	your hair
<i>a bath</i>	your car	your room
a kitchen	your lunch	<i>your sister</i>
wash	take	help
the dog	breakfast	your teeth
breakfast	a shower	<i>your mom</i>
the bath	the dishes	your car
my teeth	my room	my hair
take	<i>clean</i>	<i>wash</i>
<i>brush</i>	take	clean
wash	brush	take
dinner	the kitchen	your dog
<i>cook</i>	<i>clean</i>	do
clean	take	go
take	help	<i>wash</i>

UNIT 7, LESSON 2, VOCABULARY

Timing: 40 Minutes

- **Prepare for the task** Copy one worksheet for each pair of Ss.
- **Introduce the task** Write these stages of a trip to work on the board. Ask Ss to put them in order:
 - *() walk from the station*
 - *() be at home*
 - *() take a train*
 - *() be in the office*
 - *() be on the train*
 - *() walk to the station*
 - *() wait*
 - *(6, 1, 4, 7, 5, 2, 3)*
- **Do the task** Tell Ss to work in pairs. Explain the situation: Ss need to get from their home to the office by 9:00. Tell Ss to begin at card 1 and use the choices/options on the cards to decide what they will do. Monitor and help where necessary.
- **Review the task** Tell Ss to read aloud the cards in the order that gets them to work on time. Ask Ss to identify the transportation vocabulary on the worksheet.

UNIT 8, LESSON 1, VOCABULARY

Timing: 40 Minutes

- **Prepare for the task** Copy one worksheet for each S.
- **Introduce the task** Mime or demonstrate the skills on the worksheet and ask Ss to tell you the vocabulary. For example: draw a picture on the board (*draw*).
- **Do the task** Ss work in groups of four. Tell Ss to write their names at the top of each column. Ss take turns asking their partner questions. For example: *Mario, do you draw?* Tell Ss to put a check in the table if the answer is yes. Monitor and help where necessary.

- **Review the task** Put Ss into pairs. Ask them to tell each other what skills they do and give more information. For example: *I don't draw, but I sometimes dance. I fix things at home.* Invite some Ss to tell the class about what skills they have.
- As an extension activity, Ss rank each of the 12 skills according to how fun they are (1 = a lot of fun; 12 = not fun at all) and then rank them according to how difficult they are (1 = very difficult; 12 = not difficult at all). Put Ss into pairs to compare their rankings.

UNIT 8, LESSON 2, VOCABULARY

Timing: 40 Minutes

- **Prepare for the task** Copy one worksheet for each pair of Ss and cut it into Student A and B halves.
- **Introduce the task** Read aloud these definitions to Ss. Then have them complete each sentence.
 - *You can find computers and desks here. You work in a(n) _____.* (office)
 - *You are in the office for 12 hours each day. You work _____.* (hard)
 - *These are the people you work with in your office. These are your _____.* (coworkers)
 - *You have a coffee for 10 minutes. You take a _____.* (break)
- **Do the task** Ss work in pairs. Tell Ss they will read a different text about work. Ss will take turns reading their texts with pauses. Ss must listen to their partner and write down the work vocabulary from the box that they hear. Ss may need to re-read sections of the text for their partners. Monitor and help where necessary. Then tell Ss to check their answers together.
- **Review the task** Read aloud sections of the Student A text in a different order. For example: *They all _____ it is a great laptop* and have Ss say the missing words. Repeat with the Student B text.
- As a more challenging variation, Ss can read their texts to each other, but leave gaps for the underlined words. Their partner must choose from the words in the box to fill the gaps.

UNIT 9, LESSON 1, VOCABULARY

Timing: 40 Minutes

- **Prepare for the task** Copy one worksheet for each student.
- **Introduce the task** Write these groups of words on the board. Ask Ss to identify the word that doesn't belong.
 - city town country (country)
 - boat ranch plane (ranch)
 - vacation work tour (work)
 - ranch farm city (city)
 - hill boat ocean (hill)

- **Do the task** Ss choose the correct words to complete each travel description.
- Tell Ss to rank the vacations (1 = the vacation they like most). Then, have Ss work in pairs to tell their partners what they like about each vacation and what they don't like.
- **Review the task** Tell Ss to turn over the worksheet. Read out the texts, but pause at the ten vocabulary items. Ss should remember the vocabulary and tell you the words that complete the sentences of the text. Alternatively, Ss can use the vocabulary to describe a vacation or place they like.

UNIT 9, LESSON 2, VOCABULARY

Timing: 40 Minutes

- **Prepare for the task** Copy one worksheet for each student and cut up into halves for Student A and Student B.
- **Introduce the task** Read aloud the vocabulary and have Ss identify the words as nouns or verbs: *airport, arrive, buy, check in, destination, flight, fly, leave, stay, trip, travel.*

Answers

Nouns: airport, destination, flight, trip
Verbs: arrive, buy, check in, fly, leave, stay, travel

- **Do the task** Ss complete the questions with the words. Check as a class. Put Ss into pairs. Pairs take turns asking one another the questions from the chart to fill in the information. Monitor and help where necessary.
- **Review the task** Ss choose a new travel destination and think up new details for the travel arrangements. Ss can then ask one another the same questions from the chart.

Answers

Where are you traveling / flying from?
What is your destination?
Can you buy a ticket online for the trip?
What time do you have to leave home?
What time do you have to be at the airport?
Do you need to stay in a hotel the night before?
When do you have to check in?
How long is your flight?
When does the plane arrive?

UNIT 10, LESSON 1, VOCABULARY

40 minutes

- **Prepare for the task** Copy one worksheet for each S.
- **Introduce the task** Ask some concept-checking questions. For example:
 - *Do you go shopping in a store or a theater? (store)*
 - *Can you take a walk in a river or a park? (park)*
 - *Do you have a picnic inside or outside? (outside)*
 - *You meet someone at the airport. Is she arriving or leaving? (arriving)*

- **Do the task** Ss ask each other the questions. With stronger Ss, encourage follow-up questions. For example:
 - **A** *Dominique, where do you go to look at art?*
 - **B** *I look at art in the museum.*
 - **A** *What art do you like?*
- Have Ss make sentences for “D” answers. For example:
 - **A** *Manuel, do you like to eat inside or outside?*
 - **B** *I like to eat inside at home. I like to eat outside on vacation.*
- **Review the task** Ss answer the questions as a class and then ask follow-up questions.

UNIT 10, LESSON 2, VOCABULARY

Timing: 35 minutes

- **Prepare for the task** Copy and cut up the worksheet into a set of A and B cards for each pair. To save copying, Ss can take turns choosing an A picture, saying the clothes and season, and then matching to a B card.
- **Introduce the task** Give Ss one minute to look at what everyone in class is wearing. Then tell Ss to close their eyes. Name a S and see if the class can remember what he or she is wearing. Repeat with different Ss.
- Then write all the clothes words Ss have said on the board. Ss say the seasons these clothes are suitable for wearing outside. For example: *T-shirt* (summer).
- **Do the task** Put Ss into pairs. Tell Ss to put the A and B cards face down in separate piles. One S takes an A card and says what the person is wearing and what the season is. Then they take a B card. If the cards match, they keep both cards. If the cards don't match, or the S makes a mistake with the vocabulary on the A card, the S returns both cards. Then it is their partner's turn. Ss continue until there are no cards left. The S with the most cards at the end is the winner. Monitor and help where necessary.
- **Review the task** Go through all the A cards and ask Ss to name what clothes are in each picture and what season it is.
- As a variation or extension, play Bingo with the A cards. Put Ss into groups of three. Each S chooses four A cards. Mix up the B cards and read them aloud one by one. The first S who has four A cards to match the B cards you read is the winner.

UNIT 11, LESSON 1, VOCABULARY

Timing: 45 Minutes

- **Prepare for the task** Copy one worksheet for each group of four Ss and cut it up into cards. To save cutting, Ss can take turns choosing a square and reading out the sentence for the other Ss to choose the adjective.

- **Introduce the task** Tell Ss to write down an example of each of these things:
 - *something new in their home*
 - *a beautiful city in their country*
 - *a quiet place to study*
 - *a fast car*
 - *an exciting vacation*
 - *a wonderful person*
- Put Ss into pairs to compare and tell one another about these things.
- **Do the task** Put Ss into groups of four. Give each group a set of cards and tell them to put them face-down in a pile. Have Ss take turns choosing a card and reading it aloud with the two adjectives as options. The other Ss must say which adjective completes the sentence. The S who says the correct adjective keeps the card (Ss check with the teacher if they are not sure). Continue until Ss have used all the cards. The S with the most cards at the end is the winner. Monitor and help where necessary.
- **Review the task** Take a set of cards, read them aloud, and ask Ss to choose the correct adjective.
- As a more challenging variation, have Ss read the cards aloud with gaps for the adjectives. The other Ss must think of an appropriate adjective to complete the sentence.
- As an extension task, Ss make their own cards. They can then give the cards to another group to repeat the activity.

Answers

The food is **awful**! I'm not going to eat it again!
 My aunt is wearing a **beautiful** dress.
 The computer game is expensive because it is **new**.
 I can swim, but I am **slow**.
 I need a new laptop. My old laptop is **slow** now.
 Usain Bolt was very **fast** in the 100 meters.
 The children are **noisy** today.
 Our vacation in Acapulco was **exciting**.
 The children in the photo were really **cute**.
 The soccer game was **exciting**. It was great.
 The trip was **awful**. I never want to go back there.
 Alex is a really **wonderful** friend. I like him a lot.
 My jeans are **new**. Do you like them?
 I live in a village. It is nice and **quiet**.
 I am a **fast** swimmer. I can swim 50 meters in 35 seconds.
 The children are **quiet** in school.
 I was a **noisy** boy at school. I wasn't a good student.
 An 89% on your English test is **wonderful**! You are a very good student.
 The flowers in spring are **beautiful**.
 She was a really **cute** two-year-old girl then.
 The video is **awful**. Don't watch it.
 Barcelona is a **beautiful** city. Let's go there on vacation.
 My sister is really **cute**. She's a lovely girl.
 The concert wasn't **exciting**. It was very boring.
 There is a **fast** train to London.
 I have a **new** friend. Her name is Karla.
 The music is very **noisy**. Can you hear me?
 We had a **quiet** walk in the park.
 The bus is very **slow**. I'm going to drive.
 The book is **wonderful**. I love it.
 The party wasn't **exciting**. It wasn't fun.
 It's a **beautiful** day. Let's go to the park.

UNIT 11, LESSON 2, VOCABULARY

Timing: 45 minutes

- **Prepare for the task** Copy one worksheet for each S.
- **Introduce the task** Briefly review the words for colors by pointing to items in the classroom and asking what color they are, e.g., *What color is the door/wall/desk? What color is my/your sweater/shirt/bag/book?* Elicit answers (*It's [blue].*) To remind Ss of anagrams, write *grenoa (orange)* on the board. Ask Ss: *What is this word?* Start to rewrite the letters on the board. Encourage Ss to say the word when they think they recognize it.
- **Do the task** Ss rearrange the letters to make words individually, then check their answers with a partner.
- Check answers with the class. Check for correct pronunciation.

Answers

- 1 green
- 2 yellow
- 3 black
- 4 red
- 5 white
- 6 blue
- 7 gray
- 8 purple
- 9 orange
- 10 brown
- 11 pink

- Then tell Ss to complete the sentences individually, using the words in exercise A. Make sure Ss understand that the answers should be true for them. Circulate and help if necessary.
- Ss compare their answers. One S reads a question and his/her partner answers. The S who asked the question also reads his/her answer aloud. If they are both the same, Ss write *S*. If they are different, they write *D*. Ss record how many answers are the same. Elicit answers from a few volunteer Ss.
- Tell Ss they are going to walk around the class, asking questions like those in the model dialogue in exercise C. The aim is to check as many of the items as possible on the list. Ss may need to ask more than one person for each item on the list, but they should try to find as many as possible. Read the conversation aloud with a stronger S.
- Set a time limit of about 10 minutes. Ss count the number of items. Ask Ss to raise their hands if they have one check mark, then two, three, and so on up to nine (or until no Ss have their hands raised). Those with the highest number are the winners.
- Ask individual Ss to report findings to the class by saying who has each item, e.g., *Camila has a red bag. / Jose Luis has a green watch.*

UNIT 12, LESSON 1, VOCABULARY

Timing: 35 Minutes

- **Prepare for the task** Copy one worksheet for each S. Cut up the bottom half of the worksheet. Distribute the food table to each S. Cut up a Student A, Student B, Student C, and Student D card for each S in a group of four.
- **Introduce the task** Tell Ss to write down two food words for each category: fruit and vegetables, meat, dairy products, and grains.
- **Do the task** Tell Ss to work in a group of four. Ss take turns telling one another what each person eats each day and write the food words in the table. Monitor and help where necessary.
- Ask Ss who they think has the healthiest diet.
- **Review the task** Ask Ss to read all the food words on their card out loud.
- As an extension, Ss repeat the task with the food they ate today. Then ask Ss what food they liked and didn't like.

Answers

	Fruit and vegetables	Meat	Dairy products
Miranda	coconut pineapple apple orange tomato	beef lamb	cheese
Boris	coconut banana orange potato	chicken lamb	butter
Ming	apple banana orange tomato potato	chicken	butter cheese
Dan	pineapple apple banana tomato potato	beef	butter

	Grains	Small meals
Miranda	bread	soup
Boris	cracker	soup sandwich
Ming	bread	sandwich
Dan	bread cracker	soup

UNIT 12, LESSON 2, VOCABULARY

Timing: 40 Minutes

- **Prepare for the task** Copy one worksheet for each S.
- **Introduce the task** Write the first and last letter of the food, drink, and dessert words on the board. Ask Ss to tell you the word and say if it is food, drink, or dessert. For example: j _____ e (juice; drink). Then Ss write down which food, drink, or dessert they had yesterday. Put Ss into pairs to compare.
- **Do the task** Ss work in groups of four. Tell them to fill in the menu and say which words are food, drinks, and desserts. Then tell Ss they have \$30 each and they must choose what to eat and drink at the café. Have Ss tell one another what they want and then figure out the total price for their group. Monitor and make sure Ss are saying the words for food, drinks, and desserts.
- **Review the task** Ss say all the names of the food, drinks, and desserts on the menu.
- As an extension task, repeat the task, but give Ss some restrictions. For example: they must each order a drink and dessert, or at least one person in the group should order fish.

1.1 VOCABULARY

COUNTRIES AND NATIONALITIES



Russia	Chile	Spain	the United States	Ecuador
Brazil	Colombia	Japan	Mexico	Peru
France	China	Honduras	South Korea	

1.2 VOCABULARY

THE ALPHABET; PERSONAL INFORMATION

Student A

Aa Bb Cc Dd Ee Ff Gg Hh Ii Jj Kk Ll Mm
Nn Oo Pp Qq Rr Ss Tt Uu Vv Ww Xx Yy Zz

PAIR WORK Complete the personal information about the four people by spelling out the beginnings and endings of the words.

Person 1		Person 2	
First name	Mari _____	_____ hen	
Last name	_____ quez	Harr _____	
Email address	mvz@trave _____	shon@ _____	
College	Caval _____	_____ ngton	
Company	_____ ares	_____ idtz	
Person 3		Person 4	
First name	Aman _____	_____ ako	
Last name	Alex _____	Hashi _____	
Email address	_____ mail.net	_____ mymail.org	
College	_____ hand	Juni _____	
Company	Vign _____	_____ hide	

Student B

Aa Bb Cc Dd Ee Ff Gg Hh Ii Jj Kk Ll Mm
Nn Oo Pp Qq Rr Ss Tt Uu Vv Ww Xx Yy Zz

PAIR WORK Complete the personal information about the four people by spelling out the beginnings and endings of the words.

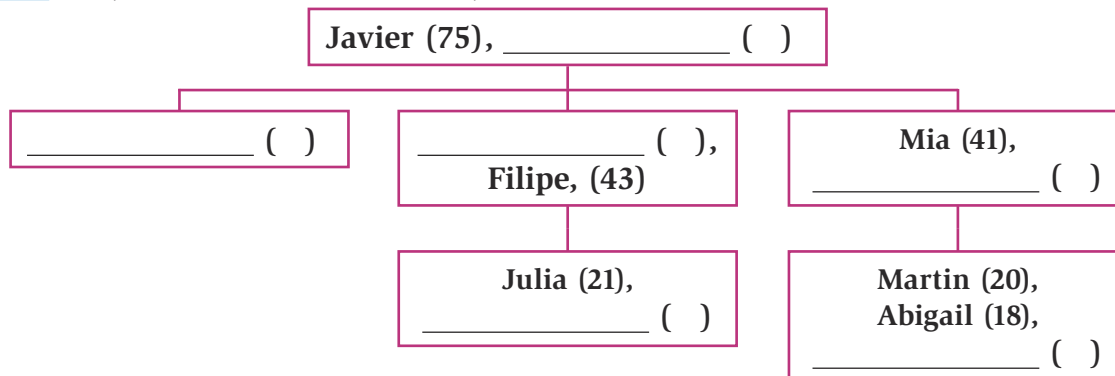
Person 1		Person 2	
First name	_____ angel	Step _____	
Last name	Velaz _____	_____ ison	
Email address	_____ lmail.org	_____ xyz.com	
College	_____ canti	Welli _____	
Company	Oliv _____	Schm _____	
Person 3		Person 4	
First name	_____ dine	Han _____	
Last name	_____ andre	_____ moto	
Email address	ama@list _____	han_moto@ _____	
College	Marc _____	_____ chiro	
Company	_____ eron	Mitsu _____	

2.1 VOCABULARY

FAMILY; NUMBERS

Student A

A **PAIR WORK** Tell your partner about the family tree and complete the information.

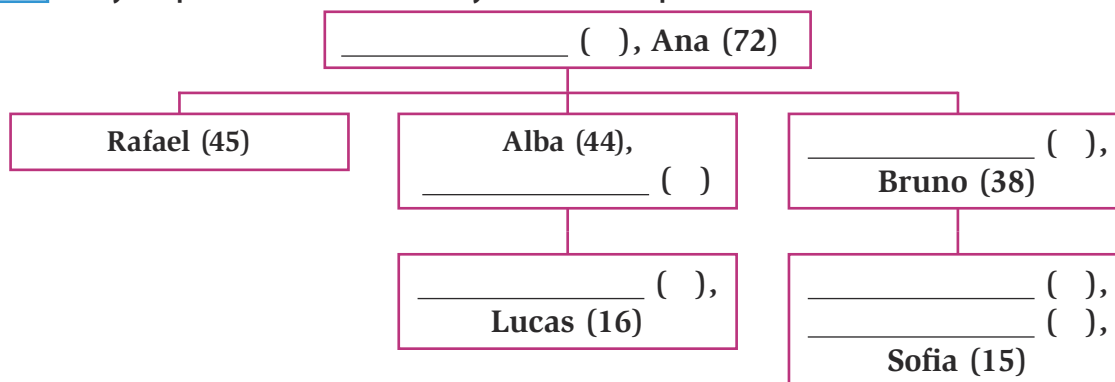


B **PAIR WORK** Complete the sentences about the family tree.

- 1 Ana is the _____ of Javier.
- 2 Sofia is the _____ of Abigail.
- 3 Filipe is the _____ of Lucas.
- 4 Rafael is the _____ of Martin.
- 5 Bruno is the _____ of Mia.
- 6 Javier and Ana are the _____ of Filipe.
- 7 Mia is the _____ of Julia.
- 8 Martin is the _____ of Bruno.
- 9 Julia and Lucas are the _____ of Alba and Filipe.
- 10 Abigail is the _____ of Lucas.

Student B

A **PAIR WORK** Tell your partner about the family tree and complete the information.



B **PAIR WORK** Complete the sentences about the family tree.

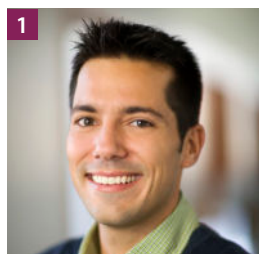
- 1 Ana is the _____ of Javier.
- 2 Sofia is the _____ of Abigail.
- 3 Filipe is the _____ of Lucas.
- 4 Rafael is the _____ of Martin.
- 5 Bruno is the _____ of Mia.
- 6 Javier and Ana are the _____ of Filipe.
- 7 Mia is the _____ of Julia.
- 8 Martin is the _____ of Bruno.
- 9 Julia and Lucas are the _____ of Alba and Filipe.
- 10 Abigail is the _____ of Lucas.

2.2 VOCABULARY

DESCRIBING PEOPLE; *REALLY / VERY*

A Find nine adjectives that are used to describe people in the word search. Match them to the pictures.

F	A	F	U	N	N	Y	F	D	R	Y	J
T	E	R	H	U	X	O	E	I	M	P	T
Q	K	I	O	R	U	U	S	H	O	R	T
F	M	E	N	J	L	N	H	C	G	P	P
S	G	N	A	W	I	G	Y	R	D	M	C
O	L	D	O	S	H	K	C	V	T	B	M
K	N	L	P	T	A	L	L	P	B	O	E
N	S	Y	L	B	E	V	I	Y	S	R	O
R	O	Y	S	M	A	R	T	T	G	I	U
A	C	Z	B	G	N	D	U	H	O	N	J
I	N	T	E	R	E	S	T	I	N	G	I



B Write down the name of someone you know next to these adjectives.

friendly _____

shy _____

funny _____

very old _____

really smart _____

very tall _____

interesting _____

C **PAIR WORK** Find a picture of someone in your family on your phone. Write notes. Then describe this person to a partner.

3.1 VOCABULARY

ROOMS IN A HOME

GROUP WORK Take turns saying words in the Word Card and writing in the Bingo Card.

Word Card

Read aloud the two words, in any order on the Word Card, to the other students.

bathroom and door	bathroom and floor	bathroom and picture	bathroom and wall	bathroom and window	door and floor
bedroom and door	bedroom and floor	bedroom and picture	bedroom and wall	bedroom and window	door and picture
dining area and door	dining area and floor	dining area and picture	dining area and wall	dining area and window	door and wall
living room and door	living room and floor	living room and picture	living room and wall	living room and window	door and window
kitchen and door	kitchen and floor	kitchen and picture	kitchen and wall	bedroom and dining area	bedroom and kitchen
bathroom and living room	bedroom and living room	dining area and living room	kitchen and living room	kitchen and dining area	bedroom and bathroom
bathroom and kitchen	bathroom and dining area	dining area and kitchen			

Bingo Card

A Draw a 3x3 table in your notebook. Write two of each word in each square in pencil.



B Listen to the student saying the words. When you hear two words that are in your square, **cross** them out. If you **cross** out all nine squares first, you are the winner.

3.2 VOCABULARY

FURNITURE

Student A

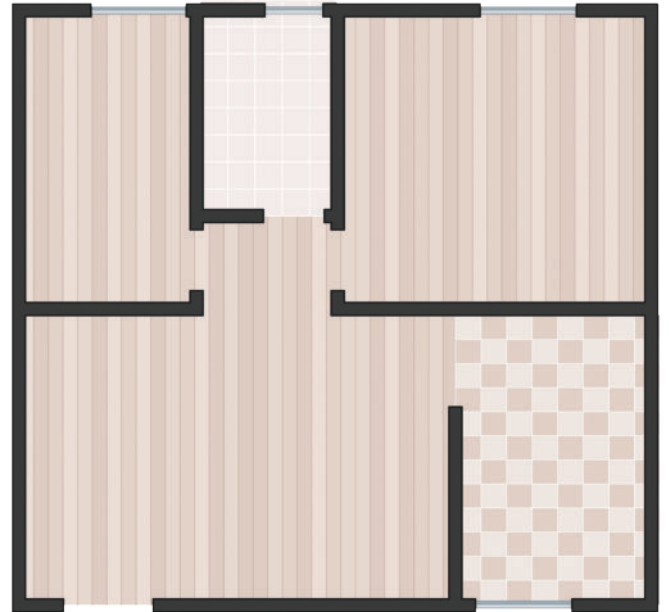
- A **PAIR WORK** Tell your partner about the furniture in your apartment.

A rug is in ...

Two chairs are in

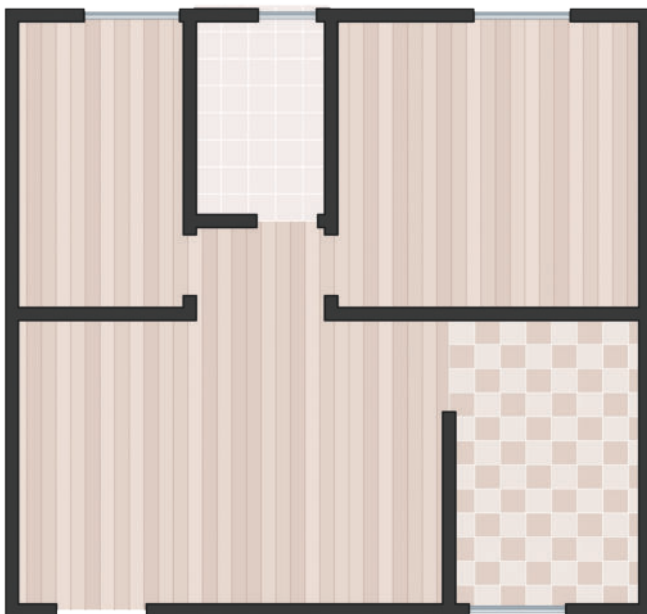


- B Listen to your partner. Draw the furniture or write the words in the correct room in the apartment.



Student B

- A **PAIR WORK** Listen to your partner. Draw the furniture or write the words in the correct room in the apartment.



- B Tell your partner about the furniture in your apartment.

A TV is in ...

Two chairs are in



4.1 VOCABULARY

TECHNOLOGY



Student A

Me

Look at the pictures. Write the words across →, down ↓, or diagonally ↘ in the board. Each square has one letter.

J										
I										
H										
G										
F										
E										
D										
C										
B										
A										
	1	2	3	4	5	6	7	8	9	10



My partner

Find five technology words in the My partner board.

Take turns saying squares, such as 3C. Say the letter of the technology word when it is in that square. When there is no letter in that square, say *No*. Write the letter of the word or X (no letter) in the My partner square.

J										
I										
H										
G										
F										
E										
D										
C										
B										
A										
	1	2	3	4	5	6	7	8	9	10

4.1 VOCABULARY

TECHNOLOGY



Student B

Me

Look at the pictures. Write the words across →, down ↓, or diagonally ↘ in the board. Each square has one letter.

J										
I										
H										
G										
F										
E										
D										
C										
B										
A										
	1	2	3	4	5	6	7	8	9	10



My partner

Find five technology words in the My partner board.

Take turns saying squares, such as 3C. Say the letter of the technology word when it is in that square. When there is no letter in that square, say No. Write the letter of the word or X (no letter) in the My partner square.

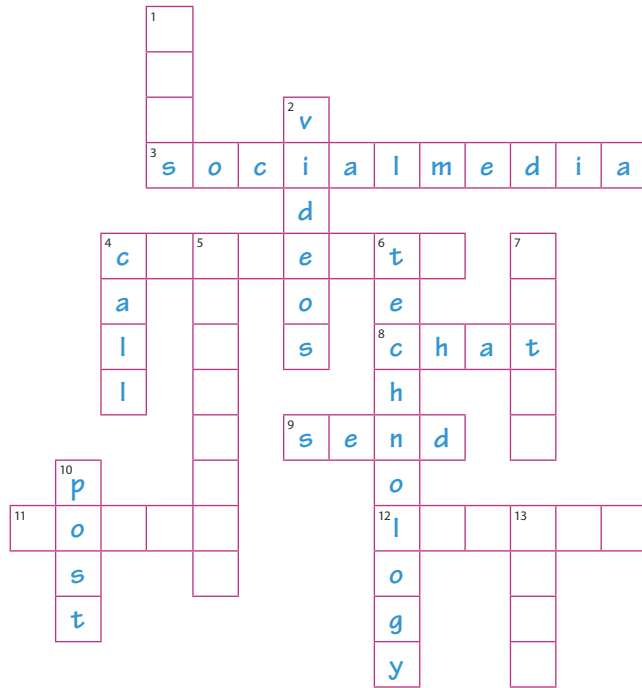
J										
I										
H										
G										
F										
E										
D										
C										
B										
A										
	1	2	3	4	5	6	7	8	9	10

4.2 VOCABULARY

USING TECHNOLOGY

Student A

PAIR WORK Take turns telling each other the clues. Listen and fill in the crossword puzzle with the missing technology words to complete each sentence.

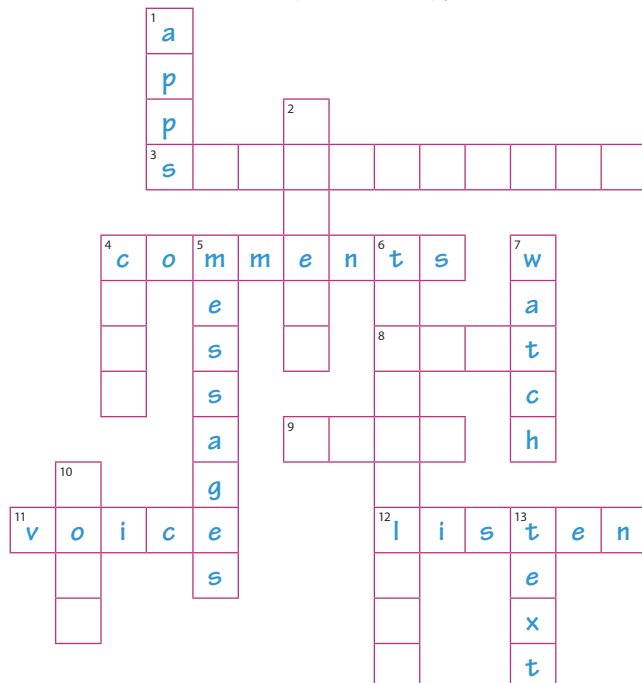


Clues

- 2 I watch _____ on my laptop.
- 3 I don't use _____.
- 4 I _____ friends on my cell phone.
- 6 We don't use _____ for work.
- 8 I _____ with my cousin on my laptop.
- 9 You _____ really funny emails!
- 10 You _____ really cool photos!

Student B

PAIR WORK Take turns telling each other the clues. Listen and fill in the crossword puzzle with the missing technology words to complete each sentence.



Clues

- 1 I use _____ on my smartwatch.
- 4 Do you read my _____?
- 5 I don't leave voice _____.
- 7 We _____ movies on my tablet.
- 11 We both don't like _____ messages.
- 12 I _____ to music on YouTube™.
- 13 Do you read my _____ messages?

5.1 VOCABULARY

DAYS AND TIMES OF DAY; EVERYDAY ACTIVITIES

PAIR WORK Ask each other the questions. Then check your scores.

Do you have a lot of fun?

Score

- 1 When do you have time for sports?
A I don't have time for sports. _____
B On the weekends.
C In the mornings.
- 2 Do you play soccer?
A Yes, I play soccer on the weekends. _____
B Yes, but not every weekend.
C I don't play soccer and I don't watch it.
- 3 Do you play video games with your friends?
A No, I don't play them with my friends. _____
B Yes, we play in the evening.
C I don't have time for friends.
- 4 Do you work / study Monday to Friday?
A Yes, but I love my work / studies. _____
B No, I work / study Monday to Sunday.
C No, I don't work / study every day.
- 5 What is your favorite day of the week?
A Tuesday – I go out after work / college. _____
B Friday – I watch TV with my family.
C Wednesday – I don't have to work / study.
- 6 Do you have fun on the weekends?
A No, I work / study. _____
B I have fun every day!
C Yes, weekends are great!
- 7 What do you do on Saturday evenings?
A I study English. _____
B I go out with my family.
C I play video games.
- 8 What is your favorite day of the weekend?
A I don't have a weekend. _____
B Sunday – I meet my friends.
C Saturday – it is Saturday!



Your score

Question 1 A=0, B=1, C=2

Question 2 A=2, B=1, C=0

Question 3 A=1, B=2, C=0

Question 4 A=2, B=0, C=1

Question 5 A=2, B=1, C=1

Question 6 A=0, B=2, C=1

Question 7 A=1, B=2, C=1

Question 8 A=0, B=2, C=2

12–16 You are really cool and you always have time for fun!

6–11 You work / study a lot, but you still have fun.

0–5 You don't have free time.

5.2 VOCABULARY

TELLING THE TIME

Student A and Student B

1:00	i	1:05	n	1:15	e	1:25	v	1:30	l	1:35	s	1:40	e	1:55	a
2:00	a	2:10	s	2:15	b	2:20	o	2:25	e	2:45	a	2:50	n	2:55	l
3:00	k	3:15	d	3:20	c	3:25	n	3:30	a	3:35	d	3:40	e	3:50	h
4:00	n	4:10	d	4:15	i	4:30	t	4:35	d	4:45	f	4:50	u	4:55	a
5:00	o	5:05	t	5:10	n	5:20	t	5:25	h	5:35	k	5:40	r	5:45	i
6:00	t	6:20	w	6:25	e	6:30	e	6:35	i	6:40	n	6:50	f	6:55	p
7:00	e	7:05	k	7:15	o	7:25	e	7:30	r	7:40	d	7:45	s	7:50	w
8:00	r	8:15	e	8:20	o	8:30	d	8:35	t	8:40	d	8:50	c	8:55	n
9:00	w	9:05	g	9:10	y	9:20	m	9:25	r	9:35	s	9:40	l	9:45	k
10:00	m	10:05	r	10:15	e	10:25	t	10:30	a	10:40	i	10:50	e	10:55	t
11:00	u	11:10	n	11:15	o	11:20	n	11:35	e	11:45	m	11:50	a	11:55	i
12:00	o	12:20	s	12:25	r	12:30	i	12:40	r	12:45	f	12:50	s	12:55	y



Student A

A Say the times to Student B. Student B finds the times and letters in the table, then they use the letters to spell a word.

2:15	7:30	10:15	3:30	7:05	6:50	1:55	1:35	5:05	(breakfast)
4:35	12:40	5:45	11:10	5:35					(drink)
9:00	10:50	7:25	9:45	6:25	1:05	3:35			(weekend)
9:20	1:00	8:40	11:20	6:35	9:05	3:50	4:30		(midnight)
8:50	1:30	12:00	3:20	5:35					(clock)
12:25	8:20	4:50	6:00	10:40	5:10	2:25			(routine)
7:50	11:35	8:30	6:40	7:00	2:10	7:40	10:30	12:55	(Wednesday)
3:20	2:55	11:50	2:10	9:35	2:25	12:50			(classes)

B Listen to Student B. Find each of the times and letters in the table. Then say the words each group of letters spell.



Student B

A Listen to Student A. Find each of the times and letters in the table. Then say the words each group of letters spell.

B Say the times to Student A. Student A finds the times and letters in the table, then they use the letters to spell a word.

4:10	11:55	4:00	2:50	6:30	10:05				(dinner)
12:50	7:15	10:00	1:40	10:55	4:15	11:45	8:15	9:35	(sometimes)
10:30	12:45	10:25	1:15	8:00	3:25	11:15	2:20	8:55	(afternoon)
8:35	5:25	11:00	5:40	12:20	3:15	4:55	9:10		(Thursday)
4:45	11:50	1:25	5:00	9:25	12:30	5:20	3:40		(favorite)
1:55	9:40	6:20	2:00	12:55	7:45				(always)
3:40	1:25	8:15	1:05	11:55	11:10	9:05			(evening)
6:55	10:30	9:25	1:15	4:00	5:05	1:35			(parents)

6.1 VOCABULARY

PLACES IN CITIES

GROUP WORK Take turns choosing a card. Work together to write down where the people are.



Person	Place	Person	Place
Steve		Richard and Megan	
Haruka		Ming	
Fabio		Ivan and Marina	
Santiago		Carlos and Rosa	
Lucas and Paula		Amanda	
Ana		Yejoon	
Felipe		Antonia and Manuel	

6.2 VOCABULARY

NATURE

A **PAIR WORK** Take turns asking and saying where these are in the picture.

mountains	snow	river	island	beach	ocean	lake
tree	forest	flower	plant	grass	desert	hill

Where are the mountains? The mountains are in B8 and H7.

8								
7								
6								
5								
4								
3								
2								
1								
	A	B	C	D	E	F	G	H

B **Work alone.** Draw an empty table A-H/1-8 in your notebook.
Write all the nature words in different places in your table.

C **PAIR WORK** Ask each other where the words are.

Where's your lake?

My lake is in A2.

You get one point if you both have any word in the same place.
You get two points if you have the same word in the same place.

7.1 VOCABULARY

ACTIVITIES AROUND THE HOUSE

GROUP WORK Take turns taking a card and saying the word that goes with the word in bold.

brush	cook	wash	take	do	help 
the dishes	breakfast	your teeth	dinner	your homework	your hair
your teeth	the car	your homework	a bath	your car	your room
breakfast	your homework	your hair	a kitchen	your lunch	your sister

clean	brush	cook	wash	take	help 
your room	the bath	the dishes	the dog	breakfast	your teeth
your lunch	dinner	your room	breakfast	a shower	your mom
your bath	your hair	lunch	the bath	the dishes	your car

breakfast	the car	a bath	my teeth	my room	my hair 
wash	help	take	take	clean	wash
do	wash	help	brush	take	clean
cook	brush	do	wash	brush	take

homework	the dishes	your brother	dinner	the kitchen	your dog 
take	do	do	cook	clean	do
help	brush	help	clean	take	go
do	cook	brush	take	help	wash

7.2 VOCABULARY

TRANSPORTATION

PAIR WORK You need to get from your home to the office by 9:00. Start at card 1.
Use the choices on the cards to decide what you will do. Then go to that card and choose again.

1 Walk to the bus station. Go to 11. Drive. Go to 4. Ride your bike. Go to 18. Take the train. Go to 8.	2 You are waiting. What do you do? Chat with a friend. Go to 20. Listen to music. Go to 9.	3 Where is the train station?! Turn left. Go to 17. Turn right. Go to 14.	4 There are a lot of cars on the road. Go back to 1. No problem! Go to 6.	5 You are both having a coffee in the café. Go to 16.
6 Oh no! It is now 9:00 and you are not at work! Go to 1.	7 Your boss is not happy! You aren't very smart today. Take the train home ...	8 You are walking to the train station. Go to 3.	9 You are listening to some cool music and waiting. Go to 12.	10 You are at work before 9:00!
11 You are waiting. There is no bus. Go back to 1.	12 You take the train. Go to 19.	13 You are walking to the office. Go to 10.	14 You are walking and walking ... Go to 6.	15 Why are you riding your bike with a big bag? Go to 1.
16 The coffee is good and you have a nice chat but ... Go to 6.	17 You are at the train station. Go to 2.	18 Are you carrying a big bag? Yes – Go to 15. No – Go to 4.	19 You see your boss. She tells you, "I don't like Mondays." What do you say? "I do!" – Go to 13. "Me neither – it's work again!" Go to 7.	20 You are chatting with your friend. She wants a coffee. What about you? Yes – Go to 5. No – Go to 12.

8.1 VOCABULARY

VERBS TO DESCRIBE SKILLS

Work in groups. Ask questions, for example, *Do you (draw)?*

	You			
 dance				
 draw				
 fix things				
 read music				
 paint				
 play the guitar				
 sing				
 skateboard				
 snowboard				
 speak two languages				
 surf				
 swim				

8.2 VOCABULARY

WORK



Student A

- A **PAIR WORK** Read your text to Student B. Pause for the underlined words.

I work for ABC in Boston. ABC is a computer ¹ company with about two hundred ² workers. People from many countries work for ABC. My three ³ coworkers are from Mexico, Russia, and Honduras. Today we ⁴ have a meeting about the new ABC laptop. They all ⁵ think it is a great laptop, and I agree. After a meeting, we usually ⁶ take a break, drink coffee, and chat in our ⁷ office. At ABC, we ⁸ work hard every day. We like our jobs and are very happy here.



- B Listen to Student B. Write down the words from the box that you hear.

company	coworkers	have a meeting	office
take a break	think	work hard	workers

- | | | | |
|---------|---------|---------|---------|
| 1 _____ | 3 _____ | 5 _____ | 7 _____ |
| 2 _____ | 4 _____ | 6 _____ | 8 _____ |



Student B

- A **PAIR WORK** Listen to Student A. Write down the words from the box that you hear.

company	coworkers	have a meeting	office
take a break	think	work hard	workers

- | | | | |
|---------|---------|---------|---------|
| 1 _____ | 3 _____ | 5 _____ | 7 _____ |
| 2 _____ | 4 _____ | 6 _____ | 8 _____ |

- B Read your text to Student A. Pause for the underlined words.

It is Monday and I ¹ have a meeting at 10:00 with Maria and Daniel in our ² office on London Road. Maria and Daniel are my ³ coworkers. I really enjoy working with them. Our ⁴ company is not very big. There are about 60 ⁵ workers. It is a great job. I meet a lot of very interesting people at work and I ⁶ think they are happy too. Yes, I ⁷ work hard, sometimes ten hours a day, but it is fun. I can always ⁸ take a break and chat with the people next to me.



9.1 VOCABULARY

TRAVEL

A Complete each text with the travel vocabulary.

Victor and Adelia

We are on ¹ *vacation / plane* in Tokyo and it's great! Tokyo is a very big ² *city / country* and we love it! We go shopping every day, and there are a lot of really good restaurants. Now we are on a river ³ *tour / ticket* and we're having lunch on the ⁴ *farm / boat*.



Isabelle and Mateo

Wow! This is the famous Bolshoi theater in Moscow and we have two ⁵ *vacation / tickets*! Moscow is great! There are a lot of museums and nice cafés. There are also big parks with trees and plants. Sometimes we think we're in the ⁶ *country / city*.



Ella and Daniel

We are in Mexico City! We took a ⁷ *boat / plane* from Washington in the United States. We live on a ⁸ *ranch / country* near Ellensburg (which is a small ⁹ *town / vacation*, not a city). We work hard on the ranch. Now we are ready for a fun ¹⁰ *tour / ticket*. We are very excited to see all the important places in this great city!



B Which vacation do you like?

C **PAIR WORK** What do you like about these vacations? What don't you like? Discuss with a partner.

9.2 VOCABULARY

TRAVEL ARRANGEMENTS

Student A

A Complete the questions with the words in the box. You won't use all the words.

airport arrive buy check in destination flight
flying leave online stay traveling trip



B Work with a partner. Ask each other the questions.

	You	Student B
Where are you _____ from?	Osaka	
What is your _____ ?	Beijing	
Can you _____ a ticket _____ for the trip?	yes	
What time do you have to _____ home?	7:00 in the evening	
What time do you have to be at the _____ ?	5:30 in the morning (the next day)	
Do you need to _____ in a hotel the night before?	yes	
When do you have to _____ ?	6:00 in the morning	
How long is your _____ ?	3 hours 20 minutes	
When does the plane _____ ?	10:00 in the morning	

Student B

A Complete the questions with the words in the box. You won't use all the words.

airport arrive buy check in destination flight
flying leave online stay traveling trip



B Work with a partner. Ask each other the questions.

	Student A	You
Where are you _____ from?		Lima
What is your _____ ?		Machu Picchu
Can you _____ a ticket _____ for the trip?		don't know
What time do you have to _____ home?		3:00 in the afternoon
What time do you have to be at the _____ ?		4:30 in the afternoon
Do you need to _____ in a hotel the night before?		no
When do you have to _____ ?		5:00 in the afternoon
How long is your _____ ?		1 hour
When does the plane _____ ?		8:00 in the evening

10.1 VOCABULARY

GOING OUT

PAIR WORK Ask your partner questions.

- 1 Where do you like to go shopping?
A At the mall.
B Online.
C I don't like shopping!
D Other answer.
- 2 Where do you take a walk?
A In the park.
B In the forest.
C In town.
D Other answer.
- 3 When do you look at art?
A On the weekend.
B On vacation.
C Never.
D Other answer.
- 4 Who do you meet at the airport?
A Friends.
B Family.
C Coworkers.
D Other answer.
- 5 Do you like to have picnics?
A Yes, I love picnics!
B Sometimes I like to have picnics.
C I hardly ever have picnics.
D Other answer.
- 6 Do you like to eat inside or outside?
A Inside.
B Outside.
C Both.
D Other answer.
- 7 Where do you get together with friends?
A At a restaurant.
B At a café.
C At home.
D Other answer.
- 8 Who do you take out for dinner?
A My parents.
B My best friend.
C Other English students.
D Other answer.



10.2 VOCABULARY

CLOTHES; SEASONS

PAIR WORK Take an A card. What is the person wearing? What season is it? Then take a B card. Do the cards match? Keep any matching cards.

A Cards



B Cards

Summer shoes, shorts, T-shirt	Summer jeans, shoes, T-shirt	Rainy season pants, shirt, shoes
Winter coat, shoes, skirt, sweater	Rainy season boots, jeans, shirt	Spring coat, dress, hat, shoes
Winter coat, jeans, shoes, sweater	Spring shirt, shoes, shorts	Fall shirt, shoes, skirt
Dry season boots, hat, pants, shirt	Summer shoes, skirt, T-shirt	Winter boots, coat, jeans, sweater

11.1 VOCABULARY

DESCRIBING PEOPLE, PLACES, AND THINGS

GROUP WORK Take a card and read it to the other students. The other students say which adjective is correct.

The food is <i>awful</i> / <i>fast</i> ! I'm not going to eat here again!	My aunt is wearing a <i>quiet</i> / <i>beautiful</i> dress.	The computer game is expensive because it is <i>slow</i> / <i>new</i> .	I can swim, but I am <i>slow</i> / <i>wonderful</i> .
I need a new laptop. My old laptop is <i>slow</i> / <i>exciting</i> now.	Usain Bolt was very <i>new</i> / <i>fast</i> in the 100 meters.	The children are <i>old</i> / <i>noisy</i> today.	Our vacation in Acapulco was <i>exciting</i> / <i>cute</i> .
The children in the photo were really <i>cute</i> / <i>new</i> .	The soccer game was <i>awful</i> / <i>exciting</i> . It was great.	The trip was <i>awful</i> / <i>wonderful</i> . I never want to go back there.	Alex is a really <i>awful</i> / <i>wonderful</i> friend. I like him a lot.
My jeans are <i>new</i> / <i>noisy</i> . Do you like them?	I live in a village. It is nice and <i>noisy</i> / <i>quiet</i> .	I am a <i>fast</i> / <i>cute</i> swimmer. I can swim 50 meters in 35 seconds.	The children are <i>exciting</i> / <i>quiet</i> in school.
I was a <i>noisy</i> / <i>fast</i> boy at school. I wasn't a good student.	An 89% on your English test is <i>awful</i> / <i>wonderful</i> ! You are a very good student.	The flowers in spring are <i>beautiful</i> / <i>fast</i> .	She was a really <i>new</i> / <i>cute</i> two-year-old girl then.
The video is <i>awful</i> / <i>wonderful</i> . Don't watch it!	Barcelona is a <i>cute</i> / <i>beautiful</i> city. Let's go there on vacation.	My sister is really <i>awful</i> / <i>cute</i> . She's a lovely girl.	The concert wasn't <i>exciting</i> / <i>slow</i> . It was very boring.
There is a <i>fast</i> / <i>cute</i> train to London.	I have a <i>new</i> / <i>fast</i> friend. Her name is Karla.	The music is very <i>slow</i> / <i>noisy</i> . Can you hear me?	We had a <i>quiet</i> / <i>new</i> walk in the park.
The bus is very <i>fast</i> / <i>slow</i> . I'm going to drive.	The book is <i>awful</i> / <i>wonderful</i> . I love it.	The party wasn't <i>exciting</i> / <i>noisy</i> . It wasn't fun.	It's a <i>cute</i> / <i>beautiful</i> day. Let's go to the park.

11.2 VOCABULARY

COLORS

A Change the order of the letters to make words for colors.

- | | |
|----------------------|----------------|
| 1 reneg <u>green</u> | 7 yrag _____ |
| 2 lowley _____ | 8 pruelp _____ |
| 3 kabl c _____ | 9 gearno _____ |
| 4 dre _____ | 10 norbw _____ |
| 5 thiew _____ | 11 kipn _____ |
| 6 lebu _____ | |

B Make true sentences with the words from exercise A. Compare your sentences with a partner. Which ones are the same? Which ones are different?

- 1 My eyes are _____.
- 2 My phone is _____.
- 3 My first phone was _____.
- 4 Today my shoes are _____.
- 5 Yesterday my shoes were _____.
- 6 My favorite color is _____.
- 7 My partner's favorite color is _____.
- 8 My bedroom walls are _____.
- 9 The couch in my living room is _____.
- 10 My neighbor's car is _____.

C **GROUP WORK** Ask questions and put a check mark (✓) when you find a match.

Do you have a bag?

Yes, I do.

What color is your bag?

It's red.

Find someone who has ...	✓	Student's name
... a red bag		
... a green watch		
... a yellow tablet		
... a blue phone		
... a gray car		
... a brown dog		
... a black cat		
... a purple couch		
... a white refrigerator		

12.1 VOCABULARY

SNACKS AND SMALL MEALS

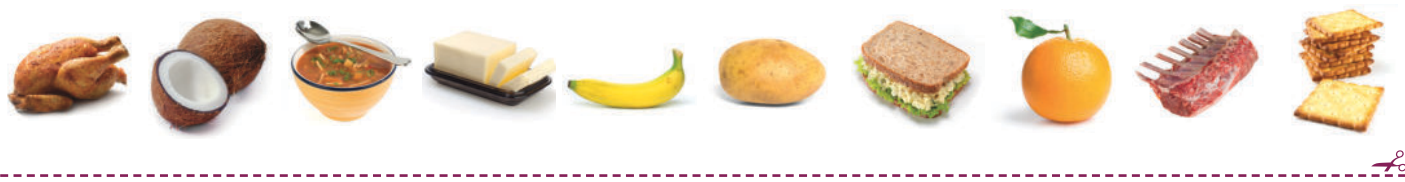
Student A

Tell the other students what Miranda ate yesterday.



Student B

Tell the other students what Boris ate yesterday.



Student C

Tell the other students what Ming ate yesterday.



Student D

Tell the other students what Dan ate yesterday.



	Fruit and vegetables	Meat	Dairy products	Grains	Small meals
Miranda					
Boris					
Ming					
Dan					

12.2 VOCABULARY

FOOD, DRINK, AND DESSERTS

- A Fill in the words on the menu.
- B You have \$30. Choose what to eat and drink at the café.
- C **GROUP WORK** Tell the other students what you want.
- I want the ...
- D **GROUP WORK** What is the total price for your group?

Sam's Café			
	\$15		\$7
	\$20		\$5
	\$17		\$3
	\$8		\$3
	\$5		\$4
	\$5		\$2
	\$6		

Teacher's notes for photocopiable activities:

SPEAKING

UNIT 1 ROLL A ROLE

page T-254

Pair work activity

Unit 1 vocabulary: Countries and nationalities; the alphabet; personal information; numbers; jobs

Unit 1 grammar: *I am, you are; What's ... ? It's ...*

35 minutes

- **Prepare** Copy one worksheet for each pair of Ss.
- **Introduce** Write ONE question on the board
(_____ nationality?
or _____ job, or
_____ college?)
- Elicit the full version of the question.
- Ss circulate asking and answering the question with each other.
- **Do the task** Hand out the worksheets. Variation: Cut up the worksheets and ask Ss to order the dialogue. Elicit any words they don't know. Tell Ss to write four numbers in the "password" line (each number should be between 1 and 6).
- Ask Ss to follow the prompts and use the numbers from their password to choose their answers. (e.g., if the password is 4516, then they should choose option 4 in the first question, option 5 in the second question, etc.)
- Tell Ss they don't have to share their personal information and can make things up instead.
- Allow about ten minutes for the activity.
- Rearrange Ss into new pairs and tell them to summarize the facts they learned about their partners.
- **Review** Divide the class into student A and student B. Ss A have to find Ss from the same country as them. Ss B have to find Ss who have the same job as them.
- Ss do a mingling task using their NEW personality details.
- Ss return to their original groups/pairs and report their findings.

UNIT 2 QUESTION MAZE

page T-255

Pair work activity

Unit 2 vocabulary: Family; numbers; describing people; *really / very*

Unit 2 grammar: *Is / are* in statements and *yes/no* questions; *is not / are not*

35 minutes

- **Prepare** Copy one question maze for each pair of Ss.
- **Introduce** Divide the class into small groups and ask them to make three information questions about their family or friends using the adjectives from the unit.

- To help less confident Ss, write the question structure on the board: *Is / are + your + subject + adjective? Is your brother married?*
- Elicit questions and write correct versions on the board.
- Ask Ss to take turns asking and answering those questions.
- **Do the task** Put Ss into pairs. Hand out the question maze. Tell Ss they will make questions by combining the words in the maze. They can start anywhere they want and may move in any direction in the maze, even in zigzags. You may limit the number of questions to five.
- Give Ss two to three minutes to plan their questions. Monitor and help as Ss make questions.
- Elicit corrections and sentences and display them on the board.
- Tell Ss that their partners should then answer the questions in a way which is true for them.
- If Ss run out of questions too soon, an optional extension could be to ask them to stand up and mingle with their list of questions.
- **Review** The class plays a game of "question tennis" where one S directs a question to another S, who answers it and then asks a different S a question, who answers it ... and so on.

UNIT 3 HOUSE SHARE

page T-256

Group work activity

Unit 3 vocabulary: Rooms in a home; furniture

Unit 3 grammar: Possessive adjectives; possessive 's and s'; *it is*

35 minutes

- **Prepare** Copy and cut up one set of cards for each group of four Ss.
- **Introduce** Tell Ss they are looking for an apartment or a house to share. Scramble the following questions on the board and ask Ss to copy them.
Is it a house or an apartment?
Is the living room big?
How many bedrooms are in the house?
What is in the kitchen?
Where is the fridge?
- Draw a simple bird's eye view of a small apartment to include the items mentioned in the questions. Tell your Ss about it using the target language on page 25 of the Student's Book. Ss ask and answer the questions in pairs. Monitor and check for pronunciation.

- **Do the task** Before you give out the worksheet, put Ss into groups of three or four.
- Give out the worksheets. Each S in the group draws a house or apartment any way they wish. They also make correct questions from the prompts at the bottom.
- Variation: Ask Ss to make two extra questions.
- Without showing their plans, each S in the group draws a house or apartment any way they wish. Ss take turns asking and answering questions about their plans in their groups.
- Ask for some answers from the whole class. Are their houses/apartments the same or different? Which house do Ss want to live in?
- **Review** Drill the correct sentences from the prompts at the bottom of Ss' worksheets aloud.
- Ss stick their plans on the walls of the classroom and discuss which one is best.

UNIT 4 THE DIGI-CHALLENGE

page T-257

Pair work activity

Unit 4 vocabulary: Technology; using technology

Unit 4 grammar: Simple present statements with *I, you, we*; simple present *yes/no* questions with *I, you, we*

40 minutes

- **Prepare** Copy one worksheet for each pair. Ss will need a stopwatch. They can use their phones for this.
- **Introduce** Write cell phone, computer, and laptop on the board. Ask Ss to think of three different uses for each in two minutes. Elicit ideas from the whole class.
- **Do the task** Ss play a speaking game with three levels. Each level has similar tasks and increases in difficulty.
- Hand out one worksheet per pair.
- Tell players that they should take turns moving from one square to another to complete the tasks. They can move to the next square only if they complete the task. They score one point for each completed task. In each level, they can ask their partner or the teacher for help, or pass.
- A task is completed if the student has answered all parts of the question.
- **Review** Monitor the task closely and note down any errors.
- Write Ss' sentences on the board, keeping them anonymous. Underline errors. Elicit the correct form and drill.
- Write some correct sentences on the board. Show Ss how these sentences can be improved, for example by adding adjectives or using a wider range of verbs.
- In pairs, ask Ss to:
 - Choose two questions and ask another pair to answer them.
 - Write one more question for each round and nominate other pairs to respond.

UNIT 5 ASK ME ABOUT ... ME

page T-258

Group work activity

Unit 5 vocabulary: Days and times of day; everyday activities; telling the time

Unit 5 grammar: Simple present statements with *he, she, they*; questions in the simple present

35 minutes

- **Prepare** Copy one worksheet for each group of four Ss.
- **Introduce** On the board, write two question words, two verbs, and two time expressions from one of the task cards.
- Elicit questions containing the words. Answer them and ask *How about you?*
- Optional question frame:

(Question word)	do	you	(verb)	(time word)?
	does	your friend		

- **Do the task** Divide Ss into two groups. The first group sits in a circle facing outward. The second group sits in another circle outside, facing the first group. The Ss in the second circle should move clockwise every three to five minutes. Alternatively, Ss can work with partners sitting on their right/left/opposite them.
- Hand out one card per S.
- Give Ss one to two minutes to read the prompts. Encourage them to ask their partner or teacher about any words they don't know.
- Ss ask their partners different questions using the prompts. Allow three to five minutes before each pair moves on. Repeat up to four times.
- Variation for stronger Ss: listening partners should give their speaking partners one point every time they use an expression they learned in Unit 5.
- **Review** Monitor the task closely and note down any errors. Write some example sentences on the board. Change some factual details. Ask Ss to guess which sentences are true or false. Ask Ss to guess who said each sentence.
- Write some incorrect sentences on the board. Elicit the corrections. Drill the sentences.

UNIT 6 LOCATION TIC-TAC-TOE

page T-259

Pair work activity

Unit 6 vocabulary: Places in cities; nature

Unit 6 grammar: *There's, There are; a lot of, some, no; count and non-count nouns*

40 minutes

- **Prepare** Copy one worksheet per pair.
- **Introduce** Write the word neighborhood on the board and draw a tic-tac-toe grid underneath the word. Ask Ss to shout out things they find in their neighborhood. Write these into the square.
- Put Ss into teams. They take turns to choose a square and make a sentence with the word.
- Place an X or O in the square if the sentence is correct.
- The team which connects three Xs or Os in a row (vertically, horizontally, or diagonally) wins.
- **Do the task** Put the Ss into pairs and hand out the grids. Ss take turns choosing squares and making sentences to score three in a row. Continue until all the grids have been used.
- Variation: instead of making a single sentence, Ss have to speak non-stop for 20 seconds, using the word in the square at least once.
- **Review** Monitor the task closely and note examples of good and bad examples of language. Write the sentences on the board. Underline errors (with verb forms, question structure, auxiliary verbs) and ask Ss to correct as a class.

UNIT 7 FIND SOMEONE WHO ...

page T-260

Group work activity

Unit 7 vocabulary: Activities around the house; transportation

Unit 7 grammar: Present continuous statements; present continuous questions

35 minutes

- **Prepare** Copy and cut up one worksheet for each group of 6 Ss.
- **Introduce** Write some actions on the board (e.g., clean, drive to school, cook dinner). Mime an action and ask *What am I doing?* Elicit answers from Ss (*You're cooking dinner*). Say *I'm cooking dinner*. Repeat with other verbs and write the sentences on the board. (*I'm driving to school. I'm cleaning.*)
- Scramble the following sentences on the board and ask Ss to unscramble them.
 - 1 you / carrying / bag / a / Are / ? (*Are you carrying a bag?*)
 - 2 English / you / speaking / Are / ? (*Are you speaking English?*)
 - 3 you / Are / messages / text / sending / ? (*Are you sending text messages?*)
 - 4 friend / a / Are / talking / you / to / ? (*Are you talking to a friend?*)

- Elicit the short answers for the questions.
 - *Yes, I am. / No, I'm not.*
- **Do the task** Hand out the cards. Explain to Ss that they will write five sentences about activities they are doing. Then, they will write questions about what their group members are doing.
- Ss take turns asking and answering the questions to identify who in their group is doing each activity. When they identify someone who is doing an activity, they write the card number by the question.
- Variation: Groups compete to complete all their cards first.
- **Review** Monitor the task. Identify common errors. Write statements and questions on the board with common mistakes in them and ask Ss to correct the mistakes. For example, write *Are you **take** a shower?* Elicit *Are you **taking** a shower?*

UNIT 8 THE SPINNING "CAN"S

page T-261

Pair work activity

Unit 8 vocabulary: Verbs to describe skills; work

Unit 8 grammar: *Can and can't for ability; well; can and can't for possibility*

35 minutes

- **Prepare** Make enough copies of the game board for every pair/small group. Each group needs one pen or pencil to spin.
- **Introduce** Write *Work and Hobbies* on the board and elicit one example of a skill for each category, e.g.,
 - *work – use a computer / drive / speak English*
 - *hobbies – play the guitar / dance / cook*
- Elicit one *Can you + [skill]?* question per category, and then the positive and negative answer e.g., *Can you use a computer? Can you dance? Yes, I can. / No, I can't.*
- Ask Ss to take turns asking and answering the questions.
- **Do the task** Divide the class into pairs or small groups and hand out the game board. Model the task. Tell Ss to place a pencil in the first square (WORK) and ask one S to spin the pencil. Ss should ask their partner the question *Can you + (option)?* to elicit *Yes, I can* or *No, I can't*.
- For every answer Ss answers *Yes, I can*, they receive a point.
- The winner is the S who has the most points.
- **Review** Ss summarize each other's skills by saying what their partner can do that they can't, e.g., *Juan can read blogs in English, but I can't.*
- Ask Ss to choose one skill they want to learn and one skill they can teach.

UNIT 9 TRIP PLANNERS

page T-262

Pair work activity

Unit 9 vocabulary: Travel; travel arrangements

Unit 9 grammar: *this* and *these*; *like to*, *want to*, *need to*, *have to*

40 minutes

- **Prepare** Copy one worksheet per pair of Ss.
- **Introduce** Dictate or show the following questions to the class.
 - *What is your destination?*
 - *How do we travel?*
 - *How long is the flight?*
 - *Where can you stay?*
 - *What languages do people speak there?*
- Write the following words on the board in random order. Ask Ss to match them to the questions.
 - *New York*
 - *By plane*
 - *Seven hours*
 - *Hotel*
 - *English, Spanish, and other languages.*
- **Do the task** Cut up and give out the worksheets. In pairs, Ss use the worksheets to role play making travel plans. Encourage Ss to use full sentences in their answers.
- After Ss have done the first two role plays, they work together to make a third role play by writing in questions and answers. Ss choose a location they want to visit or a country from the list on page 2 of the Student's Book. They can use their phones to research any information they need.
- Rearrange Ss into new pairs and have them do the role play again.
- Ss then go back to their original partners and discuss the similarities and differences between their plans and the others' plans.
- **Review** Listen and note down good and bad examples of sentences. Share these with Ss and ask them to correct the mistakes.
- In small groups, Ss create (and record on their cell phones) a one-minute vlog about that place. Each S should have a part in the video, e.g., one S speaks about hotels, another S about getting to the destination, etc.

UNIT 10 PACK YOUR BAGS

page T-263

Pair work activity

Unit 10 vocabulary: Going out; clothes; seasons

Unit 10 grammar: Statements with *be going to*; questions with *be going to*

40 minutes

- **Prepare** Copy one worksheet per student.
- **Introduce** Do an image search for open suitcase and display to Ss. Ask Ss what they always take with them on any trip, e.g., cell phone, their favorite book, a coat, etc. Elicit ideas and write them on the board. Ss can refer to them throughout the activity.
- In pairs, ask Ss to choose a destination for a trip or vacation they want to go on together and in which season they want to go.
- **Do the task** Hand out the worksheet and tell Ss that they will each pack their own suitcase. They can take ten things. Allow individual Ss two to three minutes to write down the things they are going to take with them on their trip. They should write their list in the suitcase. Ss should also write the destination and season. Encourage Ss to include the objects and the clothes they need.
- In pairs, Ss explain their choices to their partner. Model an example with a confident Ss, e.g., *I'm going to take a sweater. It's cold in (Canada).* or *I'm not going to take my laptop. I'm not going to work.*
- Then, tell Ss that there is a new baggage restriction: they can only take one suitcase between two Ss or five things each. In pairs, Ss discuss which items to remove, explaining their choices. *I'm not going to take my book. I'm not going to read. / I'm going to read on my phone.*
- The same pairs now explain the contents of their new bag to the class using *He / she is going to ...*
- **Review** As a whole class, find out what the most popular items were for Ss to take.

UNIT 11 THE CROSSWALK

page T-264

Pair work activity

Unit 11 vocabulary: Adjectives to describe people, places, and things; colors

Unit 11 grammar: Statements with *was* and *were*; questions with *was* and *were*

40 minutes

- **Prepare** Make one copy of the worksheet per pair. Use three coins: one to flip, two to use as counters. Ss can use their cell phone as a timer.
- **Introduce** Write *yesterday*, *last week*, and *last year* on the board. Ask Ss to share three memories in pairs: one about yesterday, one about last week, and one about last year, e.g. *Last week my neighbor was friendly; My vacation was wonderful last year.*
- Ask Ss to share their memories with the class. Elicit follow up questions. If Ss use vocabulary from the unit, write it on the board.
- **Do the task** Hand out the worksheets. The useful language box can be left open or folded away, depending on the Ss' confidence levels.
- Ss move along the board by flipping a coin (Heads = 1 move, Tails = 2 moves). They should try to cross "the road" before their partner. When a S lands on a word, he/she must make a sentence with that word about memories, using *was* or *were* (and an adjective). If the S says the sentence correctly in the time limit, he/she takes another turn. If not, the partner takes his/her turn. Each turn should last 30 seconds (20 seconds for stronger groups, 1 minute for weaker groups). The first S to cross the road to the other side is the winner.
- Ss play the game again with a different partner but without the useful language.
- **Variation:** Each turn should be followed by one question from the listening partner. (e.g., *Are you speaking to her these days? Where is ... now? Why was he there? When was this?*)
- **Review** As Ss speak, make notes on good or bad examples you can give as feedback at the end of the task.
- As a class, ask Ss to share some of their best memories or their partner's memories.

UNIT 12 THE FOODIE SURVEY

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Pair/group work activity

Unit 12 vocabulary: Snacks and small meals; food, drinks, and desserts

Unit 12 grammar: Simple past statements; simple past questions; *any*

35 minutes

- **Prepare** Copy and cut up one set of cards per 12 Ss.
- **Introduce** Ask Ss to write one question about food using *Did you eat/drink ... yesterday?* Ss ask and answer the question in pairs. Ask for some feedback as a class.
- **Do the task** Tell Ss they are going to ask each other questions about what they eat and what they know about food. Lots of the questions will practice the past tense.
- Hand out cards. Allow Ss time to figure out the questions they need to ask. Help Ss and write any corrections on the board so that everyone can see and use them.
- Have Ss write a national food on the question 4 line on their card. It can be from their country or another country.
- Ask Ss to circulate asking their questions. They can ask one question at a time before they move on to the next partner.
- Ss write the names of people who give them the answers they need on their card.
- **Review** Using the notes on their cards, Ss write the names of classmates on a separate piece of paper and show it to their partner. The partner asks *What did ... say?*, and the S should explain using the information from their card.
- Ss write five more questions in the past simple and interview their partner.

UNIT 1 SPEAKING

ROLL A ROLE

Password _____

Student A Hi! Are you ... (nationality)?

Student A Where are you from?

Student A I'm from ...

- | | | |
|----------|-----------|---------------|
| 1 Russia | 3 Ecuador | 5 South Korea |
| 2 France | 4 Peru | 6 China |

Student A What's your name?

Student A How do you spell it?

Student A Thanks.

Student A My name is ...

- | | | |
|----------|-----------|----------|
| 1 Mara | 3 Ruby | 5 Yasmin |
| 2 Emilio | 4 Cameron | 6 Sergei |

Student A It's ... (spell your name).

Student A No, I'm not. I'm ...

- | | | |
|-------------|------------|-----------------|
| 1 an artist | 3 a doctor | 5 a hotel clerk |
| 2 a chef | 4 a server | 6 a salesperson |

Student A It's ...

- | | |
|--------------------|---------------|
| 1 Bradley Books | 4 Pak Grill |
| 2 Empire One Café | 5 Ethan Hotel |
| 3 Clinton Hospital | 6 ABC-TV |

What's your job?

Student A Thanks! What's your phone number?

Student A It's ...

Student B No, I'm not.

Student B I'm from ...

- | | | |
|----------|----------|---------------------|
| 1 Brazil | 3 Japan | 5 Spain |
| 2 Chile | 4 Mexico | 6 The United States |

Student B And where are you from?

Student B You're from ... Wow!

Student B My name is ...

- | | | |
|-------------|--------|-----------|
| 1 Francisco | 3 Eric | 5 Sam |
| 2 Julieta | 4 Fay | 6 Kaitlin |

Student B It's ... (spell your name).

Student B And what's your name?

Student B And how do you spell it?

Student B Thanks. Are you a student?

Student B What's the name of your company?

Student B I'm ...

- | | | |
|-------------|-------------|-----------------|
| 1 a teacher | 3 a doctor | 5 a director |
| 2 a student | 4 an artist | 6 a salesperson |

And my company is ...

- | | |
|--------------------|----------------------|
| 1 Evolve English | 4 Destination Design |
| 2 Jodi College | 5 Travel Smart |
| 3 General Hospital | 6 Carter Cars |

Student B It's ...

And what's your number?

UNIT 2 SPEAKING

QUESTION MAZE

how	best friend	shy	is	Brazilian	uncle	is	are
18	old	your	teacher	in class	your	you	children
you	friendly	is	John	are	where	dad	boring
brother	are	at work	your	you	American	from	tall
your	grandparents	here	parents	mother	in June	student	young
is	smart	when	your	birthday	funny	aunt	your
what	job	are	is	cousins	from	Russia	is

UNIT 3 SPEAKING

HOUSE SHARE

Student A

A Draw a plan of your house.

B Make questions using the prompts.

- 1 Is / home / apartment?
- 2 Is / bedroom / big?
- 3 How many / bathrooms / in house?
- 4 What / in / the kitchen?
- 5 Where / the house?

Student B

A Draw a plan of your house.

B Make questions using the prompts.

- 1 Is / home / apartment?
- 2 Is / kitchen / big?
- 3 How many / bedrooms / in house?
- 4 What / in / the bedroom?
- 5 Where / living room?

Student C

A Draw a plan of your house.

B Make questions using the prompts.

- 1 Is / home / apartment?
- 2 Is / living room / small?
- 3 How many / tables / in house?
- 4 What / in / the bathroom?
- 5 Where / bedroom?

Student D

A Draw a plan of your house.

B Make questions using the prompts.

- 1 Is / home / apartment?
- 2 Is / living room / big?
- 3 How many / sofas / in house?
- 4 What / in / the living room?
- 5 Where / the kitchen?

Student E

A Draw a plan of your house.

B Make questions using the prompts.

- 1 Is / home / apartment?
- 2 Is / bathroom / small?
- 3 How many / TVs / in house?
- 4 What / in / the dining area?
- 5 Where / the shower?

Student F

A Draw a plan of your house.

B Make questions using the prompts.

- 1 Is / home / apartment?
- 2 Is / dining area / big?
- 3 How many / bathrooms / in house?
- 4 What / in / the living room?
- 5 Where / the kitchen?

UNIT 4 SPEAKING

THE DIGI-CHALLENGE

START

Level 1

Ask your partner

Do you have a favorite app?



Three things

Work alone.
Write a list of apps you like.
Compare ideas with your partner.



Ask your partner

Do you post comments on Twitter?



Ask your partner

Do your parents use social media?



Race your partner

Work alone. How many different websites and apps do you know? Write notes. You have 1 minute. Then compare your ideas.



Level 1 COMPLETE. Move to the NEXT LEVEL.

Level 2

Ask your partner.

Do you like internet shopping?



Three things

Work alone.
Write a list of things you post on the internet.
Compare ideas with your partner.



30 Seconds

Speak for 30 seconds. Use the words
use / comments / post.



Discuss with your partner

Do you take photos? What do you take photos of?
You have 1–2 minutes.



Race your partner

Work alone. How many words about technology do you know? List them. You have 1 minute. Then compare your ideas.



Level 2 COMPLETE. Move to the NEXT LEVEL.

Level 3

Ask your partner

a question about technology.
Begin with *Do you ... ?*



Three things

Say three things you like and three things you don't like about technology.



30 Seconds

Speak for 30 seconds. Use the words
friends / chat / want / app / laptop.



Discuss with your partner

Do you play games? What games do you play?
You have 1–2 minutes.



Race your partner

Work alone. How many **verbs** about technology do you know? Write notes. You have 1 minute. Then, compare your ideas.

Level 3 COMPLETE.

GAME OVER

UNIT 5 SPEAKING

ASK ME ABOUT ... ME



Ask me about ... me

Student 1

Question words

What ... ? Do you ... ? Does your best friend ... ?
Do your parents ... ? Where ... ? What time ... ?
When ... ?

Verbs

go to work watch movies drink tea chat with
friends online make breakfast see your family
use a cell phone post comments on social media

Days and times of day

always on Tuesdays at night at 1 p.m. on
Sunday morning

Answers

Me, too. Me, neither.
Yeah, I know. That's true. And what about you?
How about you?



Ask me about ... me

Student 2

Question words

What ... ? Do you ... ? Does your best friend ... ?
Do your parents ... ? Where ... ? What time ... ?
When ... ?

Verbs

run go out with friends use a tablet do
homework get up late drink water have dinner
eat a cookie

Days and times of day

usually in the morning every day on Fridays
on the weekend

Answers

Me, too. Me, neither.
Yeah, I know. That's true. And what about you?
How about you?



Ask me about ... me

Student 3

Question words

What ... ? Do you ... ? Does your best friend ... ?
Do your parents ... ? Where ... ? What time ... ?
When ... ?

Verbs

stay at home play soccer use social media drink
coffee study have breakfast read books send
emails have fun

Days and times of day

never on Monday evenings at night in the
afternoon on the weekend

Answers

Me, too. Me, neither.
Yeah, I know. That's true. And what about you?
How about you?



Ask me about ... me

Student 4

Question words

What ... ? Do you ... ? Does your best friend ... ?
Do your parents ... ? Where ... ? What time ... ?
When ... ?

Verbs

go out buy apps watch TV write product
reviews on the internet have lunch play video
games go to work see friends

Days and times of day

sometimes at noon on weekdays after school
on Sunday evenings

Answers

Me, too. Me, neither.
Yeah, I know. That's true. And what about you?
How about you?

UNIT 6 SPEAKING

LOCATION TIC-TAC-TOE

Card 1

snow
mountain
supermarket
desert
museum
in my neighborhood
grass
interesting
have dinner

Card 2

on the right
plants
hill
boring
ocean
... in your city?
see friends
a lot of
There are no ...

Card 3

river
big store
There is a ...
restaurant
hospital
on my street
go shopping
nice
flowers

Card 4

park
forest
... is near ...
go out
café
bookstore
there are some
tall
There isn't a ...

Card 5

beach
tree
close to nature
very
a lot of
great stores
on the right
interesting
movie theater

Card 6

learn
lake
school
mall
park
zoo
Where ... ?
There are no ...
beautiful

Card 7

ocean
Where are ... ?
on the left
mall
park
zoo
lake
There are no ...
big

Card 8

old
Where is ... ?
on the left
really
cool
There are some ...
island
hotel
... on your street?

UNIT 7 SPEAKING

FIND SOMEONE WHO ...

Card 1

A Write sentences in the present continuous.

- 1 I am _____ (work)
- 2 _____ (wait for a bus)
- 3 _____ (drive home)
- 4 _____ (do homework)
- 5 _____ (carry a bag)

B Make questions. Find someone who is doing each activity.

- 1 Are you _____ (take a shower)
- 2 _____ (help children)
- 3 _____ (learn English)
- 4 _____ (shop)
- 5 _____ (drink milk)

Card 2

A Write sentences in the present continuous.

- 1 I am _____ (text a friend)
- 2 _____ (take a shower)
- 3 _____ (watch TV)
- 4 _____ (clean)
- 5 _____ (drink milk)

B Make questions. Find someone who is doing each activity.

- 1 Are you _____ (carry a bag)
- 2 _____ (talk to a friend)
- 3 _____ (eat lunch)
- 4 _____ (shop)
- 5 _____ (work)

Card 3

A Write sentences in the present continuous.

- 1 I am _____ (take a bath)
- 2 _____ (go for a walk)
- 3 _____ (text your mom)
- 4 _____ (text a friend)
- 5 _____ (carry a bag)

B Make questions. Find someone who is doing each activity.

- 1 Are you _____ (ride bike)
- 2 _____ (take a shower)
- 3 _____ (eat lunch)
- 4 _____ (shop)
- 5 _____ (help children)

Card 4

A Write sentences in the present continuous.

- 1 I am _____ (speak Spanish)
- 2 _____ (drive home)
- 3 _____ (help children)
- 4 _____ (brush teeth)
- 5 _____ (ride bike)

B Make questions. Find someone who is doing each activity.

- 1 Are you _____ (do homework)
- 2 _____ (talk to a friend)
- 3 _____ (speak English)
- 4 _____ (shop)
- 5 _____ (drive to school)

Card 5

A Write sentences in the present continuous.

- 1 I am _____ (learn English)
- 2 _____ (take a bath)
- 3 _____ (brush teeth)
- 4 _____ (carry a bag)
- 5 _____ (cook dinner)

B Make questions. Find someone who is doing each activity.

- 1 Are you _____ (text your mom)
- 2 _____ (speak Spanish)
- 3 _____ (eat lunch)
- 4 _____ (clean)
- 5 _____ (work)

Card 6

A Write sentences in the present continuous.

- 1 I am _____ (talk to a friend)
- 2 _____ (drive to school)
- 3 _____ (eat lunch)
- 4 _____ (speak English)
- 5 _____ (shop)

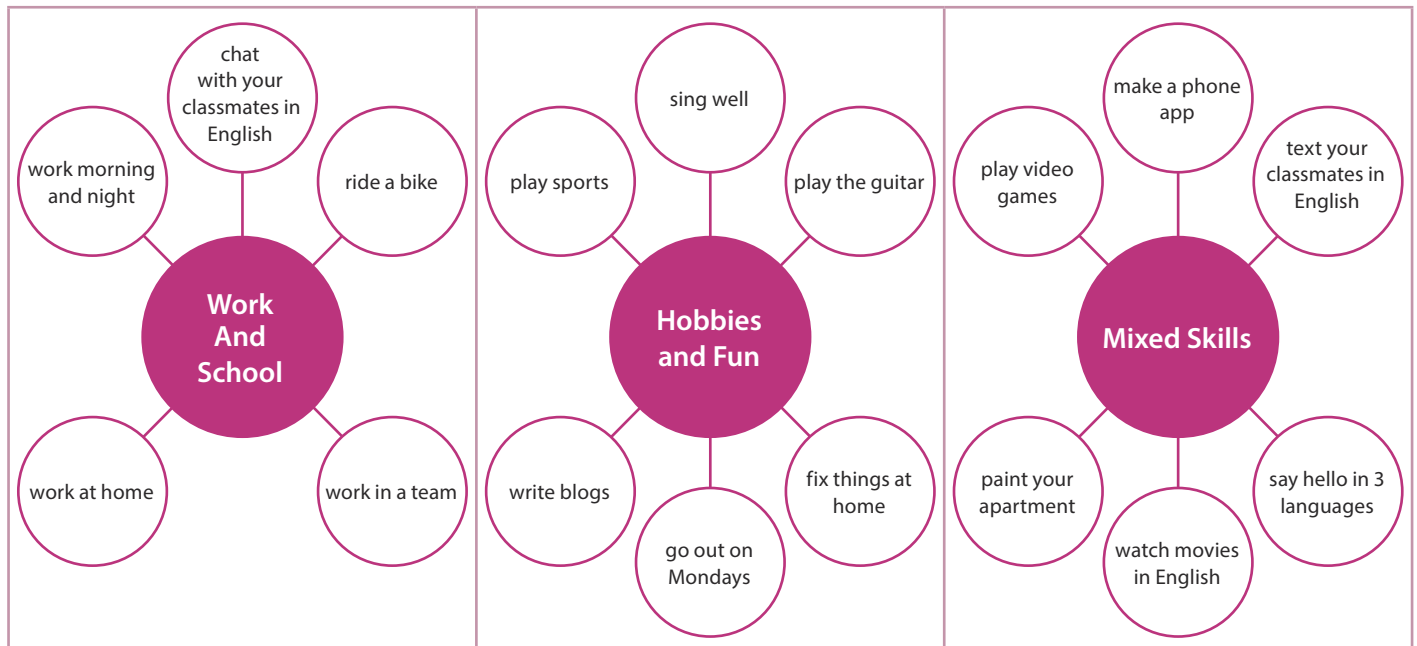
B Make questions. Find someone who is doing each activity.

- 1 Are you _____ (carry a bag)
- 2 _____ (go for a walk)
- 3 _____ (wait for a bus)
- 4 _____ (take a bath)
- 5 _____ (work)

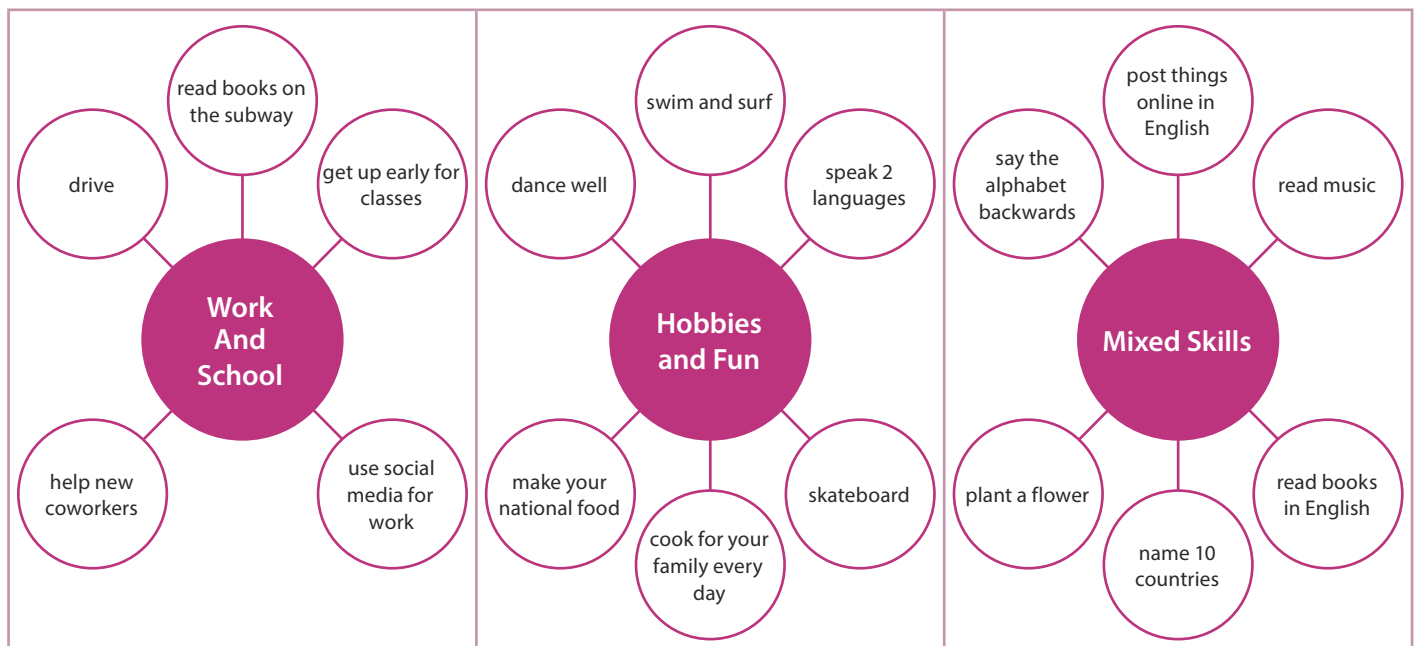
UNIT 8 SPEAKING

THE SPINNING "CAN"'S

Student A



Student B



UNIT 9 SPEAKING

TRIP PLANNERS

Student A – Travel agent	Student B – Traveler
What is your destination?	New York
By plane	How can we travel?
7 hours	How long is the trip from here?
The airport	Where do we leave from?
English and Spanish	What language do they speak there?
Warm clothes, it's winter	What do we need to buy before the trip?
Yes, you can.	Can I buy a ticket online for the trip?
7:00 a.m.	What time do we have to be at the airport?
Student A – Traveler	Student B – Travel agent
San Diego	What is your destination?
How can we travel?	By bus
How long is the trip from here?	5 hours
Where do we leave from?	The bus station
What language do they speak there?	English and Spanish
What do we need to buy before the trip?	Summer clothes, it's hot
Can I buy a ticket online for the trip?	Yes, you can.
What time do we have to be at the bus station?	12:00 p.m.
Student A	Student B

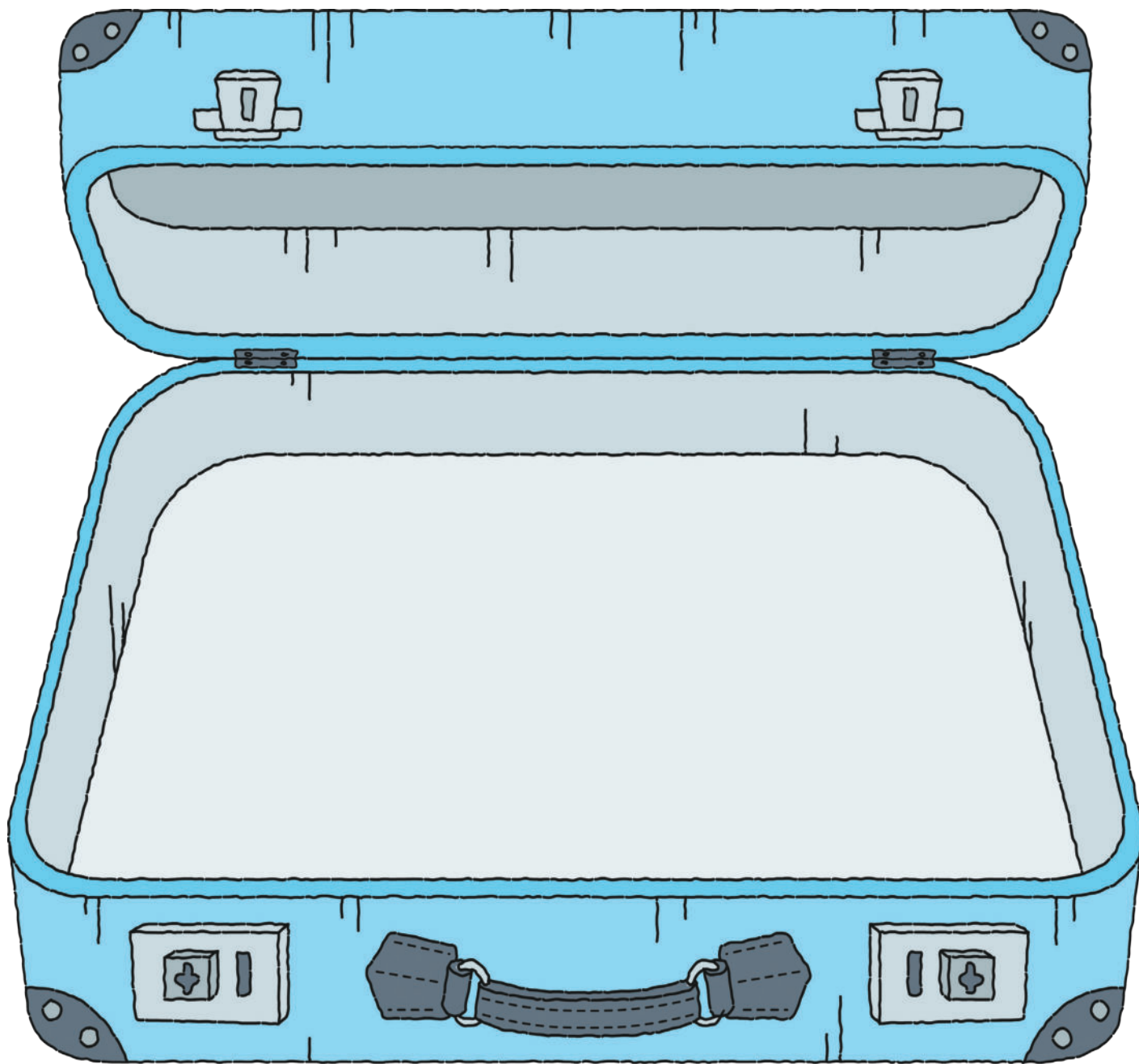


UNIT 10 SPEAKING

PACK YOUR BAGS

Name: _____

What are you going to take with you?



Destination: _____

Season: _____

UNIT 11 SPEAKING

THE CROSSWALK

I remember ...

 PLAYER 1 																		 PLAYER 2 

Useful language:

red	white	orange	yellow	green
blue	pink	purple	brown	gray
black	(not) awful	(not) cute	(not) slow	(not) fast
(not) quick	(not) new	(not) old	(not) noisy	(not) quiet
(not) cool	(not) boring	(not) good	(not) bad	(not) smart
(not) nice	(not) small	(not) big	(not) friendly	(not) great
(not) short	(not) funny	(not) shy	(not) tall	(not) young
(not) famous	(not) cheap	(not) expensive	(not) popular	(not) exciting
(not) beautiful	(not) wonderful	(not) interesting	favorite	really
very	I think ...	I don't think ...	because	and
also	but	so	I mean	No way!
Was it ... ?	Were they ... ?	When / Where / What / Who / Why / was / were ... ?		
How old ... ?	How much ... ?	I remember ...	I have no idea	I'm not sure
I don't know	I think maybe it was ...	Let me think		

UNIT 12 SPEAKING

THE FOODIE SURVEY



Card 1. Find someone who ...

- 1 knows great restaurants
- 2 had lunch, breakfast, and dinner yesterday
- 3 ate all the food in the refrigerator
- 4 knows which country _____ comes from
- 5 likes to make international food

Card 7. Find someone who ...

- 1 knows 3 good food stores
- 2 had lunch at work/school last week
- 3 took their friend out for breakfast
- 4 knows which country _____ comes from
- 5 likes to write restaurant reviews

Card 2. Find someone who ...

- 1 knows 3 fast food restaurants
- 2 had 3 snacks yesterday
- 3 bought expensive food last month
- 4 knows which country _____ comes from
- 5 likes TV shows about food

Card 8. Find someone who ...

- 1 knows 3 drinks in English
- 2 had a good meal on airplane
- 3 went to a big supermarket yesterday
- 4 knows which country _____ comes from
- 5 doesn't like ice cream

Card 3. Find someone who ...

- 1 knows 3 fruits in English
- 2 had a picnic last month
- 3 didn't like vegetables before
- 4 knows which country _____ comes from
- 5 likes to post photos of their food on social media

Card 9. Find someone who ...

- 1 knows 3 breakfast foods
- 2 drank lot of soda on the weekend
- 3 took their friend out for dinner
- 4 knows which country _____ comes from
- 5 likes to read restaurant reviews

Card 4. Find someone who ...

- 1 knows 3 vegetables names in English
- 2 had a meal with their family last month
- 3 ate on a bus or train this month
- 4 knows which country _____ comes from
- 5 likes to eat outside

Card 10. Find someone who ...

- 1 can cook 3 meals
- 2 had fish last week
- 3 bought a lot of snacks yesterday
- 4 knows which country _____ comes from
- 5 doesn't like dairy products

Card 5. Find someone who ...

- 1 knows 3 words for meat
- 2 had a lot of cake last week
- 3 went to a bad restaurant last month
- 4 knows which country _____ comes from
- 5 likes to eat meals in the living room

Card 11. Find someone who ...

- 1 knows 3 snacks
- 2 didn't have dessert last night
- 3 ate food from another country this month
- 4 knows which country _____ comes from
- 5 likes to read food blogs

Card 6. Find someone who ...

- 1 knows 3 words for dairy products
- 2 didn't have dinner last night
- 3 bought food online last week
- 4 knows which country _____ comes from
- 5 likes to eat meals on the couch

Card 12. Find someone who ...

- 1 knows 3 verbs that go with food
- 2 drank a lot of coffee yesterday
- 3 visited a farm
- 4 knows which country _____ comes from
- 5 has a food app on their phone